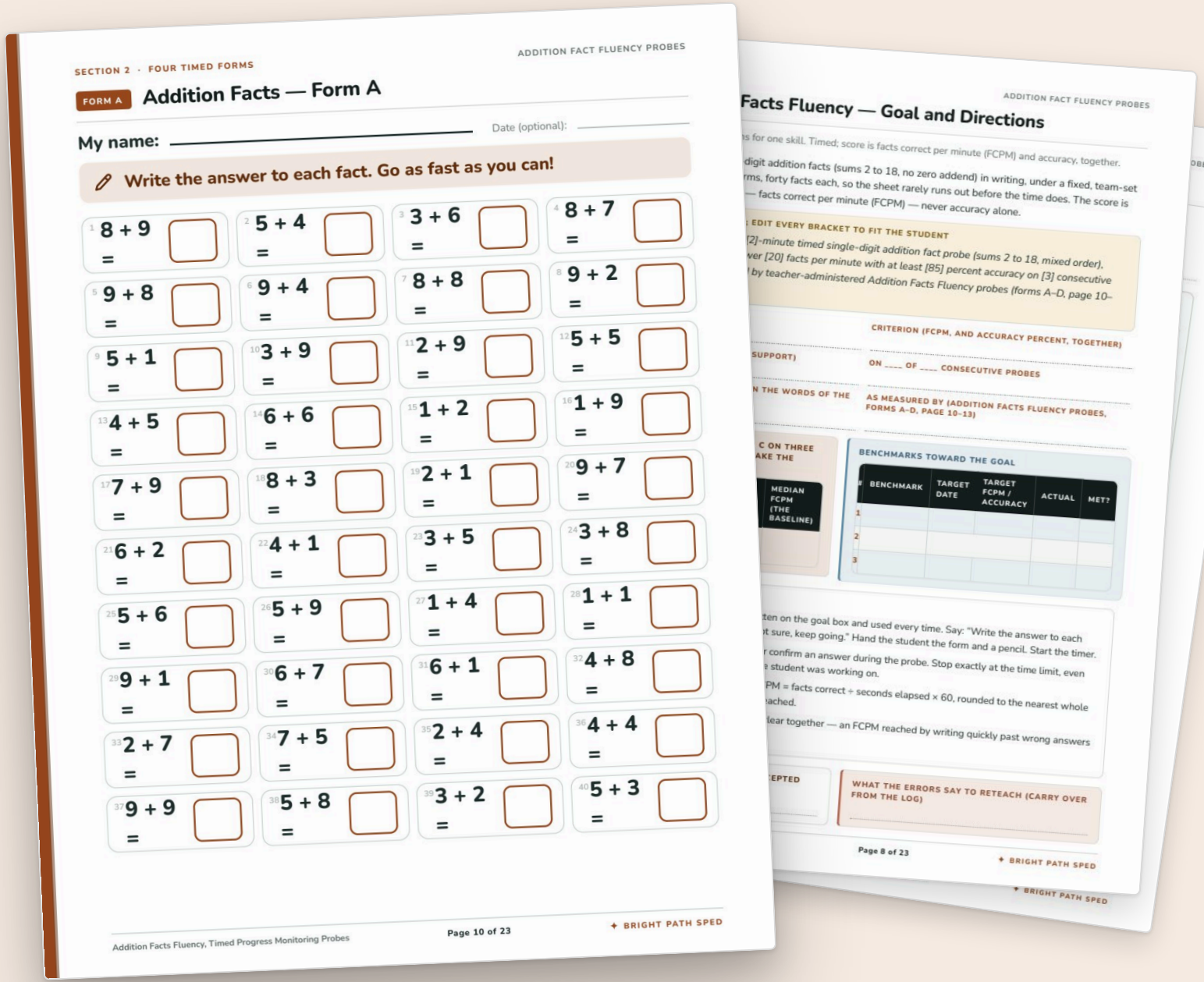
SPECIAL EDUCATION · MATH PROGRESS MONITORING

EDITABLE

Addition Facts Fluency Timed Progress Probes



23 PAGES | FOUR TIMED FORMS | SPEED + ACCURACY TOGETHER | FILLABLE PDF

BRIGHT PATH SPED

CONTENTS

What Is Inside, and Where

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

Before you begin

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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 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 FCPM (facts 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 forty facts; the time limit, not the sheet, decides when the probe ends.

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

3

Watch, decide, report, share

The quick-response checklist (page 17) notes whether answers come instantly or are worked out with a counting strategy, and gives the team a place to write its own call on automaticity — 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.

EQUIVALENT FORMS, AND WHY IT MATTERS

Every form has 40 facts — 20 with a sum of ten or less, 20 with a sum from eleven to eighteen — drawn without repeating within that form. A rate on one form means the same as a rate on another, so the line on the graph is the student, not the paper.

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 answer 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 Addition Facts Fluency — Goal and Directions

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

The student answers single-digit addition facts (sums 2 to 18, no zero addend) in writing, under a fixed, team-set time limit. Four equivalent forms, forty facts each, so the sheet rarely runs out before the time does. The score is speed and accuracy together — facts correct per minute (FCPM) — never accuracy alone.

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

By [May 20], when given a [2]-minute timed single-digit addition fact probe (sums 2 to 18, mixed order), [Student] will correctly answer [20] facts per minute with at least [85] percent accuracy on [3] consecutive weekly probes, as measured by teacher-administered Addition Facts Fluency probes (forms A–D, page 10–13).

BY (DATE)

CRITERION (FCPM, AND ACCURACY PERCENT, TOGETHER)

GIVEN (TIME LIMIT, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

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

AS MEASURED BY (ADDITION FACTS 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 FCPM SCORE

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

BENCHMARKS TOWARD THE GOAL

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

GIVING AND SCORING THE PROBE

- [ ] Same time limit every session, written on the goal box and used every time. Say: “Write the answer to each fact as fast as you can. If you are not sure, keep going.” Hand the student the form and a pencil. Start the timer.
- [ ] Let the student write; do not help or confirm an answer during the probe. Stop exactly at the time limit, even mid-item, and circle the last item the student was working on.
- [ ] Score against the keys (page 14): FCPM = facts correct ÷ seconds elapsed × 60, rounded to the nearest whole number. Accuracy = correct ÷ facts reached.
- [ ] A criterion needs BOTH numbers to clear together — an FCPM reached by writing quickly past wrong answers is not fluency.

SCORING RULES FOR THIS STUDENT (ACCEPTED REVERSALS, SUPPORTS ALLOWED)

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

FORM A

Addition Facts — Form A

My name: _____ Date (optional): _____

Write the answer to each fact. Go as fast as you can!

1 8 + 9 = ☐	2 5 + 4 = ☐	3 3 + 6 = ☐	4 8 + 7 = ☐
5 9 + 8 = ☐	6 9 + 4 = ☐	7 8 + 8 = ☐	8 9 + 2 = ☐
9 5 + 1 = ☐	10 3 + 9 = ☐	11 2 + 9 = ☐	12 5 + 5 = ☐
13 4 + 5 = ☐	14 6 + 6 = ☐	15 1 + 2 = ☐	16 1 + 9 = ☐
17 7 + 9 = ☐	18 8 + 3 = ☐	19 2 + 1 = ☐	20 9 + 7 = ☐
21 6 + 2 = ☐	22 4 + 1 = ☐	23 3 + 5 = ☐	24 3 + 8 = ☐
25 5 + 6 = ☐	26 5 + 9 = ☐	27 1 + 4 = ☐	28 1 + 1 = ☐
29 9 + 1 = ☐	30 6 + 7 = ☐	31 6 + 1 = ☐	32 4 + 8 = ☐
33 2 + 7 = ☐	34 7 + 5 = ☐	35 2 + 4 = ☐	36 4 + 4 = ☐
37 9 + 9 = ☐	38 5 + 8 = ☐	39 3 + 2 = ☐	40 5 + 3 = ☐

TRACKER

Addition Facts Fluency — Data Log and Graph

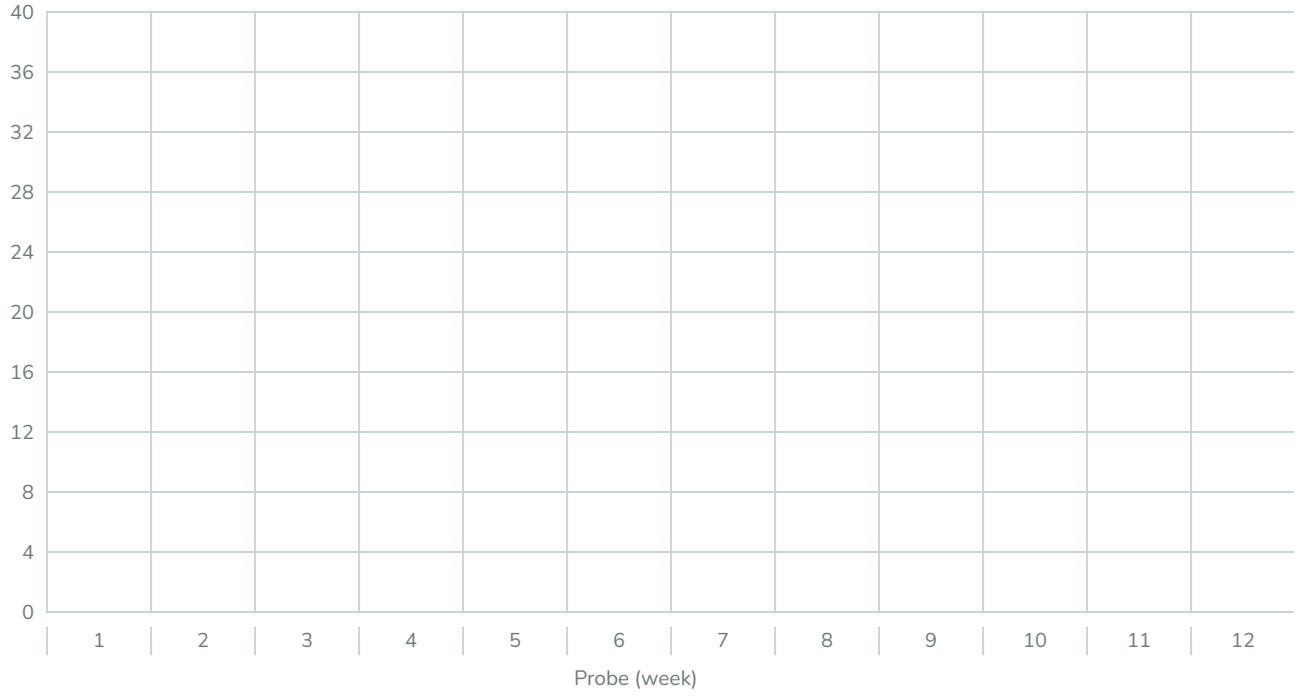
One row per probe. Three points in a row under the aim line is a decision: change the teaching and write what changed in the notes.

STUDENT _____

CRITERION / AIM (FCPM) _____

GOAL DATE _____

FACTS CORRECT PER MINUTE (FCPM), 0 TO 40 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	DATE	FORM	TIME (SEC)	REACHED	CORRECT	ERRORS	FCPM	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 came out — recalled instantly, or worked out with a strategy — and for the team to write its own call on automaticity.

STUDENT _____

WEEKS COVERED _____

FORM ROTATION _____

#	DATE	FORM	INSTANT RECALL (TALLY)	USES A STRATEGY (TALLY)	GUESS / BLANK (TALLY)	NOTES (WHICH FACTS, WHAT PATTERN)
1						
2						
3						
4						
5						
6						
7						
8						

HOW TO MARK IT

- ☐ Instant recall: the answer is written within about a second, no visible counting, finger use or subvocalizing.
- ☐ Uses a strategy: the student counts on fingers, makes tally marks, counts up out loud or visibly pauses before writing a correct answer.
- ☐ Guess / blank: a wrong answer written quickly, 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 FCPM built on instant recall and a rising FCPM built on counting strategies are two different skills, 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.

AUTOMATICITY, IN THE TEAM'S OWN WORDS — NOT A CUTOFF THIS FILE SETS

There is no fixed number of tallies or FCPM score anywhere in this file that means “fluent.” Write your team’s own call below, and change it whenever the pattern changes.

THIS RANGE IS (FLUENT / STILL BUILDING / MIXED), AND WHY _____

DATE OF THIS CALL _____

EXAMPLE

A Filled-In Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

Priya is invented, third grade. Twelve weekly timed probes, the aim line, the change three flat points forced, and why accuracy alone did not clear the goal.

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

By May 20, when given a 2-minute timed single-digit addition fact probe (sums 2 to 18, mixed order), Priya will correctly answer 20 facts per minute with at least 85 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered Addition Facts Fluency probes (forms A–D).

#	DATE	FORM	TIME (SEC)	REACHED	CORRECT	ERRORS	FCPM	NOTES
1	9/9	A	120	24	14	10	7	baseline
2	9/10	B	120	25	16	9	8	baseline
3	9/11	C	120	22	12	10	6	baseline (median of 7, 8, 6 = 7)
4	9/18	D	120	25	14	11	7	flat vs. baseline
5	9/25	A	120	24	14	10	7	flat vs. baseline
6	10/2	B	120	23	14	9	7	3 probes flat: added a daily timed warm-up on making-ten and near-doubles facts
7	10/9	C	120	26	18	8	9	–
8	10/16	D	120	27	20	7	10	–
9	10/23	A	120	30	24	6	12	errors now mostly sums 13–17
10	10/30	B	120	32	28	4	14	accuracy 87.5%, FCPM still under 20
11	11/6	C	120	37	34	3	17	accuracy 91.9%, FCPM still under 20
12	11/13	D	120	40	38	2	19	accuracy 95.0%, FCPM one point under 20

HOW TO READ THE LOG

- [ ] Baseline was the median of three forms on three days: 7, 8 and 6 FCPM, so 7. Not the average, not the best.
- [ ] The aim line runs from 7 FCPM in week 1 to 20 FCPM at the goal date. Probes 4, 5 and 6 (7, 7, 7) sat flat at baseline: three probes with no rise, so the teaching changed (a daily timed warm-up on making-ten and near-doubles facts) and the change is written on the row.
- [ ] Errors moved from a mix of easy and hard misses to mostly the harder sum-13-to-17 facts by the later probes — the note column tells the teacher what to reteach.
- [ ] Accuracy cleared 85 percent on the last three probes in a row (87.5%, 91.9%, 95.0%) but FCPM has not: 14, 17 and then 19, one point under the 20 target on the most recent probe. A criterion needs both together, so it is not yet met even though the accuracy half already is.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

“On weekly timed addition fact probes (40 single-digit facts, a two-minute time limit), Priya answered 7 facts correctly per minute at about 58 percent accuracy in early September (probe 1, 14 of 24), and 19 facts correctly per minute at 95 percent accuracy on the most recent probe in November. Accuracy has met the 85 percent target for three probes in a row; speed has not yet reached the 20-FCPM target. Progress is steady; the goal is not yet met.” Every number in it is on the log above; nothing is from memory.