Bright Path Sped

GRADES 4-5

10 TIMED PROBES



My name: _____

Add or subtract. Write the answer in simplest form.

1. $3\frac{1}{7} + 4\frac{5}{7} =$
2. $5\frac{3}{6} - 1\frac{2}{6} =$
3. $2\frac{1}{5} + 3\frac{2}{5} =$
4. $3\frac{3}{5} - 1\frac{1}{5} =$
5. $4\frac{1}{6} + 6\frac{3}{6} =$
6. $8\frac{8}{12} - 5\frac{2}{12} =$
7. $9\frac{3}{4} + 5\frac{2}{4} =$
8. $9\frac{1}{11} - 4\frac{6}{11} =$
9. $3\frac{7}{8} + 9\frac{6}{8} =$
10. $7\frac{2}{11} - 5\frac{6}{11} =$
11. $7\frac{3}{6} + 5\frac{5}{6} =$
12. $8\frac{6}{12} - 5\frac{8}{12} =$

Adding and Subtracting Mixed Numbers - Form A

ADDING AND SUBTRACTING MIXED NUMBERS

IEP PROGRESS MONITORING PROBES

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- Print one copy of a form per student per week: the student writes on the form and that same sheet is the one you score.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Student data

Completed pages carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

Need help?

If a field will not behave, a page will not print the way you expect, or anything here looks wrong, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update — re-download it any time from My Purchases.

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PREVIEW

Binder Cover, Spine Label & Divider Tabs

A binder cover, six divider tabs, and a short setup list.

Binder cover & spine label

Student _____ Case manager _____ School year _____

Goal start date _____ Next review date _____

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

Divider tabs — print and cut

01 Start Here
The six-step routine, one page.

02 The Goal
The written goal, directions, and where forms A–J fit.

03 Probe Forms
The 10 rotating timed forms, one page each, one form per week.

04 Graph & Decision
The aim line, the weekly plot, the three-in-a-row rule.

05 Caseload Summary
Every student on this goal, one grid, once a month.

06 Family Update
The note home and the handoff sheet, ready to fill in.

Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Give the baseline: three forms, three different days, before the first plotted point.
- Share the rotation (Forms A to J) and the time limit with anyone else who might give a form.

PREVIEW

Giving and Scoring the Probe

The same way every week, so a change in the score is a change in the student.

Giving the probe

- Say: "Add or subtract. Write each answer as a mixed number in simplest form. Look at the sign in each problem. Start at number 1 and keep going in order. Stop when I say stop. Ready? Begin."
- Time the probe with the same time limit every week (the team picks one or two minutes). Write the limit on the goal page.
- Correct: the mixed number in the box matches the answer key, in simplest form. Decide before the first probe whether a right answer that is not in simplest form counts, and write the decision on the goal page. Self-corrections count. The student does not need to show work.
- Attempted: the last problem the student wrote an answer for, counting skipped problems before it. Errors: attempted minus correct.
- If the student finishes all 12 before time is up, score 12 attempted and write the time used in the notes column of the log.

What is on every form

- One page, 12 problems numbered 1 to 12: 1 to 6 down the left, 7 to 12 down the right.
- Every problem has like denominators, from 3 to 12. Odd numbers add and even numbers subtract. Every answer is a mixed number in simplest form.
- Easier problems come first and harder ones later, in the same places on every form.
- Each problem has its own answer box.

Items 1 to 4

Whole numbers 1 to 6. Add, then subtract, in turn. The fractions never make a whole when added and never need renaming. The answers are already in simplest form.

Items 5 to 8

Whole numbers 2 to 9. Item 5 adds and item 6 subtracts, and both answers need simplest form. Item 7 adds and carries a whole. Item 8 subtracts and renames.

Items 9 to 12

Whole numbers 3 to 12. Items 9 and 11 add and carry, items 10 and 12 subtract and rename. Items 11 and 12 also need simplest form.

If the student needs the problems read aloud, or other help

Follow the supports in the student's IEP, give them the same way each week, and write them on the goal page so the next person gives the probe the same way.

Notes for whoever gives the probe next (the seat, the time limit, anything that helps)

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the steps. Then try one.

Add. $2\frac{5}{8} + 1\frac{6}{8}$

1. Add the fractions. $\frac{5}{8} + \frac{6}{8} = \frac{11}{8}$
2. Add the whole numbers. $2 + 1 = 3$
3. Too many? Make a whole. $\frac{11}{8} = 1\frac{3}{8}$
4. Put it together. $3 + 1\frac{3}{8} = 4\frac{3}{8}$

Subtract. $5\frac{1}{6} - 2\frac{4}{6}$

1. Not enough? Rename a whole. $5\frac{1}{6} = 4\frac{7}{6}$
2. Subtract the fractions. $\frac{7}{6} - \frac{4}{6} = \frac{3}{6}$
3. Subtract the whole numbers. $4 - 2 = 2$
4. Simplest form. $2\frac{3}{6} = 2\frac{1}{2}$

Your turn: $5\frac{2}{7} - 3\frac{5}{7}$

Show your steps

Mixed number

PREVIEW

Preview - Bright Path Sped

My name: _____

Add or subtract. Write the answer in simplest form.

1. $3\frac{1}{7} + 4\frac{5}{7} =$ ☐

2. $5\frac{3}{6} - 1\frac{2}{6} =$ ☐

3. $2\frac{1}{5} + 3\frac{2}{5} =$ ☐

4. $3\frac{3}{5} - 1\frac{1}{5} =$ ☐

5. $4\frac{1}{6} + 6\frac{3}{6} =$ ☐

6. $8\frac{8}{12} - 5\frac{2}{12} =$ ☐

7. $9\frac{3}{4} + 5\frac{2}{4} =$ ☐

8. $9\frac{1}{11} - 4\frac{6}{11} =$ ☐

9. $3\frac{7}{8} + 9\frac{6}{8} =$ ☐

10. $7\frac{2}{11} - 5\frac{6}{11} =$ ☐

11. $7\frac{3}{6} + 5\frac{5}{6} =$ ☐

12. $8\frac{6}{12} - 5\frac{8}{12} =$ ☐

PREVIEW

Preview - Bright Path Shed

My name: _____

Add or subtract. Write the answer in simplest form.

1. $3\frac{7}{12} + 1\frac{4}{12} =$ ☐

2. $4\frac{2}{3} - 1\frac{1}{3} =$ ☐

3. $2\frac{2}{10} + 5\frac{1}{10} =$ ☐

4. $4\frac{2}{3} - 2\frac{1}{3} =$ ☐

5. $4\frac{6}{12} + 7\frac{2}{12} =$ ☐

6. $7\frac{7}{8} - 6\frac{5}{8} =$ ☐

7. $3\frac{4}{5} + 5\frac{3}{5} =$ ☐

8. $6\frac{1}{5} - 4\frac{3}{5} =$ ☐

9. $12\frac{9}{10} + 11\frac{8}{10} =$ ☐

10. $7\frac{7}{11} - 3\frac{9}{11} =$ ☐

11. $8\frac{8}{12} + 6\frac{10}{12} =$ ☐

12. $12\frac{4}{9} - 3\frac{7}{9} =$ ☐

PREVIEW

Preview - Bright Path Shed

My name: _____

Add or subtract. Write the answer in simplest form.

1. $3\frac{1}{4} + 4\frac{2}{4} =$ ☐

2. $4\frac{2}{7} - 3\frac{1}{7} =$ ☐

3. $2\frac{3}{7} + 5\frac{2}{7} =$ ☐

4. $4\frac{3}{4} - 1\frac{2}{4} =$ ☐

5. $7\frac{1}{6} + 2\frac{2}{6} =$ ☐

6. $6\frac{7}{10} - 4\frac{5}{10} =$ ☐

7. $5\frac{2}{3} + 7\frac{2}{3} =$ ☐

8. $7\frac{1}{9} - 3\frac{3}{9} =$ ☐

9. $3\frac{7}{8} + 5\frac{6}{8} =$ ☐

10. $7\frac{6}{11} - 4\frac{10}{11} =$ ☐

11. $11\frac{7}{10} + 8\frac{9}{10} =$ ☐

12. $10\frac{1}{6} - 8\frac{4}{6} =$ ☐

PREVIEW

Preview - Bright Path Shed

My name: _____

Add or subtract. Write the answer in simplest form.

1. $6\frac{1}{5} + 4\frac{1}{5} =$ ☐

2. $3\frac{2}{3} - 2\frac{1}{3} =$ ☐

3. $1\frac{2}{4} + 4\frac{1}{4} =$ ☐

4. $4\frac{3}{4} - 2\frac{2}{4} =$ ☐

5. $8\frac{1}{6} + 8\frac{2}{6} =$ ☐

6. $9\frac{3}{6} - 2\frac{1}{6} =$ ☐

7. $2\frac{4}{5} + 4\frac{4}{5} =$ ☐

8. $9\frac{1}{3} - 7\frac{2}{3} =$ ☐

9. $7\frac{9}{11} + 8\frac{4}{11} =$ ☐

10. $11\frac{8}{10} - 8\frac{9}{10} =$ ☐

11. $10\frac{3}{12} + 3\frac{11}{12} =$ ☐

12. $10\frac{8}{12} - 6\frac{10}{12} =$ ☐

PREVIEW

Preview - Bright Path Shed

My name: _____

Add or subtract. Write the answer in simplest form.

1. $2\frac{7}{9} + 6\frac{1}{9} =$ ☐

2. $5\frac{7}{10} - 4\frac{4}{10} =$ ☐

3. $6\frac{2}{7} + 1\frac{1}{7} =$ ☐

4. $6\frac{2}{9} - 2\frac{1}{9} =$ ☐

5. $7\frac{6}{12} + 8\frac{2}{12} =$ ☐

6. $9\frac{3}{8} - 3\frac{1}{8} =$ ☐

7. $4\frac{4}{8} + 9\frac{7}{8} =$ ☐

8. $5\frac{1}{11} - 2\frac{10}{11} =$ ☐

9. $10\frac{7}{9} + 6\frac{6}{9} =$ ☐

10. $8\frac{1}{5} - 6\frac{4}{5} =$ ☐

11. $11\frac{6}{10} + 9\frac{6}{10} =$ ☐

12. $11\frac{1}{4} - 4\frac{3}{4} =$ ☐

PREVIEW

Answer Key and Scoring - Forms G-J

Each row reads: the item number, the problem as the student sees it, and the mixed number in simplest form that goes in the box.

Form G

#	Problem	Answer
1	4 2/7 + 1 4/7	5 6/7
2	4 6/8 − 3 5/8	1 1/8
3	5 1/3 + 3 1/3	8 2/3
4	4 5/7 − 1 4/7	3 1/7
5	9 2/10 + 5 3/10	14 1/2
6	5 5/9 − 2 2/9	3 1/3
7	3 11/12 + 4 2/12	8 1/12
8	5 2/6 − 2 3/6	2 5/6
9	6 5/8 + 7 6/8	14 3/8
10	11 3/10 − 4 4/10	6 9/10
11	7 4/6 + 3 5/6	11 1/2
12	12 5/12 − 8 9/12	3 2/3

Correct _____ Attempted _____ Errors _____

Form H

#	Problem	Answer
1	6 1/5 + 4 1/5	10 2/5
2	3 2/3 − 2 1/3	1 1/3
3	1 2/4 + 4 1/4	5 3/4
4	4 3/4 − 2 2/4	2 1/4
5	8 1/6 + 8 2/6	16 1/2
6	9 3/6 − 2 1/6	7 1/3
7	2 4/5 + 4 4/5	7 3/5
8	9 1/3 − 7 2/3	1 2/3
9	7 9/11 + 8 4/11	16 2/11
10	11 8/10 − 8 9/10	2 9/10
11	10 3/12 + 3 11/12	14 1/6
12	10 8/12 − 6 10/12	3 5/6

Correct _____ Attempted _____ Errors _____

Form I

#	Problem	Answer
1	2 8/10 + 5 1/10	7 9/10
2	6 2/6 − 2 1/6	4 1/6
3	4 1/4 + 3 2/4	7 3/4
4	6 7/8 − 2 6/8	4 1/8
5	5 5/8 + 8 1/8	13 3/4
6	9 8/12 − 2 5/12	7 1/4
7	8 4/5 + 7 3/5	16 2/5
8	9 3/11 − 7 10/11	1 4/11
9	5 10/11 + 7 10/11	13 9/11
10	6 2/7 − 3 6/7	2 3/7
11	9 4/9 + 3 8/9	13 1/3
12	12 6/12 − 4 10/12	7 2/3

Correct _____ Attempted _____ Errors _____

Form J

#	Problem	Answer
1	2 7/9 + 6 1/9	8 8/9
2	5 7/10 − 4 4/10	1 3/10
3	6 2/7 + 1 1/7	7 3/7
4	6 2/9 − 2 1/9	4 1/9
5	7 6/12 + 8 2/12	15 2/3
6	9 3/8 − 3 1/8	6 1/4
7	4 4/8 + 9 7/8	14 3/8
8	5 1/11 − 2 10/11	2 2/11
9	10 7/9 + 6 6/9	17 4/9
10	8 1/5 − 6 4/5	1 2/5
11	11 6/10 + 9 6/10	21 1/5
12	11 1/4 − 4 3/4	6 1/2

Correct _____ Attempted _____ Errors _____

Scoring reminder

- Timed, same limit every week. Self-corrections count. Log the score the same day.
- Correct, attempted and errors go in the three boxes under each form, then on the data log.
- Errors = attempted minus correct. A skipped problem before the last one attempted is an error.

Warm-up and Steps answers (computed)

- Steps page, worked examples: 2 5/8 + 1 6/8 = **4 3/8**; 5 1/6 − 2 4/6 = **2 1/2**.
- Steps page, Your turn: 5 2/7 − 3 5/7 = **1 4/7**.
- Warm-up, items 1 to 6: 1) 3 7/10 + 1 2/10 = **4 9/10**, 2) 3 2/7 − 1 1/7 = **2 1/7**, 3) 2 2/3 + 1 2/3 = **4 1/3**, 4) 3 7/11 − 1 8/11 = **1 10/11**, 5) 3 1/6 + 1 1/6 = **4 1/3**, 6) 3 6/8 − 1 2/8 = **2 1/2**.

PREVIEW

Adding and Subtracting Mixed Numbers - Data Log and Graph

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

Student _____ Criterion / aim _____ Goal date _____

Correct out of 12 · draw the aim line from the baseline to the criterion first, then plot each week



PREVIEW

#	Date	Form	Correct	Attempted	Errors	Notes (time used if done early)

Adding and Subtracting Mixed Numbers - Caseload Summary

Every student on this goal, on one grid. Nine rows, eight probes, one decision column.

Teacher / case manager _____ Skill _____ Marking period _____

Student	Base	Crit	P1	P2	P3	P4	P5	P6	P7	P8	Trend	Decision

How to fill it

- One row per student on this skill. Baseline is the middle score of the first three probes.
- One column per weekly probe; write the number correct out of 12, not a percent.
- Trend: up, flat or down over the last four probes.
- Decision: keep going, change the teaching, or raise the target.
- Leave a cell blank rather than guess; a gap is more honest than a filled-in score.

What it is for

Grouping. Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of ten folders.

PREVIEW

A Filled-In Data Log (Invented Student)

Daniel is invented. Twelve weekly timed probes on adding and subtracting mixed numbers with like denominators, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Daniel, fifth grade (invented)

By November 20, when given a 2-minute probe of 12 mixed number addition and subtraction problems with like denominators, Daniel will write each answer as a mixed number in simplest form, correctly solving 9 of 12 on 3 consecutive weekly probes, as measured by teacher-scored mixed number probes (forms A–J).

#	Date	Form	Correct	Attempted	Errors	Notes
1	9/8	A	3	6	3	baseline
2	9/9	B	2	5	3	baseline
3	9/10	C	4	7	3	baseline (median of 3, 2, 4 = 3)
4	9/17	D	4	7	3	adds or subtracts the bottom numbers too
5	9/24	E	5	8	3	same slip; skips the subtraction problems
6	10/1	F	4	7	3	3 under the aim line: taught the rename step on the steps page
7	10/8	G	6	9	3	renames, then forgets to take 1 off the whole number
8	10/15	H	7	9	2	steps right; slow on twelfths and tenths
9	10/22	I	8	10	2	stalls on problems that need simplest form
10	10/29	J	9	11	2	criterion score, first time
11	11/5	A	10	11	1	second in a row at 9 or more
12	11/12	B	9	10	1	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 3, 2, 4 correct, so 3. Not the average, not the best.
- The aim line runs from 3 at probe 1 to 9 at probe 12. Probes 4, 5 and 6 (4, 5, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name what the misses looked like: the bottom numbers were added or subtracted too. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (9, 10, 9): three in a row at 9 of 12 correct or better.

The progress report sentence this log produces

On weekly timed mixed number addition and subtraction probes (12 problems), Daniel solved 3 correctly at baseline and 9, 10 and 9 on the last three probes, meeting the criterion of 9 of 12 on 3 consecutive probes. Every number in it is on the log above; nothing is from memory.

Where every number in this example came from

- Baseline is the middle score of the first three probes, not an average and not the best score.
- Errors on every row are attempted minus correct.

PREVIEW