# First Grade CGI Strategy Progress Monitor

Direct Modeling/Count all: **DM**  
Counting On/Counting Back: **CO/CB**  
Derived facts/Invented Algorithm: **IA**  
Recall/Memorization: **R/M**

## Problem Solver: __________________________

<table>
<thead>
<tr>
<th>Word Problem A</th>
<th>BOY / /</th>
<th>EOT1 / /</th>
<th>EOT2 / /</th>
<th>EOT3 / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic joining/adding situation</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>• understanding of addition</td>
<td>DM CO/CB</td>
<td>DM CO/CB</td>
<td>DM CO/CB</td>
<td>DM CO/CB</td>
</tr>
<tr>
<td>• accuracy</td>
<td>IA R/M</td>
<td>IA R/M</td>
<td>IA R/M</td>
<td>IA R/M</td>
</tr>
<tr>
<td>• level of strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Problem B</th>
<th>1 2 3 4</th>
<th>1 2 3 4</th>
<th>1 2 3 4</th>
<th>1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal groups, unknown product (multiplication)</td>
<td>DM CO/CB</td>
<td>DM CO/CB</td>
<td>DM CO/CB</td>
<td>DM CO/CB</td>
</tr>
<tr>
<td>• understanding of problem context</td>
<td>IA R/M</td>
<td>IA R/M</td>
<td>IA R/M</td>
<td>IA R/M</td>
</tr>
<tr>
<td>• accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• level of strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Problem C</th>
<th>1 2 3 4</th>
<th>1 2 3 4</th>
<th>1 2 3 4</th>
<th>1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Join change unknown - Addition</td>
<td>DM CO/CB</td>
<td>DM CO/CB</td>
<td>DM CO/CB</td>
<td>DM CO/CB</td>
</tr>
<tr>
<td>• understanding of problem context</td>
<td>IA R/M</td>
<td>IA R/M</td>
<td>IA R/M</td>
<td>IA R/M</td>
</tr>
<tr>
<td>• accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• level of strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Counting 65/120
Counting and representing a set of objects  
• level of counting skill  
• ability to group and make use of tens to count more efficiently  
• development of number, quantity, symbol correspondences

<table>
<thead>
<tr>
<th>“How many cubes do you have?”</th>
<th>1 to 1 Correspondence</th>
<th>Minor misstep in count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“How many cubes do you have?”</th>
<th>1 to 1 Correspondence</th>
<th>Minor misstep in count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“How many cubes do you have?”</th>
<th>1 to 1 Correspondence</th>
<th>Minor misstep in count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Relational Thinking & Understanding of Equal Sign
Relational thinking & understanding of equal sign  
• understanding of equal sign to mean “the same as”  
• ability to evaluate the whole number sentence

<table>
<thead>
<tr>
<th>9+3=____+5</th>
<th>DNA ATA(12)</th>
<th>DNA ATA(12)</th>
<th>DNA ATA(12)</th>
<th>DNA ATA(12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA(17)</td>
<td>CA(17)</td>
<td>CA(17)</td>
<td>CA(17)</td>
<td></td>
</tr>
<tr>
<td>EA(17)</td>
<td>EA(17)</td>
<td>EA(17)</td>
<td>EA(17)</td>
<td></td>
</tr>
<tr>
<td>RT(7)</td>
<td>RT(7)</td>
<td>RT(7)</td>
<td>RT(7)</td>
<td></td>
</tr>
</tbody>
</table>

*Did Not Attempt: **DNA**  
As The Answer: **ATA**  
Compute All: **CA**  
Extended Answer: **EA**  
Relational Thinking: **RT**

http://staff.washington.edu/klomax/Overview.html  
Developed by K. Lomax, E. Kazemi with consultation with M. Franke