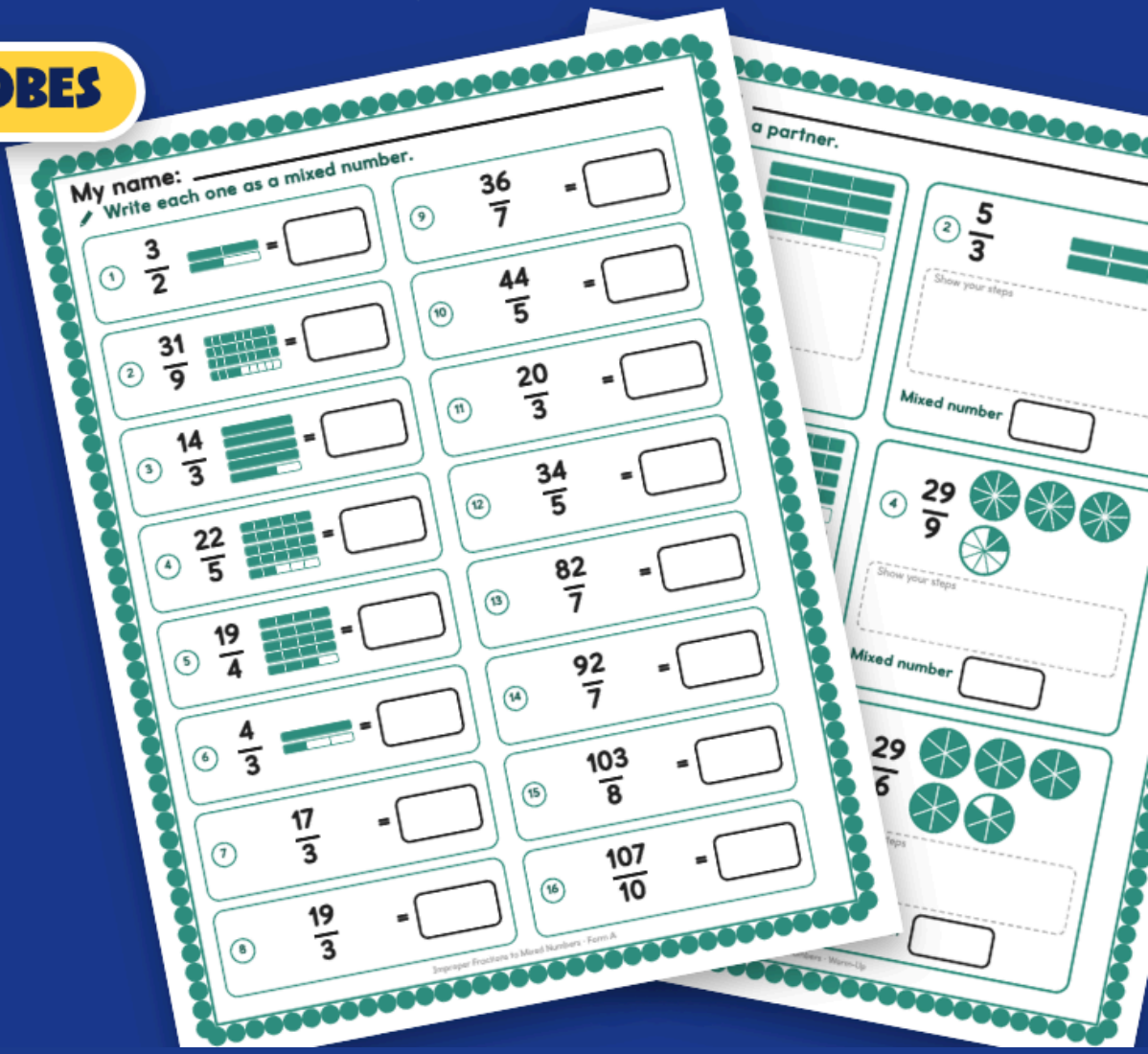
IMPROPER FRACTIONS TO MIXED NUMBERS

IEP PROGRESS MONITORING PROBES

10 TIMED PROBES





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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 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: "Change each fraction to a mixed number. Divide the top number by the bottom number. Write the whole number, then the leftover fraction, in the box. 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 is exactly the fraction on the left, as a whole number and a leftover fraction. Every answer on the key is in lowest terms. 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 16 before time is up, score 16 attempted and write the time used in the notes column of the log.

What is on every form

- One page, 16 problems numbered 1 to 16: 1 to 8 down the left, 9 to 16 down the right.
- Every denominator is from 2 to 10. No fraction divides evenly, so every answer has a whole number and a leftover fraction, in lowest terms.
- Smaller fractions with a bar model come first and larger ones later, in the same places on every form.
- Each fraction has its own answer box.

Items 1 to 6

A bar model sits beside each fraction. The whole number is 1 to 4. The student can count the full bars and the part.

Items 7 to 12

The fraction alone, no model. The whole number is 5 to 8, so the student divides.

Items 13 to 16

Larger fractions with no model. The whole number is 9 to 13 and the denominator is 5 to 10.

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

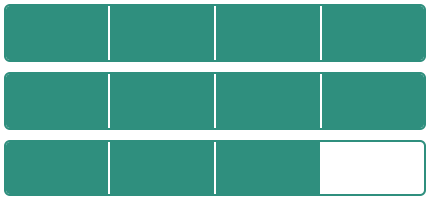
Preview · Bright Path Sped

My name: _____

Read the steps. Then try one.

Start

$\frac{11}{4}$



1. Divide the top by the bottom. **11 ÷ 4 = 2 left over 3**
2. Whole number first. Leftover goes on top. $2\frac{3}{4}$

Start

$\frac{7}{3}$



1. Divide the top by the bottom. **7 ÷ 3 = 2 left over 1**
2. Whole number first. Leftover goes on top. $2\frac{1}{3}$

Divide top by bottom	Whole number goes first	Leftover over the same bottom

Your turn: $\frac{10}{3}$

Show your steps

Mixed number

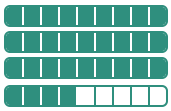
PREVIEW

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My name: _____

Write each one as a mixed number.

1. $\frac{3}{2}$  = ☐

2. $\frac{31}{9}$  = ☐

3. $\frac{14}{3}$  = ☐

4. $\frac{22}{5}$  = ☐

5. $\frac{19}{4}$  = ☐

6. $\frac{4}{3}$  = ☐

7. $\frac{17}{3}$ = ☐

8. $\frac{19}{3}$ = ☐

9. $\frac{36}{7}$ = ☐

10. $\frac{44}{5}$ = ☐

11. $\frac{20}{3}$ = ☐

12. $\frac{34}{5}$ = ☐

13. $\frac{82}{7}$ = ☐

14. $\frac{92}{7}$ = ☐

15. $\frac{103}{8}$ = ☐

16. $\frac{107}{10}$ = ☐

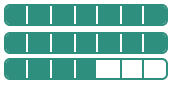
PREVIEW

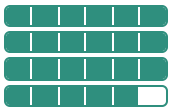
Preview - Bright Path Sped

My name: _____

Write each one as a mixed number.

1. $\frac{8}{5}$  = ☐

2. $\frac{18}{7}$  = ☐

3. $\frac{23}{6}$  = ☐

4. $\frac{16}{5}$  = ☐

5. $\frac{24}{5}$  = ☐

6. $\frac{17}{5}$  = ☐

7. $\frac{49}{9}$ = ☐

8. $\frac{32}{5}$ = ☐

9. $\frac{53}{6}$ = ☐

10. $\frac{41}{5}$ = ☐

11. $\frac{15}{2}$ = ☐

12. $\frac{61}{10}$ = ☐

13. $\frac{80}{7}$ = ☐

14. $\frac{93}{7}$ = ☐

15. $\frac{54}{5}$ = ☐

16. $\frac{122}{9}$ = ☐

PREVIEW

Preview - Bright Path Sped

My name: _____

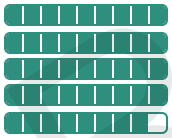
Write each one as a mixed number.

1. $\frac{5}{2}$  = ☐

2. $\frac{13}{6}$  = ☐

3. $\frac{6}{5}$  = ☐

4. $\frac{12}{5}$  = ☐

5. $\frac{44}{9}$  = ☐

6. $\frac{19}{6}$  = ☐

7. $\frac{27}{5}$ = ☐

8. $\frac{55}{8}$ = ☐

9. $\frac{22}{3}$ = ☐

10. $\frac{59}{7}$ = ☐

11. $\frac{79}{10}$ = ☐

12. $\frac{44}{7}$ = ☐

13. $\frac{65}{7}$ = ☐

14. $\frac{47}{5}$ = ☐

15. $\frac{97}{7}$ = ☐

16. $\frac{99}{8}$ = ☐

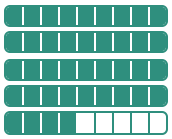
PREVIEW

Preview - Bright Path Sped

My name: _____

Write each one as a mixed number.

1. $\frac{23}{5}$  = ☐

2. $\frac{40}{9}$  = ☐

3. $\frac{29}{8}$  = ☐

4. $\frac{8}{3}$  = ☐

5. $\frac{5}{4}$  = ☐

6. $\frac{9}{7}$  = ☐

7. $\frac{61}{8}$ = ☐

8. $\frac{37}{5}$ = ☐

9. $\frac{41}{6}$ = ☐

10. $\frac{71}{10}$ = ☐

11. $\frac{31}{6}$ = ☐

12. $\frac{23}{4}$ = ☐

13. $\frac{110}{9}$ = ☐

14. $\frac{106}{9}$ = ☐

15. $\frac{51}{5}$ = ☐

16. $\frac{48}{5}$ = ☐

PREVIEW

Preview - Bright Path Sped

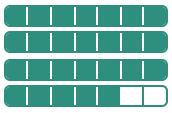
My name: _____

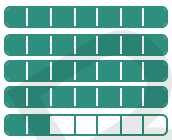
Write each one as a mixed number.

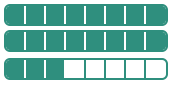
1. $\frac{9}{2}$  = ☐

2. $\frac{13}{9}$  = ☐

3. $\frac{15}{4}$  = ☐

4. $\frac{26}{7}$  = ☐

5. $\frac{30}{7}$  = ☐

6. $\frac{19}{8}$  = ☐

7. $\frac{62}{7}$ = ☐

8. $\frac{17}{2}$ = ☐

9. $\frac{40}{7}$ = ☐

10. $\frac{89}{10}$ = ☐

11. $\frac{39}{5}$ = ☐

12. $\frac{38}{7}$ = ☐

13. $\frac{124}{9}$ = ☐

14. $\frac{49}{5}$ = ☐

15. $\frac{101}{10}$ = ☐

16. $\frac{100}{9}$ = ☐

PREVIEW

Answer Key and Scoring - Forms G-J

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

Form G

#	Fraction	Answer
1	25/8	3 1/8
2	7/2	3 1/2
3	27/8	3 3/8
4	13/8	1 5/8
5	21/5	4 1/5
6	33/8	4 1/8
7	28/5	5 3/5
8	81/10	8 1/10
9	13/2	6 1/2
10	33/5	6 3/5
11	23/3	7 2/3
12	25/3	8 1/3
13	118/9	13 1/9
14	88/7	12 4/7
15	56/5	11 1/5
16	119/9	13 2/9

Correct _____ Attempted _____ Errors _____

Form H

#	Fraction	Answer
1	23/5	4 3/5
2	40/9	4 4/9
3	29/8	3 5/8
4	8/3	2 2/3
5	5/4	1 1/4
6	9/7	1 2/7
7	61/8	7 5/8
8	37/5	7 2/5
9	41/6	6 5/6
10	71/10	7 1/10
11	31/6	5 1/6
12	23/4	5 3/4
13	110/9	12 2/9
14	106/9	11 7/9
15	51/5	10 1/5
16	48/5	9 3/5

Correct _____ Attempted _____ Errors _____

Form I

#	Fraction	Answer
1	41/9	4 5/9
2	21/8	2 5/8
3	17/9	1 8/9
4	11/6	1 5/6
5	19/9	2 1/9
6	34/7	4 6/7
7	83/10	8 3/10
8	47/8	5 7/8
9	54/7	7 5/7
10	33/4	8 1/4
11	21/4	5 1/4
12	51/8	6 3/8
13	62/5	12 2/5
14	74/7	10 4/7
15	76/7	10 6/7
16	139/10	13 9/10

Correct _____ Attempted _____ Errors _____

Form J

#	Fraction	Answer
1	9/2	4 1/2
2	13/9	1 4/9
3	15/4	3 3/4
4	26/7	3 5/7
5	30/7	4 2/7
6	19/8	2 3/8
7	62/7	8 6/7
8	17/2	8 1/2
9	40/7	5 5/7
10	89/10	8 9/10
11	39/5	7 4/5
12	38/7	5 3/7
13	124/9	13 7/9
14	49/5	9 4/5
15	101/10	10 1/10
16	100/9	11 1/9

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: 11/4 = 2 3/4; 7/3 = 2 1/3.
- Steps page, Your turn: 10/3 = **3 1/3**.
- Warm-up, items 1 to 6: 1) 11/3 = **3 2/3**, 2) 5/3 = **1 2/3**, 3) 35/8 = **4 3/8**, 4) 29/9 = **3 2/9**, 5) 46/9 = **5 1/9**, 6) 29/6 = **4 5/6**.

PREVIEW

Improper Fractions to 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 16 · 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)

Improper Fractions to 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 16, 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)

Priya is invented. Twelve weekly timed probes on changing improper fractions to mixed numbers, the aim line, the change that three low points forced, and the criterion being met.

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

By November 20, when given a 2-minute probe of 16 improper fractions with denominators from 2 to 10, Priya will write each as a mixed number, correctly writing 12 of 16 on 3 consecutive weekly probes, as measured by teacher-scored improper fraction to mixed number probes (forms A–J).

#	Date	Form	Correct	Attempted	Errors	Notes
1	9/8	A	5	8	3	baseline
2	9/9	B	4	7	3	baseline
3	9/10	C	6	9	3	baseline (median of 5, 4, 6 = 5)
4	9/17	D	6	8	2	writes the whole number and leaves off the leftover part
5	9/24	E	7	9	2	same slip on the larger fractions
6	10/1	F	6	8	2	3 under the aim line: taught divide, whole number, leftover on the steps page
7	10/8	G	8	10	2	draws the bars first, then divides
8	10/15	H	10	12	2	steps right, still slow on tenths and ninths
9	10/22	I	10	11	1	stalls on the larger top numbers
10	10/29	J	12	13	1	criterion score, first time
11	11/5	A	13	14	1	second in a row at 12 or more
12	11/12	B	12	13	1	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 5, 4, 6 correct, so 5. Not the average, not the best.
- The aim line runs from 5 at probe 1 to 12 at probe 12. Probes 4, 5 and 6 (6, 7, 6) 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 leftover part was left off. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (12, 13, 12): three in a row at 12 of 16 correct or better.

The progress report sentence this log produces

On weekly timed improper fraction to mixed number probes (16 fractions), Priya wrote 5 correctly at baseline and 12, 13 and 12 on the last three probes, meeting the criterion of 12 of 16 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