

Multiplication Running Record Recording Sheet

Student: _____ Date: _____

Part 1: Automaticity

Teacher: We are now going to administer Part 1 of the Running Record. I am going to give you a sheet of paper with some problems. I want you to go from the top to the bottom and tell me just the answer. If you get stuck, you can stop and ask for what you need to help you. If you want to pass, you can. We might not do all of the problems. I am going to take notes so I can remember what happened. Let's start.

Part 1 (Recall))	Initial Observations of Strategies	Any additional notes
0 x 4 a 5s pth	0 1 2 3 4	
1 x 2 a 5s pth	0 1 2 3 4	
10 x 7 a 5s pth	0 1 2 3 4	
5 x 3 a 5s pth	0 1 2 3 4	
2 x 6 a 5s pth	0 1 2 3 4	
4 x 8 a 5s pth	0 1 2 3 4	
8 x 6 a 5s pth	0 1 2 3 4	
3 x 9 a 5s pth	0 1 2 3 4	
6 x 7 a 5s pth	0 1 2 3 4	
9 x 6 a 5s pth	0 1 2 3 4	
7 x 8 a 5s pth	0 1 2 3 4	
4 x 4 a 5s pth	0 1 2 3 4	
Codes a - automatic 5s - 5 seconds pth - prolonged thinking time	Strategy Levels 0 – didn't know 1 – finger counted 2 - mental math/solving in head (thinking time noted) 3 - uses known facts and strategies 4 - automatic recall	

Part 2: Flexibility/Efficiency

Teacher: We are now going to administer Part 2 of the Running Record. In this part of the Running Record we are going to talk about what strategies you use when you are solving basic multiplication facts. I am going to tell you a problem and then ask you to tell me how you think about it. I am also going to ask you about some different types of facts. Take your time as you answer and tell me what you are thinking as you see and do the math. I am going to take notes so I can remember everything that happened during this Running Record.

Multiply by 0 0 x 4

What happens when you multiply by zero?

___ product is 0
___ other
___ can't articulate

For example:

0 x 1
5 x 0
0 x 7

Do they know this strategy?

No/Emerging/Yes

Multiply by 1 1 x 2

What happens when you multiply by 1?

___ product is the number being multiplied
___ other
___ can't articulate

For example:

1 x 3
10 x 1
1 x 5

Do they know this strategy?

No/Emerging/Yes

Multiply by 10 10 x 7

What strategy do you use when you multiply by 10?

___ understands place value
___ other
___ can't articulate

For example:

10 x 8
5 x 10
10 x 3

Do they know this strategy?

No/Emerging/Yes

Multiply by 5 5 x 3

What strategy do you use when you multiply by 5?

___ count by 5's
___ other
___ can't articulate

For example:

5 x 7
4 x 5
5 x 9

Do they know this strategy?

No/Emerging/Yes

Multiply by 2 2 x 6 What do you do when you multiply by two? ___ double it ___ other ___ can't articulate For example: 2 x 4 2 x 8 2 x 7 Do they know this strategy? No/Emerging/Yes	Multiply by 4 4 x 8 What strategy do you use when you multiply by four? ___ use doubles (i.e. 2 x 8 doubles) ___ other ___ can't articulate For example: 4 x 2 4 x 6 4 x 7 Do they know this strategy? No/Emerging/Yes	Multiply by 8 8 x 6 What strategy do you use when you multiply by eight? ___ use doubles (i.e. 4 x 6 doubled) ___ other ___ can't articulate If I didn't know 8 x 3 what is a way that I could solve this problem? How about 8 x 5? How about 8 x 9? Do they know this strategy? No/Emerging/Yes	Multiply by 3 3 x 9 What strategy do you use when you multiply by 3? ___ x2 plus the number ___ other ___ can't articulate For example: 3 x 3 3 x 6 3 x 4 Do they know this strategy? No/Emerging/Yes
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Multiply by 6 6 x 7 What strategy do you use when you multiply by 6? ___ use doubles (i.e. 3 x 7 doubled) ___ other ___ can't articulate For example: 6 x 3 6 x 6 6 x 8 Do they know this strategy? No/Emerging/Yes	Multiply by 9 9 x 6 What strategy do you use when you multiply by 9? ___ x10 minus the number being multiplied ___ other ___ can't articulate If I didn't know 9 x 4, what is a way I could think about and solve this problem? How would you solve 9 x 7? How about 9 x 5? Do they know this strategy? No/Emerging/Yes	Part 3: Mathematical Disposition Do you like math? What do you find easy? What do you find tricky? What do you do when you get stuck? Question Prompts: That's interesting/fascinating: tell me what you did. That's interesting/fascinating: tell me how you solved it. That's interesting/fascinating: tell me what you were thinking. How did you solve this problem? Can you tell me more about how you solve these types of problems? What do you mean when you say _____? (i.e. ten friends/neighbor numbers etc.)
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General Observations (to be filled out after the interview)

Automaticity

What multiplication strategy should instruction focus on ?

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