

SUBTRACTION RUNNING RECORD

Student Page

$2 - 0$

$12 - 11$

$7 - 1$

$14 - 7$

$9 - 9$

$17 - 10$

$5 - 4$

$13 - 3$

$8 - 3$

$15 - 9$

$10 - 2$

$20 - 8$

Part 1: Subtraction Running Record Recording Sheet Strategy Levels and Accuracy			
2 - 0	a wo sc asc ca fcb cbh fcu kuh urf pth dk	S0	0 1 2 3 4
7 - 1	a wo sc asc ca fcb cbh fcu kuh urf pth dk	S1	0 1 2 3 4
9 - 9	a wo sc asc ca fcb cbh fcu kuh urf pth dk	SD	0 1 2 3 4
5 - 4	a wo sc asc ca fcb cbh fcu kuh urf pth dk	Sw5	0 1 2 3 4
8 - 3	a wo sc asc ca fcb cbh fcu kuh urf pth dk	Sw10	0 1 2 3 4
10 - 2	a wo sc asc ca fcb cbh fcu kuh urf pth dk	Sf10	0 1 2 3 4
12 - 11	a wo sc asc ca fcb cbh fcu kuh urf pth dk	SD1	0 1 2 3 4
14 - 7	a wo sc asc ca fcb cbh fcu kuh urf pth dk	SHF	0 1 2 3 4
17 - 10	a wo sc asc ca fcb cbh fcu kuh urf pth dk	S10	0 1 2 3 4
13 - 3	a wo sc asc ca fcb cbh fcu kuh urf pth dk	S1T	0 1 2 3 4
15 - 9	a wo sc asc ca fcb cbh fcu kuh urf pth dk	SFT	0 1 2 3 4
20 - 8	a wo sc asc ca fcb cbh fcu kuh urf pth dk	S20	0 1 2 3 4
Comments/Notes about gestures, behaviors, remarks:			
Code Guide: a - automatic wo- wrong operation sc –self-correction asc – attempted self-correction ca– counted all fcb – finger counted back cbh – counted back in head fcu – finger counted up kuh – counted up in head urf – used related fact (addition) pth – prolonged thinking time dk - doesn't know answer	S0 – Subtracting 0 S1 – Subtracting 1 SD – Subtracting a number from itself S5 – Subtraction within 5 Sw10 –Subtracting within 10 Sf10 – Subtracting from 10 SD1 – Subtracting difference of 1 SHF – Subtracting half facts S10 – Subtracting 10 from a number S1T – Subtracting ones from a teen number SFT – Subtraction from teen numbers S20 –Subtracting from 20	Strategy Levels Level 0 – Cannot answer question Level 1 – Skip Counting/Counting Back on fingers or drawing Level 2 Counting in head/ Some strategies Level 3- Using derived facts; related facts Level 4- Automaticity	

Part 2: Subtraction 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 subtraction 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.			
Minus Zero Facts 3 - 0 4 - 0 What happens when you take 0 from a number? S0	Minus 1 2 - 1 11 - 1 What happens when you take away 1 from a number? S1	Taking a number from itself 8 - 8 7 - 7 What happens when you take a number away from itself? SD	Subtracting within 10 5 - 2 9 - 5 How do you solve these types of facts? Sw5/Sw10
Subtraction from 10 10 - 4 10 - 7 How would you solve these types of facts? Sf10	Subtracting with a difference of 1 or 2 7 - 5 9 - 8 What do you do to solve these types of problems? SD1/SD2	Half Facts 16 - 8 14 - 7 If your friend had trouble solving 16 - 8, what would you tell him? SHF	Subtracting 10's from Teen Numbers 19 - 10 15 - 10 What do you do when you take 10 from a teen number? S10T
Subtracting 1's from Teen Numbers 14 - 4 17 - 7 What do you think and do when you are solving these types of problems. S1T	Part 1: Subtracting from Teen Numbers Can you name 2 ways to think about subtracting 15 - 8? **General flexibility question SFT	Part 2: Subtracting 8 or 9 from a number If your friend was having trouble subtracting 17 - 9, what would you tell her to do? SFT	Subtracting a number from 20 What do you do when you subtract a number from 20? 20 - 14 20 - 7 S20
Comments/Notes about gestures, behaviors, remarks:		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.)	

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?

