

DIVISION RUNNING RECORD**Student Page**

$0 \div 3$

$50 \div 10$

$7 \div 1$

$27 \div 3$

$4 \div 4$

$42 \div 6$

$18 \div 2$

$28 \div 4$

$14 \div 7$

$64 \div 8$

$45 \div 5$

$54 \div 9$

Part 1: Division Teacher Recording Sheet Strategy Levels and Accuracy			
0 ÷ 3	a sc asc ca skf coh urm pth dk	D0	0 1 2 3 4
7 ÷ 1	a sc asc ca skf coh urm pth dk	D1	0 1 2 3 4
4 ÷ 4	a sc asc ca skf coh urm pth dk	DN	0 1 2 3 4
18 ÷ 2	a sc asc ca skf coh urm pth dk	D2	0 1 2 3 4
14 ÷ 7	a sc asc ca skf coh urm pth dk	DH	0 1 2 3 4
45 ÷ 5	a sc asc ca skf coh urm pth dk	D5	0 1 2 3 4
50 ÷ 10	a sc asc ca skf coh urm pth dk	D10	0 1 2 3 4
27 ÷ 3	a sc asc ca skf coh urm pth dk	DHF3	0 1 2 3 4
42 ÷ 6	a sc asc ca skf coh urm pth dk	DHF6	0 1 2 3 4
28 ÷ 4	a sc asc ca skf coh urm pth dk	DHF4	0 1 2 3 4
64 ÷ 8	a sc asc ca skf coh urm pth dk	DHF8	0 1 2 3 4
54 ÷ 9	a sc asc ca skf coh urm pth dk	DHF9	0 1 2 3 4
Codes: a- automatic sc- self corrected asc- attempted self-correction ca – counted all on fingers skf – skip counted on fingers coh- counted on in head urm –using a related multiplication fact pth – prolonged thinking time dk – didn't know	Codes: Dividing 0 by a number – D0 Dividing by 1 – D1 Dividing a number by itself - DN Dividing by 2 –D2 Dividing a number by its half - DH Dividing by 5- D5 Dividing by 10 - D10 Dividing by 3 - DHF3 Dividing by 6 – DHF6 Dividing by 4 – DHF4 Dividing by 8 – DHF 8 Dividing by 9 – DHF9 *(DHF-stands for dividing by harder facts)	Codes: 0 – doesn't know 1 – counting strategies by ones or skip counting usually using fingers or drawings 2 - mental math/solving in head (usually skip counting) 3- using known facts and strategies 4- automatic recall	
Comments:			

Part 2:**Division Flexibility Assessment**

Teacher: We are now going to administer Part II of the Running Record. In this part of the Running Record we are going to talk about what strategies you use when you are solving basic division facts. I am going to tell you a problem and then ask you to tell me how you think about it. I am also going to ask you about some different types of facts. Take your time as you answer and tell me what you are thinking as you see and do the math. I am going to take notes so I can remember everything that happened during this Running Record. (The teacher can either write down the problems or tell the problems to the student).

<p>Dividing 0 by a number What do you do when dividing 0 by any number?</p> <p><i>For example:</i> $0 \div 7$ $0 \div 10$</p> <p>D0</p>	<p>Dividing by 1 What do you think about when you are dividing by 1?</p> <p><i>For example:</i> $8 \div 1$ $11 \div 1$</p> <p>D1</p>	<p>Dividing a number by itself What do you think when you are dividing a number by itself?</p> <p><i>For example:</i> $3 \div 3$ $9 \div 9$</p> <p>DN</p>	<p>Dividing a number by 2 What do you think and do when you see something divided by 2?</p> <p><i>For example:</i> $4 \div 2$ $16 \div 2$</p> <p>D2</p>
<p>Dividing a number by it's half What do you do when you see facts like these?</p> <p><i>For example:</i> $18 \div 9$ $16 \div 8$</p> <p>DH</p>	<p>Dividing a number by 5 What do you think about when you are dividing a number by 5?</p> <p><i>For example:</i> $20 \div 5$ $60 \div 5$</p> <p>D5</p>	<p>Dividing by 10 What do you think and do when you see something divided by 10?</p> <p><i>For example:</i> $40 \div 10$ $70 \div 10$</p> <p>D10</p>	<p>Dividing a number by 3 What do you do when you are dividing by 3?</p> <p><i>For example:</i> $21 \div 3$ $12 \div 3$</p> <p>DHF3</p>
<p>Dividing a number by 6 If a friend did not know how to divide by 6, what would you tell them to do?</p> <p><i>For example:</i> $24 \div 6$ $48 \div 6$</p> <p>DHF6</p>	<p>Dividing a number by 4 What do you do when you are dividing by 4?</p> <p><i>For example:</i> $32 \div 4$ $12 \div 4$</p> <p>DHF4</p>	<p>Dividing a number by 8 If a friend got stuck when dividing by 8, what would you tell them to do?</p> <p><i>For example:</i> $48 \div 8$ $24 \div 8$</p> <p>DHF8</p>	<p>Dividing a number by 9 What do you do when you are dividing by 9?</p> <p><i>For example:</i> $72 \div 9$ $45 \div 9$</p> <p>DHF9</p>

Question Prompts:

That's interesting/fascinating: tell me what you did.
That's interesting/fascinating: tell me what you were thinking.
Can you tell me more about how you solve these types of problems?

That's interesting/fascinating: tell me how you solved it.
How did you solve this problem? What does that mean?
What do you mean when you say _____ ?

Comments/Notes about gestures, behaviors, remarks:

Part 3:
Mathematical Disposition:
Quick Interview

Do you like math?

What facts are easy? Which facts do you just know? (Point to the benchmark problems.)

What facts are tricky? Do you use any strategies on the tricky problems?

What do you do when you get stuck?