**

*Week of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Fact/Strategy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Student | Concrete | Visual | Numeric | Counts | Reasons | Recalls | Notes |
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***Use this sheet to record individual student progress observed. This helps assure connecting with each student at least one time per week.***

This page helps assure that over the course of a week, you’ve had some individual contact with each student for the purpose of assessing and recording the level of support needed and the types of reasoning being used by each student individually.

* These little snapshots can take place during the daily routine, but can also happen during a lesson, partner work, independent practice, or even watching a student playing a game.
* The goal here is to first assess the tools a student uses:
  + Concrete: Needs to touch and manipulate to generate a rearrangement strategy.
  + Visual: Needs to see the ten frames as a visual support for a rearrangement strategy.
  + Numeric: Has mental images without need of additional visual support.
* And second, to tap into the way a student is accessing the fact:
  + Counts: Is using counting all or counting on strategies. This may be using fingers, counting squares on the ten frames, or mentally counting.
  + Reasons: Is using some sort of rearrangement strategy involving composing and decomposing numbers using the properties of operations.
  + Recall: Is able to quickly find the total within 3-5 seconds. May use some reasoning strategies, but they are so efficient, they are not noticeable.
* This can be very helpful for analyzing individual as well as group learning patterns. The information can be used for selecting and designing lessons, small group or individual interventions, parent/teacher conferences, and student self-assessments.

+ 8

Nov. 20

*Week of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Fact/Strategy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Student | Concrete | Visual | Numeric | Counts | Reasons | Recalls | Notes |
| 1. *John* |  | ✓ |  |  | ✓ |  | *OK with 8+ 2, 8, 9 Still takes time for 8+ 4, 6, and 7* |
| 2. *Joyce* | ✓ |  |  | ✓ |  |  | *Still moves counters and then counts* |
| 3. *Taylor* | ✓ |  |  |  | ✓ |  | *Starting to reason! Explains how to move.* |
| 4. *Lita* |  | ✓ |  |  | ✓ |  | *Knows up to 8+5 quickly.* |
| 5. *Jayden* |  | ✓ |  | ✓ |  |  | *Struggles w/ 8+ 6 and 7* |
| 6. *Jimmy* |  | ✓ |  |  | ✓ |  | *Uses 8+2 as jumping point for 8+7* |
| 7. *Melody* |  | ✓ |  | ✓ |  |  | *Confused with rearranging 8+ 6, 7, and 8* |
| 8. *Juanita* |  |  | ✓ |  |  | ✓ | *Quick recall on all!* |
| 9. *Bill* | ✓ |  |  | ✓ |  |  | *Falls back on counting even though can explain reasoning* |