

The purpose of this sheet is to track general class trends. By noting the level of visual support needed and how well students have learned specific facts, the teacher knows when to move to the next level and which facts need more focus.



CLASS FACT PROFICIENCY

Starting Date 10/20

Fact/Strategy 9's

At the beginning of this week the class knew only $9+1$ and $9+2$ well, but could figure out $9+3$ and $9+4$ within a few seconds.

	Visual					Transitioning					Numeric				
	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
1	+	+	+	+		+		+		+					
2	+	+	+	+	+	+	+	+	+	+					
3	✓	✓	+	+	+	+	+	+	+	+					
4	✓	✓	✓	+	+		✓	✓	+	+					
5	-	-	-	✓	✓	+	✓	+	+	+					
6	-	-	-	✓	✓	-	✓	-	✓	✓					
7		-	-	This week the class now knows up to $9+5$ as well as $9+9$. They can figure out others relatively quickly so are ready to begin transitioning.					✓						
8			-						✓						
9									+						

Visual: Students use the ten frames to figure out the answer. They generate it with cubes or counters or use the ten frame cards and draw or visually move the squares.

Transitioning: Students begin to rely on their own mental images and less on visual references and counting. The second addend may be given numerically and the teacher may flash the ten frames for reference as needed.

Numeric: Students see the fact shown symbolically and do any rearrangements mentally or use recall.

Use this sheet to record the general trends in the classroom each day. Circle the mode you are using and fill in the matrix for facts presented.

- + indicates most students know this fact well at the level you are presenting.
- ✓ indicates many students still need some time to process, but are able to reason it out.
- indicates many students are still struggling with this fact and resorting to inefficient strategies, incorrect answers, or copying.



CLASS FACT PROFICIENCY

Starting Date

Fact/Strategy

Circle: Visual Transitioning Numeric Visual Transitioning Numeric Visual Transitioning Numeric Visual Transitioning Numeric

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
1																					
2																					
3																					
4																					
5																					
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