

Section I: Rote Counting (These objectives do not require recognition of numerals. They are focused on the rote number sequence.) It may be helpful here to simply check the tasks that the student can do and place an "X" by the ones they cannot, then make note of what the student does if different from the task.

1. Sample Task: "Start counting at 1. I'll tell you when to stop." (Stop at 50)

2. Sample Task: "Start counting at 34. I'll tell you when to stop." (Stop at 70)

3. Sample Task: "Count by 10's. I'll tell you when to stop." (Stop at 100)

4. Sample Task: "Start counting at 90. I'll tell you when to stop." (Stop at 112)

91, 92, 93, 94, 95, 96, 97, 98, 99, 80, 81, 82, 83, 84, 85, ... 70, 71, 72, 99, 91, 92, 93, 94

Can you go back to 99 & count?

5. Sample Task: "Start counting backwards from 89. I'll tell you when to stop." (Stop at 78)

89, 90 ... Can you count backwards? 49?, 89, 99 ... Couldn't keep counting

6. Sample Task: "Start counting at 198. I'll tell you when to stop." (Stop at 213)

7. Sample Task: "Count by 2's. I'll tell you when to stop." (Stop at 30)

8. Sample Task: "Count by 5's. I'll tell you when to stop." (Stop at 110)

5, 10, 15, 20, ... 95, 100 (Stopped) What comes after 100? 101? Not sure.

9. Sample Task: "Start at 90 and count by 5's. I'll tell you when to stop." (Stop at 125)

10. Sample Task: "Start at 39 and count by 10's. I'll tell you when to stop." (Stop at 119)

10, 20, ? Can you start at 39? Do you think you can find 39 on

Section II: Counting Objects and Writing Numbers

What hundreds check? 39, 49, 59, 69, 79, 89, 99,

11. Sample Task: Arrange a set of objects first in a line. Have the student count these. Observe their counting strategy and how they keep track of the objects. Arrange another set of objects in an array with rows and columns. Observe the count. Finally, arrange a set of objects in a circle or scattered formation. Observe the count. (Note: The goal here is to observe if the student has one-to-one correspondence skills or not)

What could come next? 900?

Teacher Observation Notes & Additional Questions Asked:

12. Sample Task: Provide the student with a set of objects no greater than 20 (cubes, counters, etc.). "Count the objects and write how many on a piece of paper." (Note: If the student cannot write the number, but counts correctly, provide a set of numeral cards and see if they can select the number that matches their count.)

Teacher Observation Notes and Additional Questions Asked:

13. *Sample Task:* Give the student a numeral card no greater than 20 or write a number within 20 for the student. Have the student count out that number of objects to represent the given number.

Teacher Observation Notes & Additional Questions Asked:

16 Used counters, put them out one by one & got 16.

Section III: Place Value

14. *Sample Task:* "Write... (18, 25, 113, 307, 567)" Place a check next to the numbers the student records correctly and an "X" by the ones that are incorrect. If incorrect, please write the student's response next to the given number.

18 ✓
 25 ✓
 113 X took him a while, 130 ^{wrote}
 307 X 370
 567 ✓

Additional Questions Asked:

Can you read this # for me (130)? "130", ^(immediately) changed to 103

15. *Sample Task:* "Read these numbers... (14, 31, 89, and 209) Place a check next to the numbers the student reads correctly and an "X" by the ones that are incorrect. If incorrect, please write the student's response next to the given number.

14 ✓
 31 ✓
 89 ✓
 209 ✓

Additional Questions Asked:

16. *Sample Task:* Provide the student with 23 counters for this task. Record the student's responses in the appropriate boxes below or place check marks for correct answers.
- "How many counters are here?" Point to the group of 23 counters. Observe the count and proceed regardless of errors or miscounts.
 - "Can you write that for me?" Observe numeral formation and proceed regardless of errors.
 - Point to the 3 or the digit in the ones place and say, "Can you show me with the counters what this part means?"
 - Point to the 2 or the digit in the tens place. "Use the counters to show me what this part means."
 - If the student is successful with 23, then move onto this next question: "What would you need to be able to show me this?" Point to the number 123 written down.

A.	B.	C.
D.	E.	
Additional Questions Asked:		

17. Sample Task: Have 12 manipulatives set out for the student, NOT arranged by tens and ones. DO NOT USE NUMBER DISKS. Say, "Here are 12 Counters (fill in with whatever material you use, i.e. blocks, counters, etc.) Record the student's responses in the appropriate boxes below or place check marks for correct answers.

- For this number 12, do you have enough to make a ten?
- Would you have any leftover?
- If so, how many would be left over?" (If the student is successful with 12, then repeat the same task with the number 40 and record the results below.)

A. Yes	B. Yes	C. 2
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Additional Questions Asked:

What about 40? Would we have any left over? No
Said we could make 2 tens.

- ★ 18. Sample Task: "What number would you write to show 14 tens and 2 ones?" "Can you show me that number with base-ten blocks? Can you show me the number with number disks?"

Teacher Observation Notes:

Grabbed his # disks, showed 14 tens, 2 ones, so what # would represent this?
got to... 100 then went 101, 102, 103, 104 (He wasn't sure what to do next.)

Additional Questions Asked:

Could you count them by their value?
Do all of these have the same value?
(No, knew 10s & 1s)

Can you count?
At first he counted by ones for all & got 116.

Section IV: Comparing Numbers

19. Sample Task: Provide the student with two groups of objects, group A and group B. Group B should have more than Group A (with neither group exceeding 10 objects).

- "Can you tell me about these groups?"
- Which group is greater?
- Which group has less?
- Are they equal?"

This sentence frame may help: "Group A is _____ (greater than, less than, equal to) Group B."

Students may use matching strategies, counting strategies, or equal share to determine whether one group is greater than, less than, or equal to the number of objects in another group.

A.	B.	C.	D.
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Additional Questions Asked:

20. Sample Task: Compare 42 and 67 using the symbols $>$, $<$, or $=$.

Teacher Observation Notes:

$>$, $<$, $=$
Got confused how to read the symbols but wrote $42 < 67$,
Additional Questions Asked: Read it as 42 is greater than 67 but knew that wasn't right

21. Sample Task: Can you explain why this is true? $425 > 415$

Teacher Observation Notes:

Additional Questions Asked:

22. Sample Task: Write $>$, $<$, or $=$ to make the sentence true: 12 tens and 4 ones _____ 124

Teacher Observation Notes:

Additional Questions Asked:

Section IV: Addition/Subtraction

23. Sample Task: "Bobby Bear is missing 5 buttons on his jacket. How many ways can you use blue and red buttons to finish his jacket? Draw a picture of all your ideas."

Teacher Observation Notes:

Additional Questions Asked:

24. Sample Task: "There was one bird on the tree. Some more came. There are now 4 birds on the tree. How many birds came? You can use these objects (counters, cubes, etc.) or draw a picture on this piece of paper."

Teacher Observation Notes:

Additional Questions Asked:

25. Sample Task: "Three ducks were at the park. One duck was in the pond and the rest were on the grass. How many ducks were on the grass? You can use these objects (counters, cubes, etc.) or draw a picture on this piece of paper."

Teacher Observation Notes:

Additional Questions Asked:

26. Sample Task: "A full case of juice boxes has 10 boxes. There are only 6 boxes in this case. How many juice boxes are missing?"

Teacher Observation Notes:

took some think time... then said '4.' "

Additional Questions Asked:

How did you get 4? I counted on my fingers. I made 10, took away 4 + that left 6. What do you know about 6 + 4? No reply.

27. Sample Task: Jonah is trying to solve this problem: $8 + 7 = \underline{\quad}$. He says he can use $8 + 8$ to solve it quickly. Can you explain what strategy he might use?

Teacher Observation Notes:

"With tally marks?"

Counted by ones to get 15.

Additional Questions Asked:

Can you show me what the tally marks might look like? Is there another way to solve it?

28. Sample Task: The teacher may orally call these out to students while they solve. This is a SAMPLE of the math facts for fluency that Kindergarten-2nd grade students should have entering into 3rd grade. However, if fact fluency is a suspected issue, the teacher should give a math probe specific to the grade level mastery deemed by CCGPS (i.e. fluency within 5 for Kindergarten); to better diagnose a specific skill.

"Can you solve these?"

1 + 3 ✓ (1) 4	5 - 1 ✗ (4) 5, then changed to 4	4 - 2 = 2 (6)	2 + 2 ✓ (2) 4	5 - 4 ✓ (5) 1
5 + 8	7 + 9	20 - 10	14 - 6	6 + 7 ✗ (3) 13
18 - 9	Additional Questions Asked:			

* Used fingers or tallies

"Can you explain how you solved _____?" (Choose a fact for the student to explain-it might be one they get wrong or right).

Student Response:

↑ Did not ask because he used his fingers + tallies for all.

29. Sample Task: $15 + 44 =$ 21 tens 8 ones

Teacher Observation Notes:

How many tens are in 15?

Modeled w/ disks
15 tens + 8 ones

Additional Questions Asked:

Was very unsure of his
process + answer

30. Sample Task: "Can you find the difference? $100 - 10 =$ _____"

Teacher Observation Notes:

Additional Questions Asked:

31. Sample Task: There are 37 students on the playground. A class of 23 more students come, how many children are on the playground now?

Teacher Observation Notes:

Additional Questions Asked:

32. Sample Task: Subtract 346 from 500. (If needed, write $500 - 346 =$ horizontally on paper or a white board)

Teacher Observation Notes:

Additional Questions Asked:

Next Steps: Cross-check this document with the Math RTI Guidance for grades K-2, highlighting specific areas for intervention. Then you can access the Math RTI Online Notebook for specific interventions and progress monitoring at www.hallco.org/portal/elem.