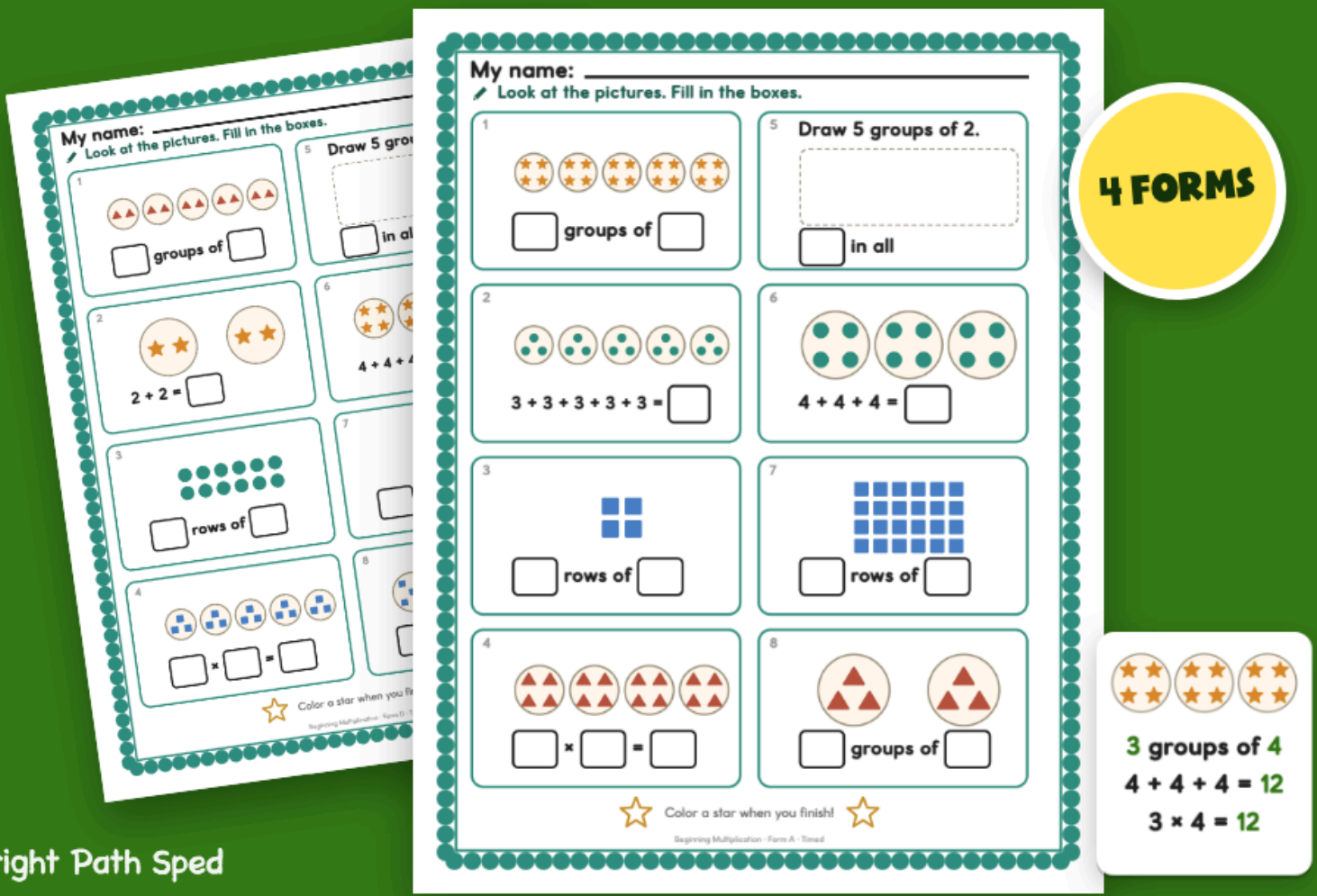
BEGINNING MULTIPLICATION

PROBES FOR IEP PROGRESS MONITORING



Bright Path Sped

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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 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.

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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-D fit it.

03 Probe Forms
The 4 rotating timed forms, one per week.

04 IEP Data Sheet
The aim line, the weekly plot, the timed record.

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.
- Decide the time limit with the team and write it on the goal page.
- Give the baseline: three forms, three different days, before the first plotted point.
- Share the rotation (A, B, C, D) with anyone else who might give a form.

PREVIEW

My name: _____

Equal groups: the same number in each group.



One picture. Three ways to say it.

3 groups of 2

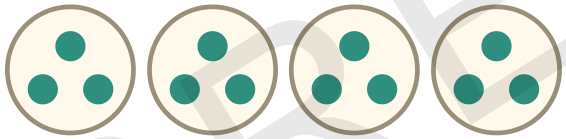
2 + 2 + 2 = 6

3 × 2 = 6

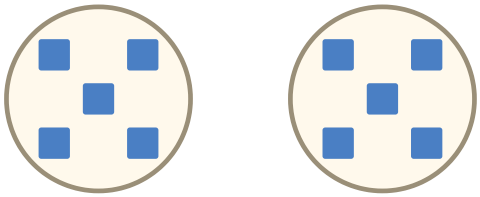
1 **Count the groups.**
3 groups. Each group has 2.

2 **Add the same number again.**
2 + 2 + 2 = 6.

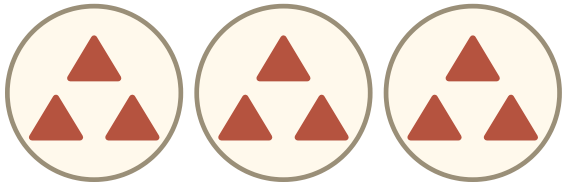
3 **Write the times sentence.**
3 groups of 2 is 3 × 2 = 6.



☐ groups of ☐



5 + 5 = ☐



☐ × ☐ = ☐

Draw 2 groups of 4.

☐ in all

PREVIEW

Preview - Bright Path Sped

My name: _____

Look at the pictures. Fill in the boxes.

1



☐ groups of ☐

2



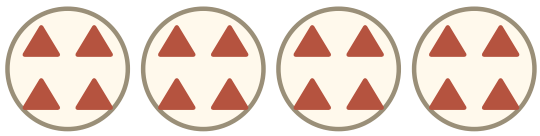
3 + 3 + 3 + 3 + 3 = ☐

3



☐ rows of ☐

4

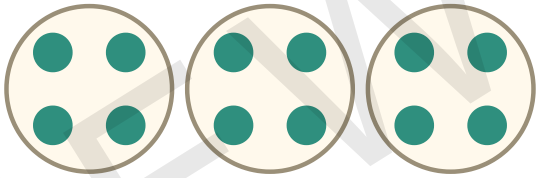


☐ × ☐ = ☐

5 Draw 5 groups of 2.

☐ in all

6



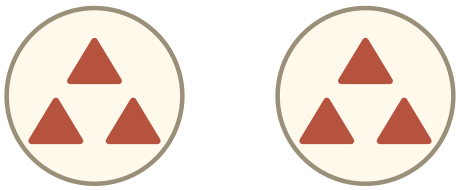
4 + 4 + 4 = ☐

7



☐ rows of ☐

8



☐ groups of ☐

Color a star when you finish!

PREVIEW

Preview - Bright Path Sped

My name: _____

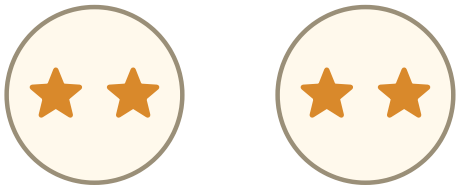
Look at the pictures. Fill in the boxes.

1



☐ groups of ☐

2



2 + 2 = ☐

3



☐ rows of ☐

4



☐ × ☐ = ☐

5 Draw 5 groups of 5.

☐ in all

6



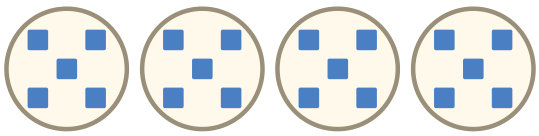
4 + 4 + 4 + 4 = ☐

7



☐ rows of ☐

8



☐ groups of ☐

Color a star when you finish!

PREVIEW

Answer Key and Scoring - Forms C-D

Each row reads: the item number, the sentence with every box filled in bold, and the kind of item. An item counts when every box in it matches.

Form C

#	Answer	Right?
1	**3** groups of **4** groups of	
2	5 + 5 + 5 + 5 + 5 = **25** repeated addition	
3	**4** rows of **4** array, rows of	
4	**5** × **4** = **20** multiplication sentence (groups first)	
5	**15** in all draw it, then count (5 groups of 3, any drawing with 5 groups of 3 is right)	
6	3 + 3 = **6** repeated addition	
7	**2** rows of **5** array, rows of	
8	**2** groups of **2** groups of	

Correct ___ / 8

Form D

#	Answer	Right?
1	**5** groups of **2** groups of	
2	2 + 2 = **4** repeated addition	
3	**2** rows of **6** array, rows of	
4	**5** × **3** = **15** multiplication sentence (groups first)	
5	**25** in all draw it, then count (5 groups of 5, any drawing with 5 groups of 5 is right)	
6	4 + 4 + 4 + 4 = **16** repeated addition	
7	**2** rows of **3** array, rows of	
8	**4** groups of **5** groups of	

Correct ___ / 8

Scoring reminder

- Timed. Count only what was finished when time was called. Self-corrections count as correct. Log the score the same day.
- The multiplication sentence is groups first: 3 groups of 4 is 3 × 4 = 12. Your team decides whether to count the factors written in the other order, and writes the rule on the goal page.
- On the draw-it item, the box after the drawing is what is scored; the drawing is the student's work space.

PREVIEW

IEP Data Sheet - Graph and Log

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 8 in the set time · draw the aim line from the baseline to the criterion first, then plot each week



#	Date	Form	Correct	Not correct	Score used	Notes

PREVIEW

Beginning Multiplication - Caseload Summary

Every student on this goal, on one grid. Eleven 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)

Noor is invented. Twelve weekly timed probes on beginning multiplication, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Noor, second grade (invented)

By November 20, when given an 8-item beginning multiplication probe and 4 minutes, Noor will complete 7 of 8 items correctly on 3 consecutive weekly probes, as measured by teacher-scored beginning multiplication probes (forms A–D).

#	Date	Form	Correct	Not correct	Graphed	Notes
1	9/8	A	3	5	3	baseline
2	9/9	B	4	4	4	baseline
3	9/10	C	3	5	3	baseline (median of 3, 4, 3 = 3)
4	9/17	D	3	5	3	counted all the shapes, not the groups
5	9/24	A	4	4	4	same: wrote 12 where 3 groups of 4 was asked
6	10/1	B	3	5	3	3 under the aim line: added a circle-the-groups step
7	10/8	C	5	3	5	circles each group first, then counts the groups
8	10/15	D	5	3	5	groups-of items now right
9	10/22	A	6	2	6	repeated addition still slips
10	10/29	B	7	1	7	criterion score, first time
11	11/5	C	7	1	7	second in a row at 7
12	11/12	D	7	1	7	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 3, 4, 3, so 3. Not the average, not the best.
- The aim line runs from 3 at probe 1 to 7 at probe 12. Probes 4, 5 and 6 (3, 4, 3) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name where the misses fell: Noor counted every shape instead of the groups. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (7, 7, 7): three in a row at 7 of 8 or better.

The progress report sentence this log produces

On weekly timed beginning multiplication probes (8 items), Noor scored 3 of 8 at baseline and 7, 7 and 7 of 8 on the last three probes, meeting the criterion of 7 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 an average and not the best score.
- Every score on the log traces to the row above it; nothing here is estimated.
- Copy this layout for your own student, with your own real scores.

PREVIEW