

Name: _____ Teacher: _____ Date: _____

Addition Running Record Recording Sheet

Part 1	Codes (What do you notice?)	
0 + 1 a 5s pth	fca fco cah coh dk ic wo sc asc	A0—add 0
2 + 1 a 5s pth	fca fco cah coh dk ic wo sc asc	A1—add 1
3 + 2 a 5s pth	fca fco cah coh dk ic wo sc asc	Aw5—add w/in 5
2 + 6 a 5s pth	fca fco cah coh dk ic wo sc asc	Aw10—add w/in 10
4 + 6 a 5s pth	fca fco cah coh dk ic wo sc asc	AM10—add making 10
10 + 4 a 5s pth	fca fco cah coh dk ic wo sc asc	A10 add 10 to a #
7 + 7 a 5s pth	fca fco cah coh dk ic wo sc asc	AD—add doubles
5 + 6 a 5s pth	fca fco cah coh dk ic wo sc asc	AD1 —add dbls +/- 1
7 + 5 a 5s pth	fca fco cah coh dk ic wo sc asc	AD2—add dbls +/- 2
9 + 6 a 5s pth	fca fco cah coh dk ic wo sc asc	AHF/C9 add higher facts/use compensation w/9
8 + 4 a 5s pth	fca fco cah coh dk ic wo sc asc	AHF/C 7/8 add higher facts/use compensation with 7/8
7 + 8 a 5s pth	fca fco cah coh dk ic wo sc asc	AHF/C7/8 add higher facts/use compensation with 7/8

Codes: a — automatic 5s - 5 seconds pth - prolonged thinking time	fca —finger counted all fco —finger counted on cah - counted all in head coh —counted on in head dk - didn't know ic —in context (could tell when set in a story)	wo —wrong operation sc — self-corrected asc - attempted to self-correct
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General Observations (to be filled out after interview)

*In most states 1st grade has an expectation of fluency within 10.

Instructional Response:

Focus areas (circle all that apply): flexibility accuracy automaticity

Strategy to begin instruction: A0 A1 Aw5 Aw10 AM10 A10 AD AD1 AD2 AHF/9 AHF/7/8

Strategy level for current strategy: 0 1 2 3 4M 4 _____

(if student was counting on, describe the process: fca or fco 1st addend, larger addend or if student counted on in head ask and note cah or coh 1st addend or larger addend)

<p>Part 2</p> <p>Add 0 0 + 1</p> <p>What happens when you are adding zero to a number?</p> <p>___ same #</p> <p>___ can't articulate</p> <p>8 + 0</p> <p>5 + 0</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>A0 Level: 0 1 2 3 4M 4</p>	<p>Add 1 2 + 1</p> <p>What happens when you are adding one to a number?</p> <p>___ next counting #</p> <p>___ can't articulate</p> <p>4 + 1</p> <p>10 + 1</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>A1 Level: 0 1 2 3 4M 4</p>	<p>Add w/in 5 or 10</p> <p>3 + 2 2 + 6</p> <p>If your friend didn't know how to solve these problems, what would you tell them to do?</p> <p>___ count on from big#</p> <p>___ can't articulate</p> <table border="1" data-bbox="673 415 937 552"> <tr> <th>w/in5</th> <th>w/in10</th> </tr> <tr> <td>1 + 4</td> <td>3 + 4</td> </tr> <tr> <td>2 + 3</td> <td>2 + 7</td> </tr> </table> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>Aw10 Lvl: 0 1 2 3 4M 4</p>	w/in5	w/in10	1 + 4	3 + 4	2 + 3	2 + 7	<p>Add Make Ten 4 + 6</p> <p>What is 8 + 2?</p> <p>What is 3 + 7</p> <p>I'm going to give you a number and I want you to give me the number that makes 10 with it. If I give you 5, how many more to make 10?</p> <p>9?</p> <p>6?</p> <p>2?</p> <p>4?</p> <p>3?</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>AM10 Lvl: 0 1 2 3 4M 4</p>	<p>Add 10 10 + 4</p> <p>What is happening when we add 10 to a number?</p> <p>___ teen #'s decompose to 10 and 1's</p> <p>___ can't articulate</p> <p>10 + 2</p> <p>10 + 8</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>A10 Lvl: 0 1 2 3 4M 4</p>
w/in5	w/in10									
1 + 4	3 + 4									
2 + 3	2 + 7									
<p>Doubles 7 + 7</p> <p>What is 8 + 8? ___</p> <p>6 + 6? _____</p> <p>9 + 9? _____</p> <p>What kinds of facts are these?</p> <p>_____</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>AD Level: 0 1 2 3 4M 4</p>	<p>Dbls +/- 1 5 + 6</p> <p>How did you figure out 5 + 6?</p> <p>___ Dbls +/- 1</p> <p>___ other</p> <p>___ can't articulate</p> <p>What is 6 + 7?</p> <p>___ Dbls +/- 1</p> <p>___ other</p> <p>___ can't articulate</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>AD1 Lvl: 0 1 2 3 4M 4</p>	<p>Dbls +/- 2 7 + 5</p> <p>If a friend did not know how to solve this problem, what would you tell them to do?</p> <p>___ Dbls +/- 2</p> <p>___ other</p> <p>___ can't articulate</p> <p>Could you figure out 6 + 8 for me?</p> <p>___ Dbls +/- 2</p> <p>___ other</p> <p>___ can't articulate</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>AD2 Lvl: 0 1 2 3 4M 4</p>	<p>Bridge through 10 (9)</p> <p>9 + 6</p> <p>What strategy did you use to solve this problem?</p> <p>___ Bridge 10</p> <p>___ other</p> <p>___ can't articulate</p> <p>How would you figure out 9 + 4?</p> <p>___ Bridge 10</p> <p>___ other</p> <p>___ can't articulate</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>AHF/C 9</p> <p>Level: 0 1 2 3 4M 4</p>	<p>Bridge through 10 (7/8)</p> <p>8 + 4 7 + 8</p> <p>What strategy did you use to solve these problems?</p> <p>___ Bridge 10</p> <p>___ other</p> <p>___ can't articulate</p> <p>How would you solve 8 + 5?</p> <p>___ Bridge 10</p> <p>___ other</p> <p>___ can't articulate</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>AHF/C 7/8</p> <p>Level: 0 1 2 3 4M 4</p>						

Codes:

- 0 - doesn't know
- 1 - counting strategies fingers or manipulatives
- 2 - mental math/solve in head
- 3 - derived facts
- 4M - automatic recall memorized
- 4 - automatic recall with understanding
- fca—finger counted all
- fco—finger counted on
- cah - counted all in head
- coh—counted on in head
- ic - in context
- dk - didn't know

Part 3

Do you like math?

What did you find easy?

What did you find tricky?

What do you do when you get stuck?