

2-Digit by 1-Digit Division Timed Computation Probes

SECTION 2 · FOUR TIMED FORMS

SHORT DIVISION FLUENCY PROBES

FORM A Short Division — Form A

My name: _____ Date (optional): _____

Divide. Write the quotient, then R and the remainder. Go as fast as you can!

1 $2 \overline{)65}$ Answer _____	2 $4 \overline{)98}$ Answer _____	3 $3 \overline{)83}$ Answer _____	4 $5 \overline{)56}$ Answer _____
5 $3 \overline{)31}$ Answer _____	6 $3 \overline{)76}$ Answer _____	7 $6 \overline{)83}$ Answer _____	8 $5 \overline{)82}$ Answer _____
9 $5 \overline{)88}$ Answer _____	10 $4 \overline{)54}$ Answer _____	11 $4 \overline{)91}$ Answer _____	12 $7 \overline{)82}$ Answer _____
13 $6 \overline{)87}$ Answer _____	14 $2 \overline{)31}$ Answer _____	15 $8 \overline{)83}$ Answer _____	16 $7 \overline{)99}$ Answer _____
17 $7 \overline{)71}$ Answer _____	18 $3 \overline{)32}$ Answer _____	19 $2 \overline{)49}$ Answer _____	20 $8 \overline{)93}$ Answer _____

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2-Digit by 1-Digit Division Fluency, Timed Progress Monitoring Probes

✦ BRIGHT PATH SPED

SHORT DIVISION FLUENCY PROBES

Division Fluency — Goal and Directions

For one skill. Timed; score is digits correct per minute (DCPM) and accuracy, together.

2-Digit by 1-digit short-division problems in writing — every problem carries a two-digit dividend under a fixed, team-set time limit. Four equivalent forms, 20 problems each, 60 digits correct per minute is speed and accuracy together — digits correct per minute (DCPM) — never

EDIT EVERY BRACKET TO FIT THE STUDENT

[4]-minute timed short-division probe (2-digit dividend, one-digit divisor), [10] digits per minute with at least [85] percent accuracy on [3] consecutive problems by teacher-scored Short Division Fluency probes (forms A–D, page 10–13).

CRITERION (DCPM, AND ACCURACY PERCENT, TOGETHER)

SUPPORT) ON _____ OF _____ CONSECUTIVE PROBES

ENDS OF THE PROBE) AS MEASURED BY (SHORT DIVISION FLUENCY PROBES, FORMS A–D, PAGE 10–13)

ON THREE TAKE THE

MEDIAN DCPM (THE BASELINE)

BENCHMARK	TARGET DATE	TARGET DCPM / ACCURACY	ACTUAL	MET?
1				
2				
3				

"Divide. Write the quotient on top and the remainder next to the R." Hand Start the timer.

During the probe. Stop at the time limit, even mid-problem, and circle the last digit.

Divide by digit, by place, quotient then remainder — a digit counts even if it is wrong. DCPM = digits correct ÷ minutes elapsed, rounded.

Accuracy to clear together — digits written quickly past wrong answers is

FACE-VALUE

WHAT THE ERRORS SAY TO RETEACH (CARRY OVER FROM THE LOG)

Page 8 of 23

✦ BRIGHT PATH SPED

✦ BRIGHT PATH SPED

What Is Inside, and Where

23 pages, one skill, start to finish: no norm-referenced score, no fixed fluency cutoff.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up

PAGES 6–8



**Binder Cover and
Divider Tabs**
SETUP

6



**How This Pack
Works**
REFERENCE

7



**Short Division
Fluency — Goal
and Directions**
GOAL

8

02 Four Timed Forms

PAGES 10–14



**Short Division —
Form A**
FORM A

10



**Short Division —
Form B**
FORM B

11



**Short Division —
Form C**
FORM C

12



**Short Division —
Form D**
FORM D

13



**Scoring Keys —
Forms A–D**
REFERENCE

14

03 Track, Report and Share

PAGES 16–22



**Short Division
Fluency — Data
Log and Graph**
TRACKER

16



**Quick-Response
Observation
Checklist**
CHECKLIST

17



**Caseload
Summary**
ROSTER

18



**Quick Reference
for a Second Adult**
NOTES

19



**Family Update —
This Skill's
Progress**
NOTES

20



**Progress Note
Phrase Bank**
REFERENCE

21



**A Filled-In Data
Log (Invented
Student)**
EXAMPLE

22

Reading the tags: **Setup** is typed once, before the first probe; **Goal** is the sample and the six-part frame; **Form A–D** are the four student practice pages; **Reference** is the shared scoring keys and the phrase bank; **Tracker** rolls several weeks onto one page; **Checklist** is marked during or right after a probe; **Roster** puts a whole caseload on one grid; **Notes** is ready to send or read back to a family or a second adult; **Example** is the worked, invented sample.

Start Here — Three Steps

Ninety seconds of reading; the weekly routine takes about five.



1

Baseline, then write the goal

Give Forms A, B and C on three different days at the same time limit; the middle DCPM (digits correct per minute) score is the baseline (page 8).

Write the goal from the six-part frame, starting from the sample and changing every bracket to fit the student.



2

Probe once a week, timed

Rotate the forms (A, B, C, D, A...), never the same one two weeks running. Every form is 20 problems; the time limit, not the sheet, decides when the probe ends.

Score against the keys page (page 14) digit by digit and log the same day (page 16); the log turns the raw digit count and time into digits correct per minute.



3

Watch, decide, report, share

The quick-response checklist (page 17) notes whether an answer was reached with the carry mark shown and correct, worked but wrong, or guessed/blank, and gives the team a place to write its own call on where practice should go next — never a cutoff this file sets.

The family update (page 20) and the phrase bank (page 21) turn the log into a note without a separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal page, the log, the checklist, the caseload page, the second-adult reference and the organizer are type-in; the four student practice pages and the scoring-keys page print (a child answers in pencil, by hand).

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc or an Excel workbook, and not a norm-referenced test. It carries no fixed fluency benchmark score — your team decides what fluent enough means for this student, from the baseline and the IEP.

DIGITS CORRECT, AND WHY IT MATTERS

A quotient and a remainder are scored one digit at a time, by place, so a student who gets the quotient right and only drops the remainder is counted for the digits actually written, not zero.

CONFIDENTIALITY, IN ONE PARAGRAPH

A filled-in log is a student record. It stays in the data folder, never where another family can see it. Use initials on any page that leaves your hands; the family update carries a first name only.

PRINT AND PREP

- ☐ One clean student copy of each form; the child writes the quotient and remainder directly on it, in pencil.
- ☐ A stopwatch or phone timer; the time limit is written on the goal page.
- ☐ The caseload page prints once a month.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

GOAL

Short Division Fluency — Goal and Directions

Goal, baseline and directions for one skill. Timed; score is digits correct per minute (DCPM) and accuracy, together.

The student solves 2-digit-by-1-digit short-division problems in writing — every problem carries a two-digit quotient and a remainder — under a fixed, team-set time limit. Four equivalent forms, 20 problems each, 60 digits possible on every form. The score is speed and accuracy together — digits correct per minute (DCPM) — never accuracy alone.

SAMPLE GOAL — INVENTED; EDIT EVERY BRACKET TO FIT THE STUDENT

By [March 15], when given a [4]-minute timed short-division probe (2-digit dividend, one-digit divisor), [Student] will correctly write [10] digits per minute with at least [85] percent accuracy on [3] consecutive weekly probes, as measured by teacher-scored Short Division Fluency probes (forms A–D, page 10–13).

BY (DATE)

CRITERION (DCPM, AND ACCURACY PERCENT, TOGETHER)

GIVEN (TIME LIMIT, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (WRITE, IN THE WORDS OF THE PROBE)

AS MEASURED BY (SHORT DIVISION FLUENCY PROBES, FORMS A–D, PAGE 10–13)

BASELINE: GIVE FORMS A, B AND C ON THREE DAYS AT THE SAME TIME LIMIT, TAKE THE MIDDLE DCPM SCORE

BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN DCPM (THE BASELINE)

BENCHMARKS TOWARD THE GOAL

#	BENCHMARK	TARGET DATE	TARGET DCPM / ACCURACY	ACTUAL	MET?
1					
2					
3					

GIVING AND SCORING THE PROBE

- ☐ Same time limit every session. Say: “Divide. Write the quotient on top and the remainder next to the R.” Hand the student the form and a pencil. Start the timer.
- ☐ Let the student write; do not help during the probe. Stop at the time limit, even mid-problem, and circle the last problem the student was working on.
- ☐ Score against the keys (page 14) digit by digit, by place, quotient then remainder — a digit counts even if another digit in that answer is wrong. DCPM = digits correct ÷ minutes elapsed, rounded.
- ☐ A criterion needs BOTH DCPM and accuracy to clear together — digits written quickly past wrong answers is not computation fluency.

SCORING RULES FOR THIS STUDENT (PLACE-VALUE CONVENTIONS, SUPPORTS ALLOWED)

WHAT THE ERRORS SAY TO RETEACH (CARRY OVER FROM THE LOG)

FORM A

Short Division — Form A

My name: _____ Date (optional): _____



Divide. Write the quotient, then R and the remainder. Go as fast as you can!

$$1 \quad 2 \overline{)65}$$

Answer _____

$$2 \quad 4 \overline{)98}$$

Answer _____

$$3 \quad 3 \overline{)83}$$

Answer _____

$$4 \quad 5 \overline{)56}$$

Answer _____

$$5 \quad 3 \overline{)31}$$

Answer _____

$$6 \quad 3 \overline{)76}$$

Answer _____

$$7 \quad 6 \overline{)83}$$

Answer _____

$$8 \quad 5 \overline{)82}$$

Answer _____

$$9 \quad 5 \overline{)88}$$

Answer _____

$$10 \quad 4 \overline{)54}$$

Answer _____

$$11 \quad 4 \overline{)91}$$

Answer _____

$$12 \quad 7 \overline{)82}$$

Answer _____

$$13 \quad 6 \overline{)87}$$

Answer _____

$$14 \quad 2 \overline{)31}$$

Answer _____

$$15 \quad 8 \overline{)83}$$

Answer _____

$$16 \quad 7 \overline{)99}$$

Answer _____

$$17 \quad 7 \overline{)71}$$

Answer _____

$$18 \quad 3 \overline{)32}$$

Answer _____

$$19 \quad 2 \overline{)49}$$

Answer _____

$$20 \quad 8 \overline{)93}$$

Answer _____

TRACKER

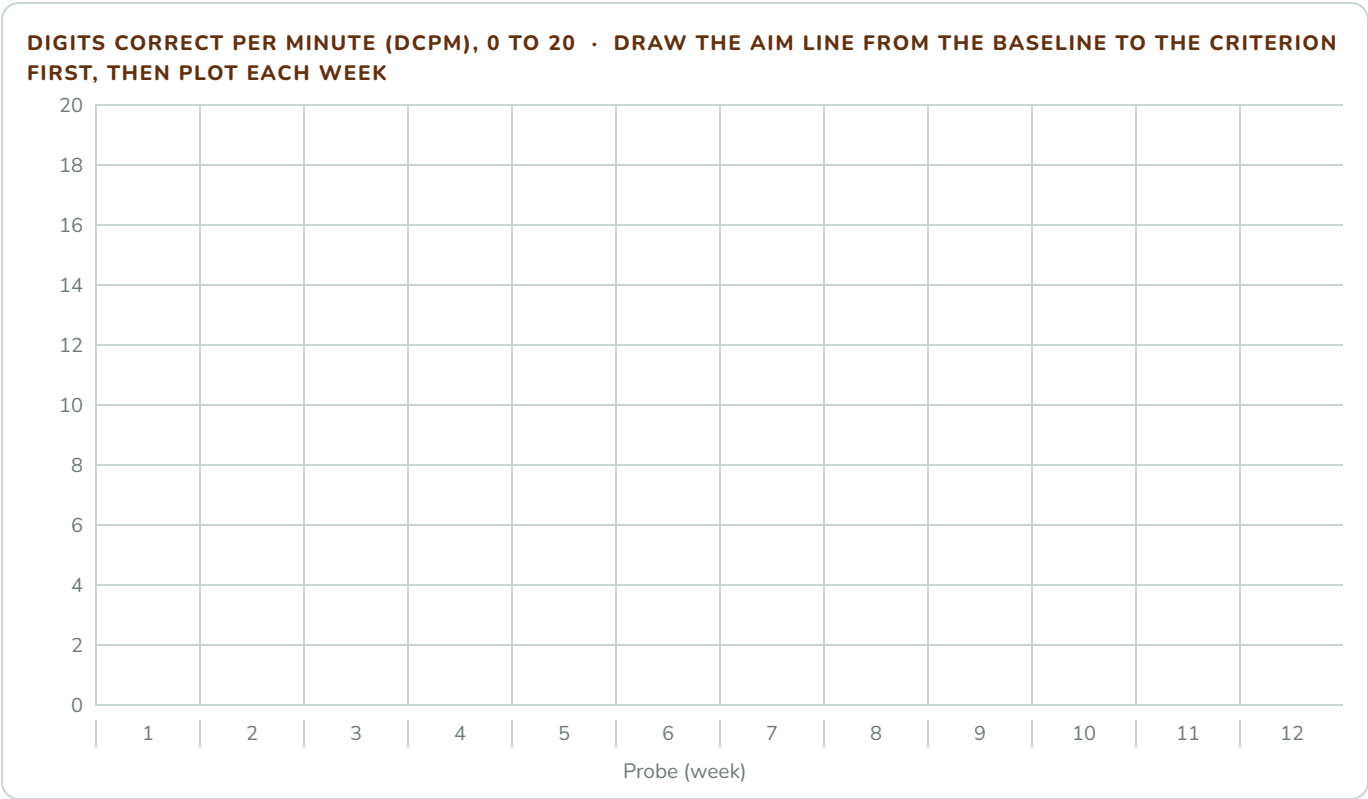
Short Division Fluency — Data Log and Graph

One row per probe. Three points in a row under the aim line is a decision: change the teaching and write what changed in the notes.

STUDENT

CRITERION / AIM (DCPM)

GOAL DATE



#	DATE	FORM	TIME (SEC)	PROBLEMS REACHED	DIGITS POSSIBLE	DIGITS CORRECT	DCPM	NOTES
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

 CHECKLIST

Quick-Response Observation Checklist

Not a second score. A place to watch HOW the answer was reached — the carry mark shown and correct, worked but wrong, or guessed/blank — and for the team to write its own call on where the breakdown happens.

STUDENT

WEEKS COVERED

FORM ROTATION

#	DATE	FORM	CARRY MARK, RIGHT (TALLY)	WORKED, BUT WRONG (TALLY)	GUESS / BLANK (TALLY)	NOTES (WHICH PROBLEMS, WHAT PATTERN)
1						
2						
3						
4						
5						
6						
7						
8						

HOW TO MARK IT

- ☐ Carry mark, right: the student writes (or visibly tracks) the remainder carried from the tens place before dividing the ones, writes the quotient digit over the right place, and the final answer (quotient and remainder) is correct.
- ☐ Worked, but wrong: there is a carry mark or other visible work on the page, but the final answer has at least one wrong digit.
- ☐ Guess / blank: an answer with no supporting mark at all, or the item is left blank.
- ☐ Tallies are marks, not a score — they describe the SAME probe scored on the graph page (page 16), not a different one.

WHAT THIS PAGE IS FOR

A rising DCPM built on a carry mark shown and correct and a rising DCPM built on answers that happen to land close without any shown work are two different pictures, even when the number on the graph looks the same. This page is where that difference gets written down, so the reteach plan matches what is actually happening, not just the rate.

WHERE THE BREAKDOWN HAPPENS, IN THE TEAM'S OWN WORDS — NOT A CUTOFF THIS FILE SETS

No fixed tally or DCPM score here means “fluent.” Write your team’s own call below.

THE BREAKDOWN IS MOSTLY (CARRY STEP / REMAINDER CHECK / QUOTIENT-DIGIT ESTIMATE / OTHER), AND WHY

DATE OF THIS CALL

EXAMPLE

A Filled-In Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

Avery is invented, third grade. Twelve weekly timed probes, the aim line, the change three flat points forced, and why accuracy cleared the goal before speed did.

THE GOAL, AS WRITTEN FOR AVERY, THIRD GRADE (INVENTED)

By March 15, when given a 4-minute timed short-division probe (2-digit dividend, one-digit divisor), Avery will correctly write 10 digits per minute with at least 85 percent accuracy on 3 consecutive weekly probes, as measured by teacher-scored Short Division Fluency probes (forms A–D).

#	DATE	FORM	TIME (SEC)	PROBLEMS REACHED	DIGITS POSSIBLE	DIGITS CORRECT	DCPM	NOTES
1	9/9	A	240	5	15	9	2	baseline
2	9/10	B	240	5	15	11	3	baseline
3	9/11	C	240	6	18	11	3	baseline (median of 2, 3, 3 = 3)
4	9/18	D	240	6	18	11	3	flat vs. baseline
5	9/25	A	240	6	18	12	3	flat vs. baseline
6	10/2	B	240	7	21	13	3	3 probes flat: drilled the carry step (write the remainder before dividing the ones)
7	10/9	C	240	8	24	19	5	–
8	10/16	D	240	9	27	21	5	–
9	10/23	A	240	9	27	23	6	accuracy 85.2%, carry mark mostly shown
10	10/30	B	240	10	30	27	7	accuracy 90.0%, DCPM still under 10
11	11/6	C	240	11	33	30	8	accuracy 90.9%, DCPM under 10
12	11/13	D	240	11	33	31	8	accuracy 93.9%, DCPM under 10

HOW TO READ THE LOG

- ☐ Baseline was the median of three forms on three days: 2, 3 and 3 DCPM, so 3.
- ☐ The aim line runs from 3 DCPM in week 1 to 10 DCPM at the goal date. Probes 3, 4 and 5 (3, 3, 3) sat flat at baseline: three probes with no rise, so the teaching changed (a daily drill on the carry step) and the change is written on the row.
- ☐ Accuracy and DCPM do not move together: accuracy rose sharply once the carry mark was shown consistently, while DCPM rose more slowly.
- ☐ Accuracy cleared 85 percent for three probes in a row (85.2%, 90.0%, 90.9%), and DCPM reached 8 by probe 12, still under the 10-DCPM target, so the goal is not yet met even though accuracy already clears.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

"On weekly timed short-division probes, Avery wrote 3 correct digits per minute at about 65 percent accuracy in early September, and 8 digits per minute at about 94 percent accuracy in November. Accuracy has met the 85 percent target for three probes in a row; speed has not yet reached the 10-DCPM target. Progress is steady; the goal is not yet met."