## Analyzing Student Strategies – Recording Form Multiplication-Division Single Digit Date posed: \_\_\_\_\_\_

tipiication-Division Single Digit		Date posed:	Date analyzed:
Problem Type: Multiplication  Measurement Division  Partitive Division	Story:		
Number Choices:			

## **Strategies for Single-Digit Multiplication-Division**

Non-Valid	Direct Modeling	Counting / Adding	Derived Fact	Recalled Fact	Flexible Strategies (can be evident in any of the previous stages)
Uses a strategy that cannot lead to a viable solution	Represents all quantities     Follows action/story situation	Skip counts     Repeated addition /     subtraction	Uses a multiplication or division fact they know to solve one they don't know (relational thinking)  Look for: Distributive Property of Multiplication Over Addition Associative Property of Multiplication	fact from memory	Strategy does not match the action/problem situation  Strategy uses properties of operations (relational thinking)  Commutative Property of Multiplication  Inverse Relationship between Multiplication & Division
Learning Goal (next step):	Learning Goal (next step):	Learning Goal (next step):	Learning Goal (next step):	Learning Goal (next step):	Learning Goal (next step):

What do you notice? What do you wonder?	Selected group(s) to focus on for the next problem: Learning goal for focus group(s) selected: