

Name: Coco

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Overall fluency: \_\_\_\_\_

## Subtraction Running Record

Grade 1

2 - 0 ✓ (a) 5s pth		S0—sub 0
7 - 1 ✓ (a) 5s pth		S1—sub 1
9 - 9 ✓ (a) 5s pth		S0—sub self
5 - 4 ✓ (a) 5s pth		S5 - sub from 5
8 - 3 ✓ a 5s (pth) fcu/fcb		Sw10 - sub w/in 10
10 - 2 ✓ (a) 5s pth		Sf10 - sub from 10
12 - 11 ✓ (a) 5s pth		SD1 - sub diff of 1
17 - 10 ✓ a 5s (pth) "negative"		S10 - sub 10
13 - 3 ✓ a 5s (pth)		S1T - sub 1's from teen
14 - 7 ✓ a 5s (pth) fcu/fcb		SHF - sub half facts
15 - 9 ✓ a 5s (pth) fcu/fcb		SB10 - sub bridge 10
20 - 8 x 11 a 5s (pth) fcu/fcb		S20 - sub from 20
Codes: wo—wrong operation sc—self-corrected asc—attempted self-correction a - automatic (within 3 secs) 5s - 4 or 5 seconds pth—prolonged thinking time	fca—counted all fcb—finger counted back fcu - finger counted up cbh—counted back in head cuh - counted up in head urf - used related facts (add) dk - didn't know	

Speed: 1Accuracy: 3Flexibility: 2

3 - mostly all a's

2 - some a's and 5s

1 - many 5s and pth

3 - 0 or 1 incorrect

2 - 2 or 3 incorrect

1 - 4 or more incorrect

4: SHF or higher

3: SD1 thru S1T

2: Sw10 or Sf10

1: S5 or below

Flexibility:

Current level on the addition progression of strategies:

S0 S1 SD S5 (Sw10) Sf10 SD1 S10 S1T SHF SB10 S20

Adapted by Ann Elise Record from Dr. Nicki Newton's Math Running Records copyright Routledge 2016

<p>Minus Zero 2-0 ✓ same #</p> <p>What happens when you take 0 from a number?</p> <p>For example, 4 - 0 6 - 0</p> <p>Strategy N/E/Y</p>	<p>Minus 1 7 - 1 ✓ # before</p> <p>What happens when you take 1 away from a number?</p> <p>For example, 3 - 1 11 - 1 ✓ a</p> <p>Strategy N/E/Y</p>	<p>Take # from itself 9 - 9 ✓ get zero</p> <p>What happens when you take a number away from itself?</p> <p>8 - 8 ✓ a 4 - 4 7 - 7</p> <p>Strategy N/E/Y</p>	<p>Sub from 5 5 - 4</p> <p>5 - 2 5 - 1 5 - 3</p> <p>Strategy N/E/Y</p>	<p>Sub w/in 10 8 - 3 Check all of these</p> <p>9 - 2 7 - 3 5-2 ✓ a 8 - 6 9 - 5 x12 asc 7 - 5 draw pic - crossed out 7 - 4 ✓ pth draw pic - crossed out</p> <p>Strategy N/E/Y</p>
<p>Sub from 10 10 - 2 10 - 4 ✓ pth 10 - 6 imagined 10 - 3 det 10 - 8</p> <p>How would you solve these types of facts?</p> <p>Strategy N/E/Y</p>	<p>Diff of 1 or 2 12 - 11 7 - 5 ✓ pth w/ f 9 - 8 ✓ a 14 - 13</p> <p>What do you do to solve these problems?</p> <p>Strategy N/E/Y</p>	<p>Sub 10 17 - 10</p> <p>19 - 10 15 - 10</p> <p>What do you do when you take 10 from a teen number?</p> <p>Strategy N/E/Y</p>	<p>Sub 1's from Teen 13 - 3</p> <p>14 - 4 17 - 7</p> <p>What do you think when you are solving these problems?</p> <p>Strategy N/E/Y</p>	<p>Half facts 14 - 7 16 - 8 18 - 9</p> <p>What do you notice about these facts?</p> <p>Strategy N/E/Y</p>
<p>Sub Bridge 10 15 - 9 (test all of these)</p> <p>17 - 9 13 - 5 14 - 6 12 - 8 13 - 7</p> <p>Strategy N/E/Y</p>	<p>Sub # from 20 20 - 8</p> <p>What do you do when you subtract a number from 20?</p> <p>20 - 7 20 - 14</p> <p>Strategy N/E/Y</p>	<p>Sub flexibility</p> <p>Can you name 2 ways to think about subtracting 15 - 8?</p> <p>**general flexibility question</p> <p>Strategy N/E/Y</p>	<p>Extra above gradelevel assessment:</p> <p>22 - 5 35 - 7 48 - 23 73 - 58</p>	<p>Codes: fca—counted all fcb—finger counted back fcu - finger counted up cbh—counted back in head cuh - counted up in head urf - used related facts (add) dk - didn't know</p>