AMC Assessments have been carefully designed so each question elicits several levels of student thinking. This gives teachers the most information possible about each individual student in the shortest amount of time.

Kathy Richardson’s ground-breaking work presents teachers with a continuum of assessments that follows the stages of children’s development of math concepts so teachers can identify where children are in their development and provide appropriate instruction. AMC assessments focus on the concepts of Counting, Comparing, Number Composition and Decomposition, Place Value, Addition and Subtraction, and beginning Multiplication and Division.

Overview of AMC:
- Formative, Summative and Diagnostic
- Uncover the child’s edge of understanding
- Short Personal Interviews
- Focus on Number
- Designed to give teachers the most information possible in the shortest amount of time
- Aligned with Common Core State Standards — Math
- Inform Classroom Instruction
- Identify Students Who Need Intervention

AMC is based on the premise that teachers will be able to provide more effective instruction and ensure maximum learning for all students when they (teachers) are aware of the steps children progress through as they are developing an understanding of foundational mathematical ideas.

The heart and foundation of mathematics for young children is the development of number concepts. A child’s understanding of number and number relationships impacts every other area of mathematical study.
Our focus on teaching and assessing for understanding is identical to the underlying tenants of the **Common Core State Standards** for Mathematics.

**Math Perspectives: Assessing for Understanding**

**Easily Capture Assessment Data**

The assessments are conducted in short one-on-one student / teacher interviews. Teachers enter student data directly into any computer (PC or Mac) with internet access. Clear on-screen prompts, in English and Spanish, ensure teachers accurately reflect students’ understanding. When an assessment is completed, teachers have immediate access to powerful Web-based reporting.

**Powerful Reporting Tracks Results**

The AMC - Web Version offers administrators and teachers a variety of reports that summarize student results and enable teachers to make instructional decisions. For administrators, reporting shows the use of the assessments throughout the school or district. Benchmark reports provide a comprehensive summary and allow for tracking results over time. For teachers, AMC captures every answer in each assessment for complete individual student reports. Class reporting also summarizes results and provides reports for grouping for instruction.

**The Nine Assessments:**
- Counting Objects
- Changing Numbers
- More/Less Trains
- Number Arrangements
- Combination Trains
- Hiding Assessments
- Ten Frames
- Grouping Tens
- Two-Digit Addition and Subtraction

**Use Assessment to Inform Instruction**

AMC is directly correlated to Kathy Richardson’s *Developing Number Concepts (DNC)* curriculum series. DNC is designed to help young children develop important foundational mathematics concepts. Every concept is developed through both teacher-directed and independent activities. The activities are “expandable” so teachers can easily differentiate their instruction in the classroom to meet the needs of all learners.

For more information on Assessing Math Concepts and professional development, contact us!

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