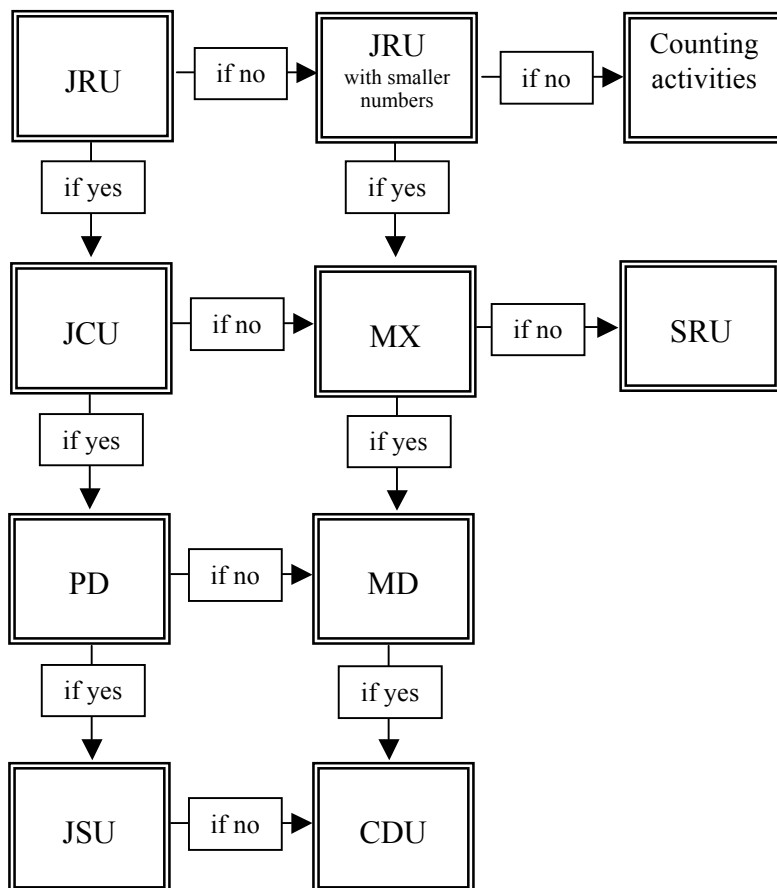# Possible Options
for a
Developmental Interview

Doing an interview to determine the developmental level of a kindergartener through second grader is not an exact science. One needs to explore not only problem type but number size as well. What is listed below is a set of possibilities on where to begin.

Goal: How to investigate the broadest possible range of developmental thinking in the fewest number of questions

General Starting Point: Start with a relatively easy problem to ensure maximum success and build a positive rapport with the child

Strategy: Using the Children's Solution Strategy Flow Chart as a guideline, move to the next key developmental pivot point. If yes, continue to the next pivot point. If no, backfill.

JRU → if no →	**JRU** with smaller numbers → if no →	Counting activities
↓ if yes	↓ if yes	
JCU → if no →	**MX** → if no →	**SRU**
↓ if yes	↓ if yes	
PD → if no →	**MD**	
↓ if yes	↓ if yes	
JSU → if no →	**CDU**	

Number Size Considerations

• Numbers under 10, close together
  (ex.: JRU 3,4; SRU 7,2; JCU 4,6; CDU 6,8)

• Numbers under 10, greater span
  (ex.: JRU 2,7; SRU 7,5; JCU 3,8; CDU 4,9)

• Numbers spanning 10
  (ex.: JRU 7,5; SRU 13, 5; JCU 8,12; CDU 8, 14)

• Numbers over 10, close together, greater span

• Numbers spanning 20

• Double digit numbers requiring *no* configuring a 10 or decomposing a 10

• Double digit numbers requiring configuring a 10 or decomposing a 10

Materials: Have handy at the table: counters that can be used loose or snapped together such as *Unifix Cubes™*, paper and felt tip markers, base ten materials (if older or advance student)

Code: **JRU** (Join, Result Unknown)**; JCU** (Join, Change Unknown)**; SRU** (Separate, Result Unknown)**; MX** (Multiplication)**; PD** (Partitive Division)**; MD** (Measurement Division)**; JSU** (Join, Start Unknown)**; CDU** (Compare, Difference Unknown)