Addition Running Record Recording Sheet

Student: _____ Teacher: _____ Date: _____

Part 1: Initial Observations
Teacher: We are now going to administer Part 1 of the Running Record. I am going to give you a sheet of paper with some problems. I want you to go from the top to the bottom and tell me just the answer. If you get stuck, you can stop and ask for what you need to help you. If you want to pass, you can. We might not do all of the problems. I am going to take notes so I remember what happened. Let's start.

Part 1	**Codes: What do you notice?**	**Initial Observations of Strategies**	**Data Code Names**
0 + 1 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	A0----- add 0
2 + 1 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	A1----- add 1
3 + 2 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	Aw5--- add w/in 5
2 + 6 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	Aw10—add w/in 10
4 + 6 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	AM10---add making 10
10 + 4 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	A10-----add 10 to a #
7 + 7 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	AD------add doubles
5 + 6 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	AD1-----add dbls +/-1
7 + 5 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	AD2----add dbls +/-2
9 + 6 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	AHF/C9-add higher facts use compensation w/9
8 + 4 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	AHF/C7/8—add higher facts/use compensation with 7/8
7 + 8 a 5s pth	ca fco cah coh wo sc asc dk	0 1 2 3 4M 4	AHF/C7/8—add higher facts/use compensation with 7/8

Codes	**Types of Strategies**	**Strategy Levels**
a - automatic 5s - 5 seconds pth - prolonged thinking time	ca - counted all fco – finger counted on cah – counted all in head coh – counted on in head wo - wrong operation sc - self corrected asc - attempted to self-correct dk - didn't know	0 – doesn't know 1 – counting strategies by ones or skip counting using fingers, drawings or manipulatives 2 - mental math/solving in head 3 - using known facts and strategies 4M - automatic recall from memory 4 – automatic recall and students have number sense

Part 2: Flexibility/Efficiency

Teacher: We are now going to administer Part 2 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 addition 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.

Add 0 0 + 1

What happens when you add zero to a number?

___ same #
___other
___can't articulate

What would be the answer to…

3 + 0
0 + 5
8 + 0

Do they know this strategy?

No/Emerging/Yes
A0 Level 0 1 2 3 4M 4

Add 1 2 + 1

What strategy do you use when you add 1 to a number?

___ next counting #
___other
___can't articulate

What would be the answer to….

4 + 1
1 + 7
10 + 1

Do they know this strategy?

No/Emerging/Yes
A1 Level 0 1 2 3 4M 4

Add w/in 5 or 10 3 + 2 2 + 6

How do you solve 4 + 0? And 6 + 3?

___ count on from big #
__ other
___can't articulate

<u>w/in 5 w/in 10</u>

1 + 3 5 + 4
2 + 2 2 + 7

Do they know this strategy?

No/Emerging/Yes
A10 Level 0 1 2 3 4M 4

Add to Make 10 4 + 6

How do you solve 5 + 5?

___ count on from big #
__ other
___can't articulate

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 7, how many more to make 10? If I give you ____ how many more to 10?

9?
2?
6?
3?

Do they know this strategy?

No/Emerging/Yes
AM10 Level 0 1 2 3 4M 4

Add 10 10 + 4

What strategy do you use when you add 10 to a number?

___ teen #s decompose to 10 and 1's
____other
___can't articulate

How would you solve ____?
10 + 2
10 + 6
10 + 8

Do they know this strategy?

No/Emerging/Yes
A10 Level 0 1 2 3 4M 4

Doubles 7 + 7

How would you solve 6 + 6?

___ doubles
___ other
___can't articulate

How would you solve _____?
4 + 4
8 + 8
9 + 9

What kind of facts are these?
_____

Do they know this strategy?

No/Emerging/Yes
AD Level 0 1 2 3 4M 4

Doubles +/- 1 5 + 6

How would you solve 6 + 7?

___ doubles +/-1
___ other
___can't articulate

How would you solve ____?
2 + 3
3 + 4
8 + 9

Do they know this strategy?

No/Emerging/Yes
AD1 Level 0 1 2 3 4M 4

Doubles +/- 2 7 + 5

If a friend did not know how to solve 7 + 9, what would you tell her to do?

___ doubles +/-2
___other
___can't articulate

How would you solve….?
2 + 4
8 + 6
9 + 11

Do they know this strategy?

No/Emerging/Yes
AD2 Level 0 1 2 3 4M 4

Bridge through 10 (9) 9 + 6	**Bridge through 10 (7/8) 8 + 4**	**Part 3: Mathematical Disposition**
If your friend was stuck solving 9 + 5, what would you tell him to do? ___ bridge 10 ___other ___can't articulate	What strategy would you use to solve 8 + 3? ___ bridge 10 ___other ___can't articulate	Do you like math? What do you find easy? What do you find tricky? What do you do when you get stuck?
How do you solve _____? 9 + 3 9 + 6 Do they know this strategy? No/Emerging/Yes AHF/C9 Level 0 1 2 3 4M 4	How would you solve ____? 4 + 7? 8 + 5? Do they know this strategy? No/Emerging/Yes AHF/C 7/8 Level 0 1 2 3 4M 4	Question Prompts: That's interesting/fascinating: tell me what you did. That's interesting/fascinating: tell me how you solved it. That's interesting/fascinating: tell me what you were thinking. How did you solve this problem? Can you tell me more about how you solve these types of problems? What do you mean when you say _____? (i.e. ten friends/neighbor numbers etc.)

General Observations (to be filled out after the interview)

Instructional Response:
Fluency Focus areas (circle all that apply): flexibility efficiency accuracy automaticity

What addition strategy should the instruction focus on?

A0 A1 Aw5 Aw10 AM10 A10 AD AD1 AD2 AHF/C9 AHF/C 7/8

For his/her current instructional level, what is the predominant way in which the student is arriving at the answers? 0 1 2 3 4M 4 _____

Overall, what is the way in which the students calculated the answers?: 0 1 2 3 4M 4

Comments/Notes about gestures, behaviors, remarks:

*In most states k fluency is within 5 and 1st grade fluency is within 10 and 2nd grade within 20. However, some states k is within 10 and 1st and 2nd is within 20.

Student Page

0 + 1	7 + 7
2 + 1	5 + 6
3 + 2	7 + 5
2 + 6	9 + 6
4 + 6	8 + 4
10 + 4	7 + 8