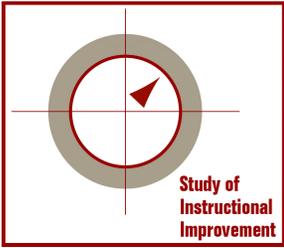


MATHEMATICS LOG



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1. How much total time did the target student spend on mathematics today? Please include all mathematics instruction the target student received, including routine times such as morning or calendar math, even if the instruction took place in another room or by another teacher.

(Print the number of minutes using all three boxes. For example, write 015 if you taught for 15 minutes.)

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If 0 minutes, skip to Question 3.

2. Of the mathematics time recorded in Question 1, how much time were you either the teacher or an observer of the teaching?

(Print the number of minutes using all three boxes. For example, write 015 if you taught for 15 minutes.)

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If more than 0 minutes, skip to Question 4.

3. Please mark the reason(s) why you recorded 0 minutes in Question 1 or 2, and then stop here.

(For any of the following items you choose, place an "X" in the corresponding box. Mark all that apply.)

- Target student was absent
- I was absent
- School was not in session (e.g., vacation period)
- There was a field trip, assembly, visitor, or other special event
- Target student participated in standardized testing/test preparation
- Target student received "pull out" instruction
- Other _____

4. To what extent were the following topics a focus of your work with the target student in mathematics today? (Place an "X" in one of the boxes for each item.)

	A major focus	A minor focus	Touched on briefly	Not taught today	
a. Number concepts (whole number, decimal, or fraction).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A
b. Operations (whole number, decimal, or fraction).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B
c. Patterns, functions, or algebra.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C
d. Other mathematical content					
1. Learning about money, telling time, or reading a calendar.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
2. Representing or interpreting data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
3. Geometry.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
4. Measurement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
5. Probability.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
6. Percent, ratio, or proportion.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
7. Negative numbers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
8. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None

Complete section(s) if this topic was a major or minor focus

If you marked major focus or minor focus for Questions 4a, 4b, or 4c, please turn the page and answer the questions for the section(s) indicated in the color boxes above.

All others STOP HERE.



A - Number Concepts

A1. What were you using in your work on number concepts? (Mark all that apply.)

- Whole numbers (A1a)
- Decimals (A1b)
- Fractions (A1c)

A2. What did the target student work on today?

(For each area you choose below, place an "X" in a box to indicate whether it was a focus of instruction or was touched on briefly.)

	A focus of instruction	Touched on briefly
Writing, reading, or recognizing whole numbers, decimals, or fractions (A2a).....	<input type="checkbox"/>	<input type="checkbox"/>
Counting (A2b).....	<input type="checkbox"/>	<input type="checkbox"/>
Comparing or ordering two or more quantities (A2c).....	<input type="checkbox"/>	<input type="checkbox"/>
Properties of whole numbers (e.g., even and odd, prime, square) (A2d).....	<input type="checkbox"/>	<input type="checkbox"/>
Factors, multiples, or divisibility with whole numbers (A2e).....	<input type="checkbox"/>	<input type="checkbox"/>
Composing or decomposing (grouping) whole numbers or decimals into tenths, ones, tens, hundreds, etc. (A2f)	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the values of the places in whole numbers or decimals (A2g).....	<input type="checkbox"/>	<input type="checkbox"/>
The meaning of fractions (A2h).....	<input type="checkbox"/>	<input type="checkbox"/>
Understanding equivalent fractions or working on reducing fractions (A2i).....	<input type="checkbox"/>	<input type="checkbox"/>
Relationships between decimals and fractions (A2j).....	<input type="checkbox"/>	<input type="checkbox"/>
Estimating the size of quantities or rounding off numbers (A2k).....	<input type="checkbox"/>	<input type="checkbox"/>

A3. What did you or the target student use to work on the aspects of number concepts that you checked in Question A2?

(For any of the following items you choose, place an "X" in the corresponding box. Mark all that apply.)

- Numbers or symbols (A3a)
- Concrete materials (A3b)
- Real-life situations or word problems (A3c)
- Pictures or diagrams (A3d)
- Tables or charts (A3e)
- I made explicit links between two or more of these representations (A3f)

A4. What was the target student asked to do during the work on number concepts?

(Mark all that apply, but only if the target student did it for a sustained period of time.)

- Listen to me present the definition for a term or the steps of a procedure (A4a)
- Perform tasks requiring ideas or methods already introduced to the student (A4b)
- Assess a problem and choose a method to use from those already introduced to the student (A4c)
- Perform tasks requiring ideas or methods not already introduced to the student (A4d)
- Explain an answer or a solution method for a particular problem (A4e)
- Analyze similarities and differences among representations, solutions, or methods (A4f)
- Prove that a solution is valid or that a method works for all similar cases (A4g)

A5. Did the target student's work on number concepts today include any of the following?

(Mark all that apply, but only if the target student did it for a sustained period of time.)

- Orally answering recall questions (A5a)
- Working on textbook, worksheet, or board work exercises for practice or review (A5b)
- Working on problem(s) that have multiple answers or solution methods, or involve multiple steps (A5c)
- Discussing ideas, problems, solutions, or methods in pairs or small groups (A5d)
- Using flashcards, games, or computer activities to improve recall or skill (A5e)
- Writing extended explanations of mathematical ideas, solutions, or methods (A5f)
- Working on an investigation, problem, or project over an extended period of time (A5g)



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B - Operations

B0. Which operation(s) did you focus on today? (Mark all that apply.)

- Addition (B0a)
- Subtraction (B0b)
- Multiplication (B0c)
- Division (B0d)

B1. What were you using in your work on operations? (Mark all that apply.)

- Whole numbers (B1a)
- Decimals (B1b)
- Fractions (B1c)

B2. What did the target student work on today?

(For each area you choose below, place an "X" in a box to indicate whether it was a focus of instruction or was touched on briefly.)

	A focus of instruction	Touched on briefly
The meaning or properties of an operation (B2a).....	<input type="checkbox"/>	<input type="checkbox"/>
Basic facts (whole numbers only):		
Methods or strategies for finding answers to basic facts (B2b).....	<input type="checkbox"/>	<input type="checkbox"/>
Practicing basic facts for speed or accuracy (B2c).....	<input type="checkbox"/>	<input type="checkbox"/>
Computation with multi-digit whole numbers, decimals, or fractions:		
Why a conventional computation procedure works (B2d).....	<input type="checkbox"/>	<input type="checkbox"/>
How to carry out the steps of a conventional computation procedure (B2e).....	<input type="checkbox"/>	<input type="checkbox"/>
Practicing computation procedures for speed, accuracy, or ease of use (B2f).....	<input type="checkbox"/>	<input type="checkbox"/>
Developing transitional, alternative, or non-conventional methods for doing computation (B2g).....	<input type="checkbox"/>	<input type="checkbox"/>
Applying basic facts or computation to solve word problems or puzzles (B2h).....	<input type="checkbox"/>	<input type="checkbox"/>
Estimating the answer to a computation problem (B2i).....	<input type="checkbox"/>	<input type="checkbox"/>

B3. What did you or the target student use to work on the aspects of operations that you checked in Question B2?

(For any of the following items you choose, place an "X" in the corresponding box. Mark all that apply.)

- Numbers or symbols (B3a)
- Concrete materials (B3b)
- Real-life situations or word problems (B3c)
- Pictures or diagrams (B3d)
- Tables or charts (B3e)
- I made explicit links between two or more of these representations (B3f)

B4. What was the target student asked to do during the work on operations?

(Mark all that apply, but only if the target student did it for a sustained period of time.)

- Listen to me present the definition for a term or the steps of a procedure (B4a)
- Perform tasks requiring ideas or methods already introduced to the student (B4b)
- Assess a problem and choose a method to use from those already introduced to the student (B4c)
- Perform tasks requiring ideas or methods not already introduced to the student (B4d)
- Explain an answer or a solution method for a particular problem (B4e)
- Analyze similarities and differences among representations, solutions, or methods (B4f)
- Prove that a solution is valid or that a method works for all similar cases (B4g)

B5. Did the target student's work on operations today include any of the following?

(Mark all that apply, but only if the target student did it for a sustained period of time.)

- Orally answering recall questions (B5a)
- Working on textbook, worksheet, or board work exercises for practice or review (B5b)
- Working on problem(s) that have multiple answers or solution methods, or involve multiple steps (B5c)
- Discussing ideas, problems, solutions, or methods in pairs or small groups (B5d)
- Using flashcards, games, or computer activities to improve recall or skill (B5e)
- Writing extended explanations of mathematical ideas, solutions, or methods (B5f)
- Working on an investigation, problem, or project over an extended period of time (B5g)



- Patterns, Functions, or Algebra

C1. What were you using in your work on patterns, functions, or algebra? (Mark all that apply.)

- Objects (C1a)
- Shapes or designs (C1b)
- Numbers (C1c)
- Symbols (C1d)
- Formulas or equations (C1e)

C2. What did the target student work on today?

(For each area you choose below, place an "X" in a box to indicate whether it was a focus of instruction or was touched on briefly.)

	A focus of instruction	Touched on briefly
Organizing objects by size, number, or other properties (C2a)	<input type="checkbox"/>	<input type="checkbox"/>
Types of patterns:		
Creating, continuing, or explaining repeating patterns (e.g., 2, 1, 2, 1 ... or $\square, \triangle, \circ, \square, \triangle, \circ \dots$) (C2b)	<input type="checkbox"/>	<input type="checkbox"/>
Constructing sequences , explaining their patterns, or predicting subsequent terms (e.g., 3, 7, 11, 15...) (C2c)	<input type="checkbox"/>	<input type="checkbox"/>
Finding and explaining other patterns (e.g., patterns in a representation like the hundreds chart or patterns in a word problem) (C2d).....	<input type="checkbox"/>	<input type="checkbox"/>
The use of a symbol to stand for an unknown number (e.g., $3 + \star = 7$) (C2e).....	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and using formulas or equations expressed in symbolic form (C2f).....	<input type="checkbox"/>	<input type="checkbox"/>
Expressing a function or a sequence as a general rule using words, tables, or formulas (C2g)	<input type="checkbox"/>	<input type="checkbox"/>

C3. What did you or the target student use to work on the aspects of patterns, functions, or algebra that you checked in Question C2?

(For any of the following items you choose, place an "X" in the corresponding box. Mark all that apply.)

- Numbers or symbols (C3a)
- Concrete materials (C3b)
- Real-life situations or word problems (C3c)
- Pictures or diagrams (C3d)
- Tables or charts (C3e)
- I made explicit links between two or more of these representations (C3f)

C4. What was the target student asked to do during the work on patterns, functions, or algebra?

(Mark all that apply, but only if the target student did it for a sustained period of time.)

- Listen to me present the definition for a term or the steps of a procedure (C4a)
- Perform tasks requiring ideas or methods already introduced to the student (C4b)
- Assess a problem and choose a method to use from those already introduced to the student (C4c)
- Perform tasks requiring ideas or methods not already introduced to the student (C4d)
- Explain an answer or a solution method for a particular problem (C4e)
- Analyze similarities and differences among representations, solutions, or methods (C4f)
- Prove that a solution is valid or that a method works for all similar cases (C4g)

C5. Did the target student's work on patterns, functions, or algebra today include any of the following?

(Mark all that apply, but only if the target student did it for a sustained period of time.)

- Orally answering recall questions (C5a)
- Working on textbook, worksheet, or board work exercises for practice or review (C5b)
- Working on problem(s) that have multiple answers or solution methods, or involve multiple steps (C5c)
- Discussing ideas, problems, solutions, or methods in pairs or small groups (C5d)
- Using flashcards, games, or computer activities to improve recall or skill (C5e)
- Writing extended explanations of mathematical ideas, solutions, or methods (C5f)
- Working on an investigation, problem, or project over an extended period of time (C5g)



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