

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)  
34-70.

using units to help count.

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

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

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

91 - 109, 110, 111, 112 Stopped and struggled

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

88, 87, 86, 85, 84, 83, 82, 81, 80, 79, 78.

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

198, 109, no 110, 190

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

2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30

Struggled counted the numbers well between numbers 20 and 30. 205 struggled after 105

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

5, 10, 20, 25, 30, 35, 40, 45, 50, 65, 70, 105, 605, 705

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

95, 100, 105, 200

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

39, 40,

Section II: Counting Objects and Writing Numbers

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)

one-on-one  
correspondence  
12  
000

Teacher Observation Notes & Additional Questions Asked:	000 18
I had 12 counters, he counted 11	000
I asked him if he wanted to try again	000 one-on
He counted by one-on-one correspondence until 12	000 one
	000 correspond

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:
good

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:**

**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  
307  
567

*good*

**Additional Questions Asked:**

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. 23	B. <del>23</del> ✓	C. 3
D. 2	E.	
<b>Additional Questions Asked:</b>		

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 \_\_\_\_\_ (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.

- a. For this number 12, do you have enough to make a ten?
- b. Would you have any leftover?
- c. 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. <span style="font-size: 1.5em; margin-left: 20px;">yes</span>	B. <span style="font-size: 1.5em; margin-left: 20px;">yes</span>	C. <span style="font-size: 1.5em; margin-left: 20px;">2</span>
Additional Questions Asked:		

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:

Base-tens → He showed me 12 tens      2 tens



Additional Questions Asked:



**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).

- a. "Can you tell me about these groups? — counting them — one has 9
- b. Which group is greater?      11      8
- c. Which group has less?
- d. 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. <span style="font-size: 1.5em; margin-left: 20px;">B</span>	C. <span style="font-size: 1.5em; margin-left: 20px;">A</span>	D. <span style="font-size: 1.5em; margin-left: 20px;">NO</span>
Additional Questions Asked:			

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

Teacher Observation Notes:

He knew which was greater, but didn't know what sign to use. He asked me which

Additional Questions Asked:

one meant greater?

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

Teacher Observation Notes:

425 is greater than 415, It is a higher number, and 415 is a less number.

Additional Questions Asked:

Why is it less/greater? 415 has 15 and 425 has 25  
and the 4 is the same

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

Teacher Observation Notes:

He said the 12 tens and 4 ones are  $<$  124

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:

He said 10 are missing. "How did you get that answer?"

I think 6

Additional Questions Asked:

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:

He can use blocks, marbles.

Additional Questions Asked:

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-2<sup>nd</sup> grade students should have entering into 3<sup>rd</sup> 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 ✓	5 - 1 ✓	4 - 2 ✓	2 + 2 ✓	5 - 4 ✓
5 + 8 ✓	7 + 9 ✓	20 - 10 ✓	14 - 6 ✓	6 + 7 ✓
18 - 9 ✓	Additional Questions Asked:			

"Can you explain how you solved 14 - 6?" (Choose a fact for the student to explain-it might be one they get wrong or right).

Student Response:

He used his fingers and he counted down from 14; six times and got 8

29. Sample Task:  $15 + 44 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

Teacher Observation Notes:

He got the right answer, but had no confidence. I asked him, "So it equals

Additional Questions Asked:

5 tens and 9 ones." And he was going to change it

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

Teacher Observation Notes:

$\begin{array}{r} 100 \\ - 10 \\ \hline \end{array}$

he is not lining up his number correct by

Additional Questions Asked:

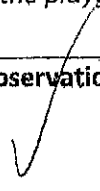
he doesn't know answer

place value.

place value issue

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:

$\begin{array}{r} 500 \\ - 346 \\ \hline 246 \end{array}$

Additional Questions Asked:

I asked him if he could subtract the top number from the bottom number? He said "No"

**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](http://www.hallco.org/portal/elem).

$\begin{array}{r} 500 \\ - 346 \\ \hline \end{array}$

2 — did this first.

He used the word "borrow"

$\begin{array}{r} 200 \\ - 346 \\ \hline \end{array}$  then he erased