

Name: _____

Teacher: _____

Date: _____

Division Running Record Recording Sheet

Part 1	Codes (What do you notice?)				
0 ÷ 3 a 5s pth	urm fca scf coh sch dk	D0—divide 0 by #			
7 ÷ 1 a 5s pth	urm fca scf coh sch dk	D1—divide # by 1			
4 ÷ 4 a 5s pth	urm fca scf coh sch dk	DNN - divide # by itself			
18 ÷ 2 a 5s pth	urm fca scf coh sch dk	D2 - divide by 2			
14 ÷ 7 a 5s pth	urm fca scf coh sch dk	DH - divide by half			
45 ÷ 5 a 5s pth	urm fca scf coh sch dk	D5 - divide by 5			
50 ÷ 10 a 5s pth	urm fca scf coh sch dk	D10 - divide by 10			
27 ÷ 3 a 5s pth	urm fca scf coh sch dk	D3 - divide by 3			
42 ÷ 6 a 5s pth	urm fca scf coh sch dk	D6 - divide by 6			
28 ÷ 4 a 5s pth	urm fca scf coh sch dk	D4 - divide by 4			
64 ÷ 8 a 5s pth	urm fca scf coh sch dk	D8 - divide by 8			
54 ÷ 9 a 5s pth	urm fca scf coh sch dk	D9 - divide by 9			
<p>Codes:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> a— automatic 5s - 5 seconds pth - prolonged thinking time </td> <td style="width: 33%; vertical-align: top;"> urm - use related mult fact fca—counted all on fingers scf—skip counted fingers coh-counted on in head by 1's sch - skip counted head dk—didn't know </td> <td style="width: 33%; vertical-align: top;"> sc-self-corrected asc- attempted to self-correct </td> </tr> </table>			a— automatic 5s - 5 seconds pth - prolonged thinking time	urm - use related mult fact fca—counted all on fingers scf—skip counted fingers coh-counted on in head by 1's sch - skip counted head dk—didn't know	sc-self-corrected asc- attempted to self-correct
a— automatic 5s - 5 seconds pth - prolonged thinking time	urm - use related mult fact fca—counted all on fingers scf—skip counted fingers coh-counted on in head by 1's sch - skip counted head dk—didn't know	sc-self-corrected asc- attempted to self-correct			
<p><u>General Observations</u> (to be filled out after interview)</p> <p>Instructional Response:</p> <p>Focus areas (circle all that apply): flexibility accuracy automaticity</p> <p>Strategy to begin instruction: D0 D1 DNN D2 DH D5 D10 D3 D6 D4 D8 D9</p> <p>Strategy level for current strategy: 0 1 2 3 4M 4 _____</p>					

<p>Part 2</p> <p>Divide by 0 $0 \div 3$</p> <p>What happens when you divide zero by any number?</p> <p>___ quotient is 0 ___ can't articulate</p> <p>For example, $0 \div 8$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D0 Level: 0 1 2 3 4M 4</p>	<p>Divide by 1 $7 \div 1$</p> <p>What happens when you divide a number by 1?</p> <p>___ same # ___ can't articulate</p> <p>$10 \div 1$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D1 Level: 0 1 2 3 4M 4</p>	<p>Divide Number by Itself $4 \div 4$</p> <p>What happens when you divide a number by itself?</p> <p>___ always is 1 ___ can't articulate</p> <p>$6 \div 6$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>DNN Lvl: 0 1 2 3 4M 4</p>	<p>Divide by 2 $18 \div 2$</p> <p>What do you think about when you divide a number by 2?</p> <p>___ halving it ___ other ___ can't articulate</p> <p>$14 \div 2$ $16 \div 2$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D2 Level: 0 1 2 3 4M 4</p>	<p>Divide by Half $14 \div 7$</p> <p>What do you think about when you see a problem like this?</p> <p>___ relate to dbls ___ other ___ can't articulate</p> <p>$8 \div 4$ $18 \div 9$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>DH Level: 0 1 2 3 4M 4</p>
<p>Divide by 5 $45 \div 5$</p> <p>What do you think about when you divide a number by 5?</p> <p>___ urm ___ other ___ can't articulate</p> <p>$20 \div 5$ $35 \div 5$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D5 Level: 0 1 2 3 4M 4</p>	<p>Divide by 10 $50 \div 10$</p> <p>What do you think about when you divide a number by 10?</p> <p>___ urm ___ other ___ can't articulate</p> <p>$80 \div 10$ $30 \div 10$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D10 Level: 0 1 2 3 4M 4</p>	<p>Divide by 3 $27 \div 3$</p> <p>What do you think about when you divide by 3?</p> <p>___ urm ___ other ___ can't articulate</p> <p>$18 \div 3$ $24 \div 3$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D3 Level: 0 1 2 3 4M 4</p>	<p>Divide by 6 $42 \div 6$</p> <p>What do you think about when you divide by 6?</p> <p>___ urm ___ other ___ can't articulate</p> <p>$24 \div 6$ $54 \div 6$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D6 Level: 0 1 2 3 4M 4</p>	<p>Divide by 4 $28 \div 4$</p> <p>What do you think about when you divide by 4?</p> <p>___ urm ___ other ___ can't articulate</p> <p>$36 \div 4$ $24 \div 4$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D4 Level: 0 1 2 3 4M 4</p>
<p>Divide by 8 $64 \div 8$</p> <p>What do you think about when you divide by 8?</p> <p>___ urm ___ other ___ can't articulate</p> <p>$32 \div 8$ $48 \div 8$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D8 Level: 0 1 2 3 4M 4</p>	<p>Divide by 9 $54 \div 9$</p> <p>What do you think about when you divide by 9?</p> <p>___ urm ___ other ___ can't articulate</p> <p>$63 \div 9$ $27 \div 9$</p> <p>Do they know this strategy?</p> <p>No/Emerging/Yes</p> <p>D9 Level: 0 1 2 3 4M 4</p>	<p>Part 3</p> <p>Do you like math?</p> <p>What do you find easy?</p> <p>What do you find tricky?</p> <p>What do you do when you get stuck?</p>		<p>Codes:</p> <p>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 urm - use related mult fact fca—counted all on fingers scf—skip counted fingers coh—counted on in head by 1's sch - skip counted head dk—didn't know</p>