

Mathematics Response and Next-Step Record

One Task, One Next Move

Keep this record with the teacher. Use a learner code if helpful; record only information needed for the next teaching decision.

What to record	Notes
Date, learner code and task	
Prior use of this example	
Response mode and support	
Group roles and unknown	
Comparison baseline: copies or difference	
Equal shares and fixed measured unit	
Computation and explanation	
Next teaching task and reason	
Later task and what to look for	

Use the actual task and teacher criteria. Do not turn these observations into a broad placement score.