

Name: _____ 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		SD—sub self
5 - 4	a 5s pth		S5 - sub from 5
8 - 3	a 5s pth		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		S10 - sub 10
13 - 3	a 5s pth		S1T - sub 1's from teen
14 - 7	a 5s pth		SHF - sub half facts
15 - 9	a 5s pth		SB10 - sub bridge 10
20 - 8	a 5s pth		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: _____

Accuracy: _____

Flexibility: _____

- 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

<p>Minus Zero 2-0 _____ same #</p> <p>What happens when you take 0 from a number?</p> <p>For example,</p> <p>4 - 0</p> <p>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,</p> <p>3 - 1</p> <p>11 - 1</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>4 - 4</p> <p>7 - 7</p> <p>Strategy N/E/Y</p>	<p>Sub from 5 5 - 4</p> <p>5 - 2</p> <p>5 - 1</p> <p>5 - 3</p> <p>Strategy N/E/Y</p>	<p>Sub w/in 10 8 - 3</p> <p>Check all of these</p> <p>9 - 2</p> <p>7 - 3</p> <p>8 - 6</p> <p>9 - 5</p> <p>7 - 5</p> <p>Strategy N/E/Y</p>
<p>Sub from 10 10 - 2</p> <p>10 - 6</p> <p>10 - 3</p> <p>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</p> <p>9 - 8</p> <p>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</p> <p>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</p> <p>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</p> <p>16 - 8</p> <p>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</p> <p>13 - 5</p> <p>14 - 6</p> <p>12 - 8</p> <p>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</p> <p>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</p> <p>35 - 7</p> <p>48 - 23</p> <p>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>