

Addition Running Record Protocol

Fill out student name, date, teacher's name and then tell the student the following:

Hi _____. Today we are going to do an addition running record. In the first part, you are going to answer these problems. In the second part, we are going to go back to the beginning and talk about your thinking. Ok? We're going to start right here at the top. What is 0 plus 1?....and so on.

Part One

Have the student look at the student page and answer the questions going down the first column and then the second column. In your head, count to see about how long it takes the student to come up with an answer for each one. Circle the appropriate code (a - automatic within 3 seconds, 5s - 5 seconds, pth - prolonged thinking time over 5 seconds). If the child tells you the correct answer, please write a checkmark next to the problem. If they answered it wrong, please write an "x" and the number they said. If the student is doing anything obvious with their fingers or talking out loud counting up or even using a strategy, please take note of that in the box next to that problem using the codes at the bottom of the sheet.

Part Two

Tell the student: "Now we are going to go back to the first one and talk about your thinking." Proceed to ask the question written in that box on the back side of the running record. We want to see if the student knows the rule or uses a strategy AND can apply it to some additional questions. (If you feel the child has a good handle on the +0 and +1 strategies feel free to skip the additional problems.) Please mark these additional problems as you did on the back - with checkmark if correct and "x" with the number said if answered incorrectly. Circle the question asked at the bottom of the box to tell whether the student has mastered the intended strategy or has automatized the math facts in that box. For "Make ten" and "Doubles" please be sure to ask all the additional problems so we know if the student can move on in the progression. They must get them all right to move on. "Emerg" is for those students who have begun to apply strategies but don't get an accurate answer consistently.

Please continue the running record questions until the "Doubles + 1 $5 + 6$ " question. This question will bring out strategic thought if the student has started to use strategies. Many students will say they know it is 11 because $5 + 5$ is 10 plus 1 more makes 11. Then, ask what would $6 + 7$ be. At this point many students use their fingers rather than applying the doubles plus 1 strategy. If the student counts on their fingers or in their head, please stop the running record here and skip to **Part Three**. If a student says that they know $6 + 7$ is 13 because they took three from the 6 to make a 10 with the 7 and there were 3 more to add to the ten, then they are demonstrating that they have mastered the most difficult strategy and I would not make them work on a doubles plus 1 strategy. They have mastered the bridge 10 strategy which will be applied all the way through their math journey.

Part Three

Please ask the student if they like math and what they do when they are stuck. This is important information about the student's disposition about math and their perseverance.

Finally, please go back to the front of the page and give a score for speed and accuracy based on the rubrics listed and then looking at the back of the sheet with their thinking, decide where you think this student needs to start working and circle the appropriate code in the bottom box on the front of the paper.

