

Michelle Reyes Villalobos

ED-609-81

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Error Analysis #2

1. What has the student done well and/or what makes sense about the student's thinking, even if it is incorrect or incomplete?

The student successfully names the decimal place (tens, hundredths, thousandths, etc..) correctly. The students also know that he/she has to carry on the 1 from the 11 to the thousandths to the hundredths place. In addition, the student added all her numbers correctly, even though she got the wrong answer. She also added from right to left correctly and knew that a number eventually gets carried down, even though she did not carry down the correct number.

2. What error has the student made? What are the big mathematical concepts underlying this error?

The student did not recognize that she had to line up the decimal points in both numbers, so she started to add the wrong numbers together. The student also should have added using columns to make it easier to add the numbers.

3. What is one assessing question you could use to learn more about the student's thinking?

One assessing question I could use to learn more about the student's thinking is, "What is the first step in the algorithm you used?" The student states that she used an algorithm, in order to learn more about the algorithm the student is using I would like to know the specific steps that he/she took to get her answer.

4. What manipulatives, representations or other interventions could you use to draw the student's attention to the underlying concept?

In order to support the student, I could use base ten blocks in order to help the student visually see the difference in place values.

5. What is one advancing question you could use to help the student move forward without giving away the answer?

One advancing question you could use to help the student move forward without giving away the answer is, “What should be the first thing we do with the decimals in both numbers?”