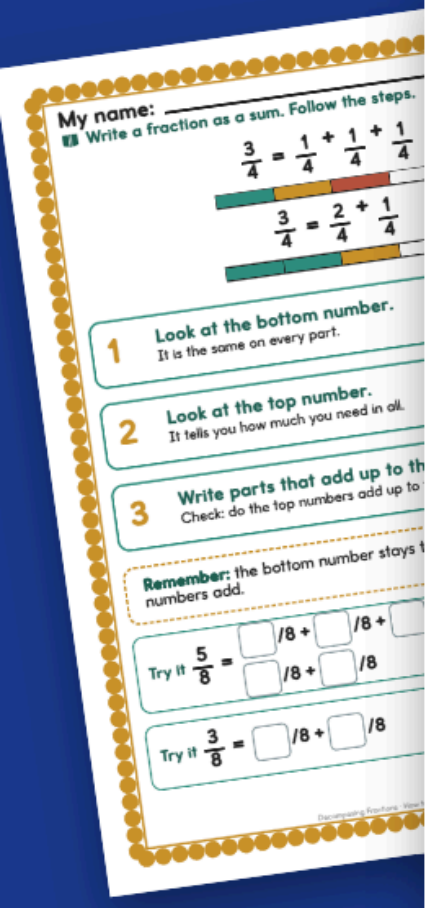
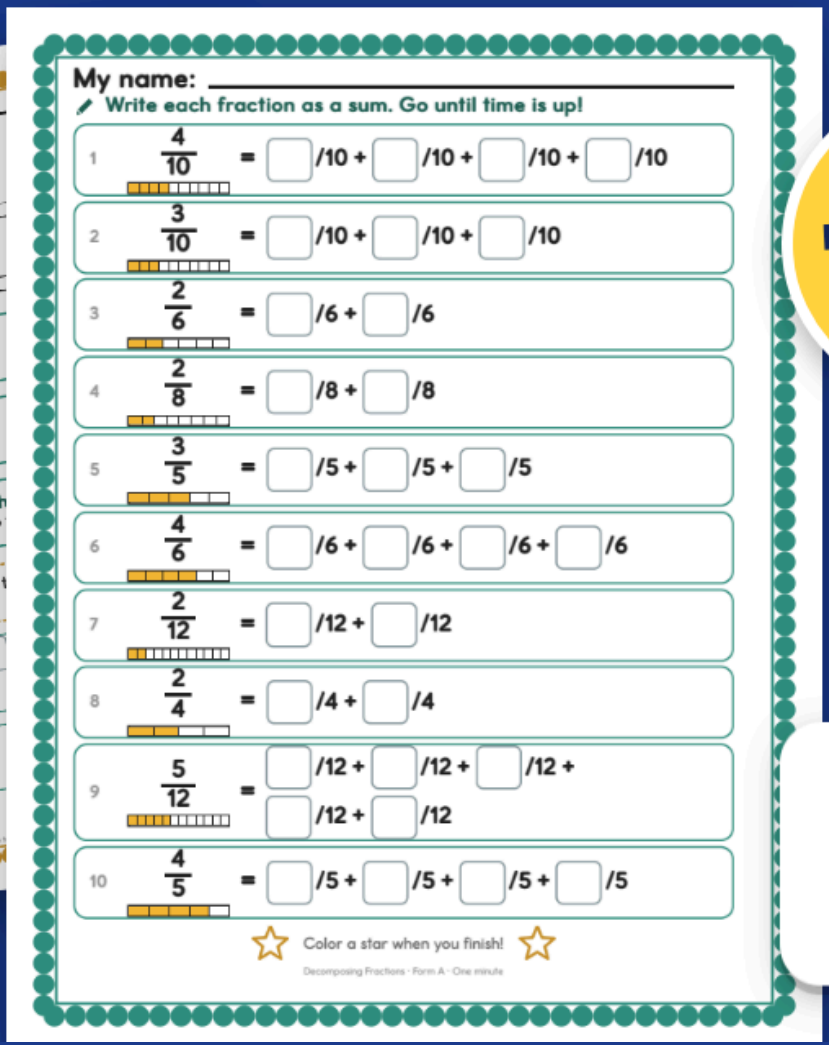
DECOMPOSING FRACTIONS

GRADE 4: IEP PROGRESS MONITORING PROBES





4 FORMS

$$\frac{3}{4} = \frac{2}{4} + \frac{1}{4}$$

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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, seven 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
Five steps and the page for each job.

02 The Goal
The goal, the baseline and the directions.

03 Probe Forms
Forms A to D: one-minute probes, one a week.

04 Answer Keys
The key and the scoring rules for each form.

05 Notes & Prompts
Reading the errors, and what to say next.

06 Graph & Caseload
The aim line, the log, and the whole caseload.

07 Family Update
The note home and the team handoff.

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) with anyone else who might give a form.

PREVIEW

My name: _____

Write a fraction as a sum. Follow the steps.

$$\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$$



$$\frac{3}{4} = \frac{2}{4} + \frac{1}{4}$$



1 **Look at the bottom number.**
It is the same on every part.

2 **Look at the top number.**
It tells you how much you need in all.

3 **Write parts that add up to the top.**
Check: do the top numbers add up to the top number?

Remember: the bottom number stays the same. Only the top numbers add.

Try it $\frac{5}{8} = \square/8 + \square/8 + \square/8 + \square/8 + \square/8$

Try it $\frac{3}{8} = \square/8 + \square/8$

PREVIEW

Preview - Bright Path Sped

My name: _____

Write each fraction as a sum. Go until time is up!

1. $\frac{4}{10}$ = ☐/10 + ☐/10 + ☐/10 + ☐/10



2. $\frac{3}{10}$ = ☐/10 + ☐/10 + ☐/10



3. $\frac{2}{6}$ = ☐/6 + ☐/6



4. $\frac{2}{8}$ = ☐/8 + ☐/8



5. $\frac{3}{5}$ = ☐/5 + ☐/5 + ☐/5



6. $\frac{4}{6}$ = ☐/6 + ☐/6 + ☐/6 + ☐/6



7. $\frac{2}{12}$ = ☐/12 + ☐/12



8. $\frac{2}{4}$ = ☐/4 + ☐/4



9. $\frac{5}{12}$ = ☐/12 + ☐/12 + ☐/12 + ☐/12 + ☐/12



10. $\frac{4}{5}$ = ☐/5 + ☐/5 + ☐/5 + ☐/5



Color a star when you finish!

PREVIEW

Preview - Bright Path Sped

My name: _____

Write each fraction as a sum. Go until time is up!

1. $\frac{4}{5}$ = ☐/5 + ☐/5 
2. $\frac{3}{12}$ = ☐/12 + ☐/12 
3. $\frac{2}{3}$ = ☐/3 + ☐/3 
4. $\frac{2}{10}$ = ☐/10 + ☐/10 
5. $\frac{2}{6}$ = ☐/6 + ☐/6 
6. $\frac{2}{4}$ = ☐/4 + ☐/4 
7. $\frac{3}{10}$ = ☐/10 + ☐/10 
8. $\frac{3}{5}$ = ☐/5 + ☐/5 
9. $\frac{7}{12}$ = ☐/12 + ☐/12 
10. $\frac{7}{8}$ = ☐/8 + ☐/8 

Color a star when you finish!

PREVIEW

Answer Key and Scoring - Forms C and D

Each row reads: the fraction, then one correct answer. Any split that keeps the bottom number and adds to the top counts.

Form C

#	Answer (the parts)	Right?
1	4/5 = 2/5 + 2/5	
2	3/12 = 2/12 + 1/12	
3	2/3 = 1/3 + 1/3	
4	2/10 = 1/10 + 1/10	
5	2/6 = 1/6 + 1/6	
6	2/4 = 1/4 + 1/4	
7	3/10 = 2/10 + 1/10	
8	3/5 = 2/5 + 1/5	
9	7/12 = 4/12 + 3/12	
10	7/8 = 4/8 + 3/8	

Correct ___ / 10

Form D

#	Answer (the parts)	Right?
1	7/8 = 4/8 + 3/8	
2	7/4 = 4/4 + 3/4	
3	2/12 = 1/12 + 1/12	
4	4/5 = 2/5 + 2/5	
5	3/2 = 2/2 + 1/2	
6	4/6 = 2/6 + 2/6	
7	2/4 = 1/4 + 1/4	
8	2/8 = 1/8 + 1/8	
9	2/10 = 1/10 + 1/10	
10	2/6 = 1/6 + 1/6	

Correct ___ / 10

PREVIEW

Scoring reminder

- One minute. Start the timer when the student starts; stop at one minute and mark where the student stopped.
- Forms C and D: 2/4 + 1/4 and 1/4 + 2/4 are both correct. Form D's two improper items are 4/4 + 3/4 and 2/2 + 1/2.
- Blanks left empty when time runs out are not errors. Log the score the same day.

Prompt Bank - What to Say

Short things to say out loud, and progress-note starters with blanks. Everything here describes what the student did, never what the student is.

Before the minute

- Say: "Write each fraction as a sum. Go until time is up."
- Point to the first fraction and say: "Start here."

When the student stops

- Point to the bottom number: "What is the bottom number?"
- Count the blanks together: "How many parts does the top number ask for?"
- Model one part, then wait: "One sixth. One sixth. Your turn."

Words to use when you teach it

- **Bottom number**: the same on every part.
- **Top number**: how many parts you need in all.
- **Whole**: 4/4 is one whole.

Progress-note starters (fill the blanks from the log)

- On ____ of 10 items, [student] wrote the bottom number on every part.
- The most common miss was ____ (stopped early / changed the bottom number / added the bottoms).
- For the next two weeks, the teaching will focus on ____.
- On the last three probes, [student] scored ____, ____ and ____ of 10.

PREVIEW

Decomposing Fractions - Caseload Summary

Every student on this goal, on one grid. Ten 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 items correct 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)

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

By May 20, when given one minute of decomposing fraction sums (10 items, Forms A to D), Ava will write 8 of 10 items correctly on 3 consecutive weekly probes, as measured by teacher-scored decomposing fractions probes.

#	Date	Form	Correct	Errors	Notes
B1	Day 1	A	3	7	baseline
B2	Day 2	B	4	6	baseline
B3	Day 3	C	3	7	baseline
1	Week 1	D	4	6	Improper item: wrote 4/4 and no second part.
2	Week 2	A	4	6	Stopped after three blanks on a five-part item.
3	Week 3	B	4	6	Changed the bottom on two items (1/5 for 1/6).
4	Week 4	C	4	6	Added the bottoms: 2/4 + 1/4 written as 3/8.
5	Week 5	D	4	6	Third under the aim line: teaching changed.
6	Week 6	A	6	4	Said the bottom number; missed the twelfths.
7	Week 7	B	7	3	Stopped early on one item; the rest right.
8	Week 8	C	8	2	Criterion score, first time.
9	Week 9	D	8	2	Second in a row at 8.
10	Week 10	A	9	1	Third in a row: criterion met.

How to read the log

- Baseline is the median of the three days: 3. Errors are 10 minus correct.
- The aim line runs from 3 at baseline to 8 at week 10. Weeks 3 to 5 (scores 4, 4, 4) sat under it, so the teaching changed after week 5.
- Criterion was met on weeks 8 to 10 (scores 8, 8, 9): three in a row at 8 or better.

The progress report sentence this log produces

On weekly decomposing fractions probes (10 items, one minute), Ava 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.

PREVIEW