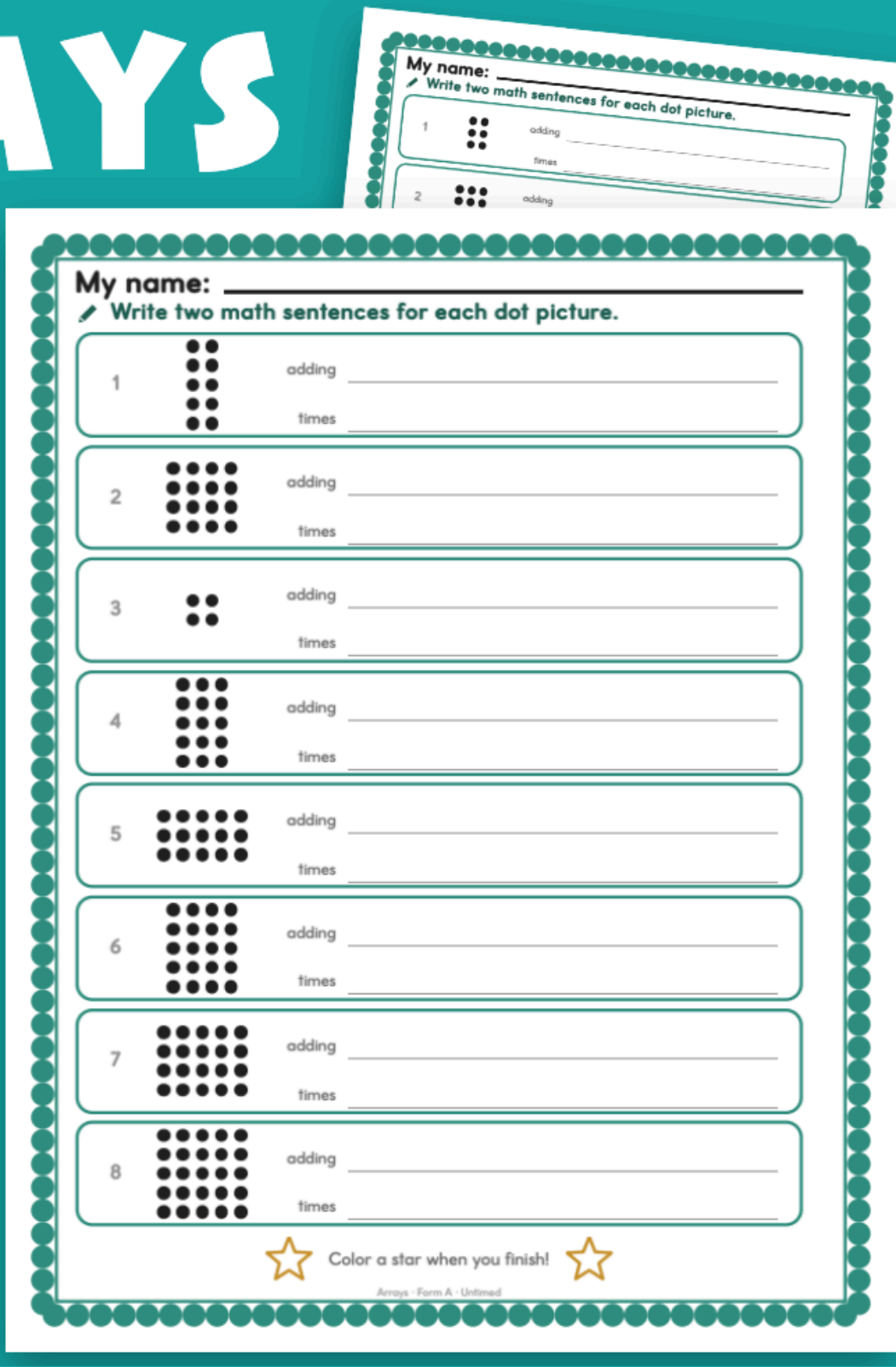
ARRAYS PROBES

GRADES 2-3
IEP PROGRESS MONITORING



6 FORMS

+ / X



Bright Path Sped

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Please read before you print and fill in your first form.

One classroom license

- This file is for one classroom: one teacher, one caseload.
- Please do not share it, post it online, or sell it.
- Extra licenses for a team or a school are available on the product page.

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 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 and where forms A-F fit it.

03 Probe Forms
The 6 rotating forms, one 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.

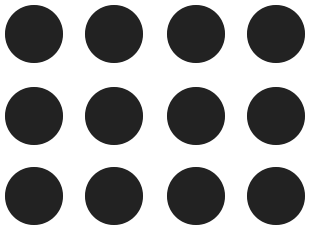
Before the first probe

- 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 (A, B, C, D, E, F) with anyone else who might give a form.

PREVIEW

My name: _____

Make two math sentences from a dot picture. Follow the steps.



3 rows

4 dots in each row

4 + 4 + 4 = 12

3 x 4 = 12

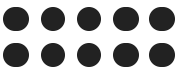
1 **Count the rows.**
Each row is one group. Point to each row.

2 **Count the dots in one row.**
Every row has the same number of dots.

3 **Write the adding sentence.**
Add the number of dots in one row, once for each row: 4 + 4 + 4 = 12.

4 **Write the times sentence.**
Rows times dots in a row: 3 x 4 = 12.

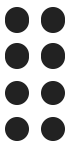
Try it:



adding _____

times _____

Try it:



adding _____

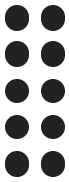
times _____

PREVIEW

Preview - Bright Path Sped

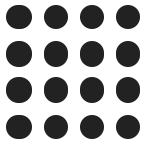
My name: _____

Write two math sentences for each dot picture.

1 

adding _____

times _____

2 

adding _____

times _____

3 

adding _____

times _____

4 

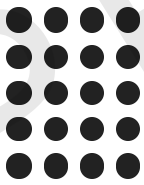
adding _____

times _____

5 

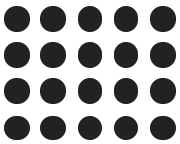
adding _____

times _____

6 

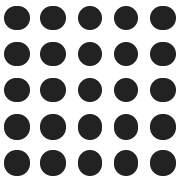
adding _____

times _____

7 

adding _____

times _____

8 

adding _____

times _____

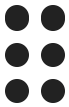
PREVIEW

Color a star when you finish!

Preview - Bright Path Sped

My name: _____

Write two math sentences for each dot picture.

1 

adding _____

times _____

2 

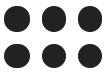
adding _____

times _____

3 

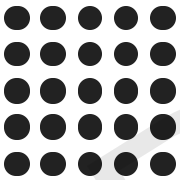
adding _____

times _____

4 

adding _____

times _____

5 

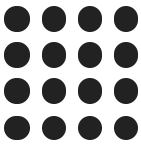
adding _____

times _____

6 

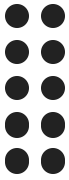
adding _____

times _____

7 

adding _____

times _____

8 

adding _____

times _____

Color a star when you finish!

PREVIEW

Preview - Bright Path Sped

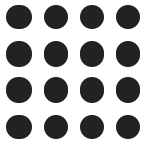
My name: _____

Write two math sentences for each dot picture.

1 

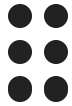
adding _____

times _____

2 

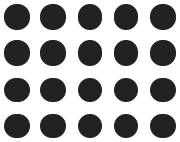
adding _____

times _____

3 

adding _____

times _____

4 

adding _____

times _____

5 

adding _____

times _____

6 

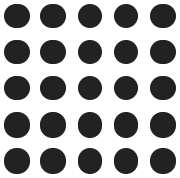
adding _____

times _____

7 

adding _____

times _____

8 

adding _____

times _____

 Color a star when you finish! 

PREVIEW

Answer Key and Scoring - Forms A-C

Each cell reads: the adding sentence, then the times sentence for the same array.

Form A

#	Adding and times sentence	Right?
1	2 + 2 + 2 + 2 + 2 = 10 5 x 2 = 10	
2	4 + 4 + 4 + 4 = 16 4 x 4 = 16	
3	2 + 2 = 4 2 x 2 = 4	
4	3 + 3 + 3 + 3 + 3 = 15 5 x 3 = 15	
5	5 + 5 + 5 = 15 3 x 5 = 15	
6	4 + 4 + 4 + 4 + 4 = 20 5 x 4 = 20	
7	5 + 5 + 5 + 5 = 20 4 x 5 = 20	
8	5 + 5 + 5 + 5 + 5 = 25 5 x 5 = 25	

Correct ___ / 8

Form B

#	Adding and times sentence	Right?
1	4 + 4 + 4 + 4 + 4 = 20 5 x 4 = 20	
2	3 + 3 + 3 + 3 = 12 4 x 3 = 12	
3	3 + 3 = 6 2 x 3 = 6	
4	2 + 2 + 2 = 6 3 x 2 = 6	
5	2 + 2 = 4 2 x 2 = 4	
6	3 + 3 + 3 = 9 3 x 3 = 9	
7	5 + 5 + 5 = 15 3 x 5 = 15	
8	4 + 4 = 8 2 x 4 = 8	

Correct ___ / 8

Form C

#	Adding and times sentence	Right?
1	3 + 3 + 3 + 3 + 3 = 15 5 x 3 = 15	
2	2 + 2 + 2 = 6 3 x 2 = 6	
3	5 + 5 + 5 + 5 = 20 4 x 5 = 20	
4	4 + 4 + 4 + 4 = 16 4 x 4 = 16	
5	3 + 3 + 3 + 3 = 12 4 x 3 = 12	
6	4 + 4 = 8 2 x 4 = 8	
7	2 + 2 + 2 + 2 + 2 = 10 5 x 2 = 10	
8	3 + 3 = 6 2 x 3 = 6	

Correct ___ / 8

Scoring reminder

- Untimed. Self-corrections count as correct. Log the score the same day.
- A times sentence may be 3 x 4 or 4 x 3. The adding sentence must have one addend for each row.
- Both sentences right is one point. A correct total with the rows read as the addend is not right.

PREVIEW

Teacher Notes - Reading the Errors

Where the work breaks tells you what to teach next.

What this probe measures

- Whether a student can see equal rows in an array and write the adding sentence and the times sentence that match it.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

The rows are read as the addend

- 3 rows of 4 written as 3 + 3 + 3 + 3: the student counted the columns, not the rows.
- Teach it: count the rows first, then say how many addends you need.

The total is wrong, the groups are right

- 4 + 4 + 4 = 13: the addends are right and the adding slipped.
- That is a fact, not the strategy. Teach the fact, then run the next form.

The times sentence is left blank

- The student has the groups but has not linked them to one multiplication sentence.
- Say it aloud: rows times dots in a row, so 3 x 4 is the same 12 dots as 4 + 4 + 4.

Two sentences, one array

3 x 4 and 4 x 3 both name the same 12 dots. Either order is right on this probe. The adding sentence is the one that has to match the rows.

Words to use when you teach it

- **Row**: one line of dots across the array.
- **Equal groups**: every row has the same number of dots.
- **Addend**: one of the numbers you add. One addend for each row.

This student's scoring rules and notes

PREVIEW

Arrays - Caseload Summary

Every student on this goal, on one grid. Twelve 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 median of the first three probes.
- One column per weekly probe; write the score out of 8, 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)

Ava is invented. Twelve weekly probes on arrays, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Ava, third grade (invented)

By May 20, when given 8 arrays to write an adding sentence and a times sentence, Ava will write both sentences correctly for 6 of 8 arrays on 3 consecutive weekly probes, as measured by teacher-scored arrays probes (forms A–F).

#	Date	Form	Correct	Errors	Graphed	Notes
1	1/12	A	2	6	2	baseline
2	1/13	B	3	5	3	baseline
3	1/14	C	2	6	2	baseline (median of 2, 3, 2 = 2)
4	1/21	D	3	5	3	times sentence left blank
5	1/28	E	2	6	2	rows read as the addend; change made
6	2/4	F	4	4	4	rows first: point to each row, then say its number
7	2/11	A	5	3	5	adding right; one fact slip on 6 x 4
8	2/18	B	5	3	5	times sentence right; one total slipped
9	2/25	C	5	3	5	two-digit totals still slip
10	3/4	D	6	2	6	criterion score (6 of 8), first time
11	3/11	E	6	2	6	second in a row at 6
12	3/18	F	7	1	7	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 2, 3 and 2, so 2. Not the average, not the best.
- The aim line runs from 2 in week 1 to 6 at the goal date. Probes 3, 4 and 5 (2, 3, 2) sat under it: three in a row, so the teaching changed at probe 5 and the change is written on that row.
- The notes name where the error fell. Ava's first errors were the rows, not the facts: she used the number of rows as the addend. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (6, 6, 7): three in a row at 6 of 8 or better.

The progress report sentence this log produces

On weekly arrays probes (8 items, untimed), Ava wrote both sentences correctly for 2 of 8 at baseline and for 6, 6 and 7 of 8 on the last three probes, meeting the criterion of 6 of 8 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 median of the first three probes, not the average or the best.
- Errors are 8 minus the correct score; every score traces to its row.
- Copy this layout for your own student, with your own real scores.

PREVIEW