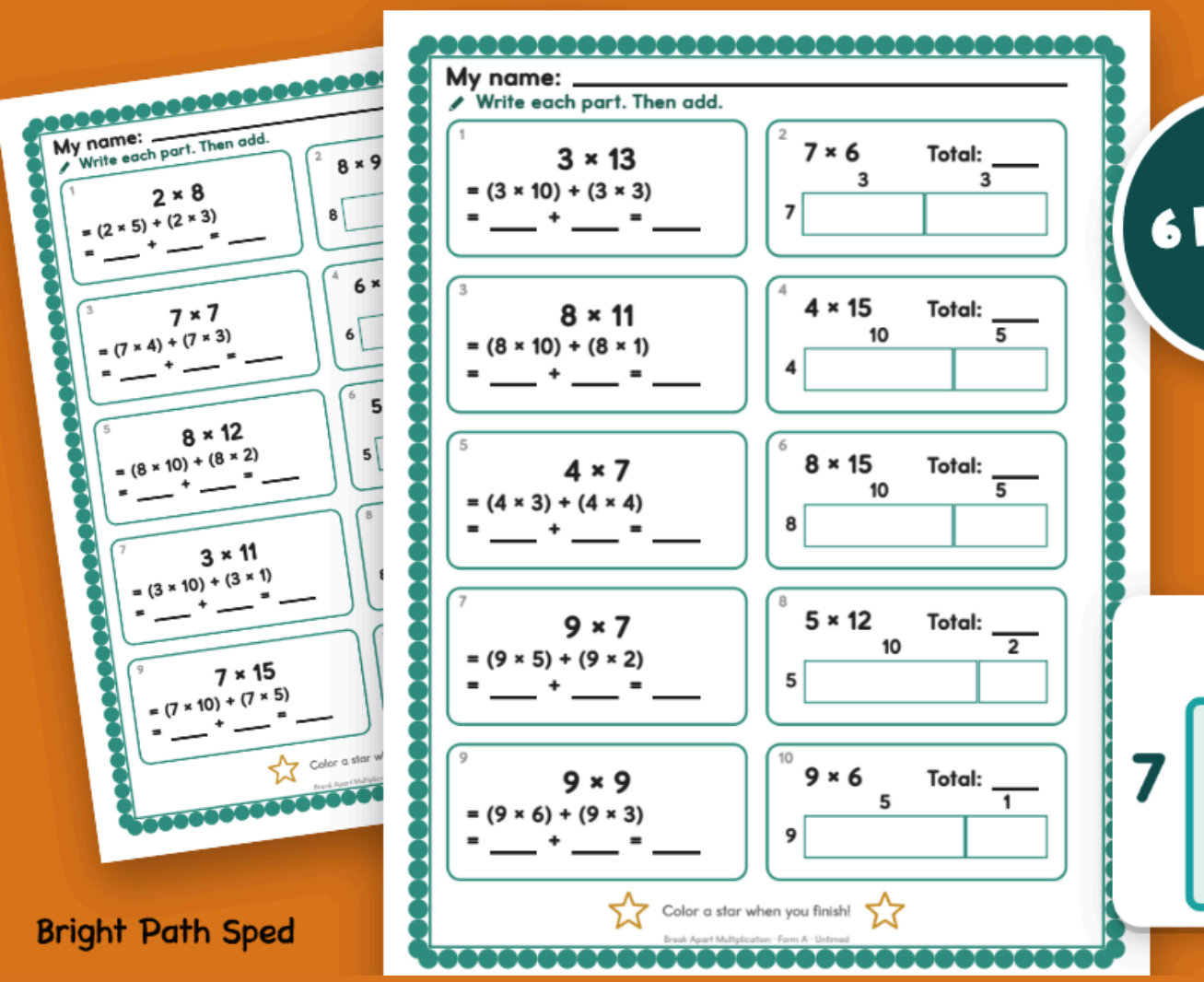
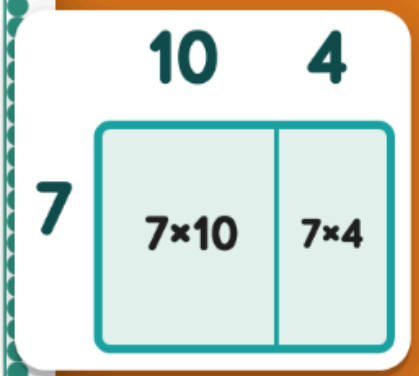
BREAK APART MULTIPLICATION

GRADES 3-5: IEP PROGRESS MONITORING PROBES



6 FORMS



Bright Path Sped

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One classroom license

- This file is for one classroom: one teacher, one caseload.
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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.

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

Preview - Bright Path Sped

My name: _____

Write each part. Then add.

1

3×13

$= (3 \times 10) + (3 \times 3)$

$=$ ____ $+$ ____ $=$ ____

2

7×6 Total: ____

7	3	3

3

8×11

$= (8 \times 10) + (8 \times 1)$

$=$ ____ $+$ ____ $=$ ____

4

4×15 Total: ____

4	10	5

5

4×7

$= (4 \times 3) + (4 \times 4)$

$=$ ____ $+$ ____ $=$ ____

6

8×15 Total: ____

8	10	5

7

9×7

$= (9 \times 5) + (9 \times 2)$

$=$ ____ $+$ ____ $=$ ____

8

5×12 Total: ____

5	10	2

9

9×9

$= (9 \times 6) + (9 \times 3)$

$=$ ____ $+$ ____ $=$ ____

10

9×6 Total: ____

9	5	1

Color a star when you finish!

PREVIEW

Preview · Bright Path Sped

My name: _____

Write each part. Then add.

1

9 × 14

= (9 × 10) + (9 × 4)

= ____ + ____ = ____

2

6 × 16 Total: ____

6	10	6

3

7 × 11

= (7 × 10) + (7 × 1)

= ____ + ____ = ____

4

7 × 9 Total: ____

7	5	4

5

2 × 6

= (2 × 4) + (2 × 2)

= ____ + ____ = ____

6

3 × 14 Total: ____

3	10	4

7

6 × 9

= (6 × 5) + (6 × 4)

= ____ + ____ = ____

8

3 × 7 Total: ____

3	4	3

9

5 × 11

= (5 × 10) + (5 × 1)

= ____ + ____ = ____

10

8 × 7 Total: ____

8	3	4

PREVIEW

Color a star when you finish!

Preview · Bright Path Sped

My name: _____

Write each part. Then add.

1

$$2 \times 8$$

$= (2 \times 5) + (2 \times 3)$

$= ____ + ____ = ____$

2

8×9 Total: ____

8	5	4

3

$$7 \times 7$$

$= (7 \times 4) + (7 \times 3)$

$= ____ + ____ = ____$

4

6×12 Total: ____

6	10	2

5

$$8 \times 12$$

$= (8 \times 10) + (8 \times 2)$

$= ____ + ____ = ____$

6

5×9 Total: ____

5	6	3

7

$$3 \times 11$$

$= (3 \times 10) + (3 \times 1)$

$= ____ + ____ = ____$

8

8×8 Total: ____

8	4	4

9

$$7 \times 15$$

$= (7 \times 10) + (7 \times 5)$

$= ____ + ____ = ____$

10

9×15 Total: ____

9	10	5

 Color a star when you finish! 

PREVIEW

Answer Key and Scoring - Forms A-C

Each row reads: the problem, the two partial products, the total. The equation items and the area-model items alternate, starting with an equation.

Form A

#	Parts and total	Right?
1	3 × 13: 30 + 9 = **39**	
2	7 × 6: 21 + 21 = **42**	
3	8 × 11: 80 + 8 = **88**	
4	4 × 15: 40 + 20 = **60**	
5	4 × 7: 12 + 16 = **28**	
6	8 × 15: 80 + 40 = **120**	
7	9 × 7: 45 + 18 = **63**	
8	5 × 12: 50 + 10 = **60**	
9	9 × 9: 54 + 27 = **81**	
10	9 × 6: 45 + 9 = **54**	

Correct ___ / 10

Form B

#	Parts and total	Right?
1	9 × 14: 90 + 36 = **126**	
2	6 × 16: 60 + 36 = **96**	
3	7 × 11: 70 + 7 = **77**	
4	7 × 9: 35 + 28 = **63**	
5	2 × 6: 8 + 4 = **12**	
6	3 × 14: 30 + 12 = **42**	
7	6 × 9: 30 + 24 = **54**	
8	3 × 7: 12 + 9 = **21**	
9	5 × 11: 50 + 5 = **55**	
10	8 × 7: 24 + 32 = **56**	

Correct ___ / 10

Form C

#	Parts and total	Right?
1	6 × 15: 60 + 30 = **90**	
2	7 × 16: 70 + 42 = **112**	
3	9 × 8: 36 + 36 = **72**	
4	8 × 16: 80 + 48 = **128**	
5	3 × 8: 15 + 9 = **24**	
6	2 × 7: 6 + 8 = **14**	
7	8 × 6: 32 + 16 = **48**	
8	9 × 13: 90 + 27 = **117**	
9	7 × 12: 70 + 14 = **84**	
10	4 × 8: 20 + 12 = **32**	

Correct ___ / 10

Scoring reminder

- Untimed. Self-corrections count as correct. Log the score the same day.
- Split the second factor differently? Check the parts: any two parts that add to the second factor and give the right total can be accepted if your team agrees.

PREVIEW

Teacher Notes - Reading the Errors

Where the work breaks tells you what to teach next.

What this probe measures

- Whether a student can split one factor into two easier parts, multiply each part, and add the two products.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

The partial product is wrong

- The split was right but 7 × 3 came out wrong: that is a fact, not the strategy.
- Teach that fact, then run the next form.

The adding is wrong

- Both partial products are right and the total is not: look at the carrying or at tens and ones.
- Say each part out loud, then add.

The student cannot start

- Do the first item together, aloud, and let the student do the second.
- Use counters or a drawn array for the first few weeks; fade them and write what you changed on the log.

The same problem, split two ways

8 × 7 can be 8 × 5 + 8 × 2, or 8 × 4 + 8 × 3. Both are correct. The probe gives the split so every student is measured on the same steps; once the student is steady, ask them to choose their own split on a blank sheet.

Words to use when you teach it

- **Parts**: the two smaller numbers the second factor is broken into.
- **Partial product**: the answer to one part times the first factor.
- **Total**: the two partial products added together.

This student's scoring rules and notes

PREVIEW

Break Apart Multiplication - 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 10, 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)

Nia is invented. Twelve weekly probes on break apart multiplication, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Nia, fourth grade (invented)

By May 20, when given 10 multiplication problems with the second factor already split into two parts, Nia will write both partial products and the total for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored break apart multiplication probes (forms A–F).

#	Date	Form	Correct	Errors	Graphed	Notes
1	1/12	A	3	7	3	baseline
2	1/13	B	4	6	4	baseline
3	1/14	C	3	7	3	baseline (median of 3, 4, 3 = 3)
4	1/21	D	3	7	3	parts right, added tens wrong
5	1/28	E	3	7	3	same: 56 written as 5 + 6
6	2/4	F	4	6	4	3 under the aim line: added a check step
7	2/11	A	5	5	5	check step: say each part, then add
8	2/18	B	6	4	6	area model errors gone
9	2/25	C	7	3	7	teens still slip
10	3/4	D	8	2	8	criterion score, first time
11	3/11	E	8	2	8	second in a row at 8
12	3/18	F	9	1	9	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 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 3, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name where the error fell: the parts were right and the adding was wrong. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (8, 8, 9): three in a row at 8 of 10 or better.

The progress report sentence this log produces

On weekly break apart multiplication probes (10 items, untimed), Nia scored 3 of 10 at baseline and 8, 8 and 9 of 10 on the last three probes, meeting the criterion of 8 of 10 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