

Division Facts Fluency Timed Progress Probes

SECTION 2 · FOUR TIMED FORMS

DIVISION FACT FLUENCY PROBES

FORM A Division Facts — Form A

My name: _____ Date (optional): _____

Write the answer to each fact. Go as fast as you can!

1 12 ÷ 4 =

2 14 ÷ 7 =

3 40 ÷ 4 =

4 120 ÷ 12 =

5 7 ÷ 7 =

6 18 ÷ 2 =

7 18 ÷ 3 =

8 48 ÷ 4 =

9 16 ÷ 4 =

10 45 ÷ 5 =

11 110 ÷ 11 =

12 60 ÷ 5 =

13 36 ÷ 4 =

14 54 ÷ 9 =

15 4 ÷ 2 =

16 54 ÷ 6 =

17 50 ÷ 10 =

18 55 ÷ 5 =

19 60 ÷ 10 =

20 77 ÷ 11 =

21 28 ÷ 4 =

22 28 ÷ 7 =

23 10 ÷ 5 =

24 72 ÷ 9 =

25 15 ÷ 5 =

26 20 ÷ 2 =

27 12 ÷ 6 =

28 20 ÷ 4 =

29 20 ÷ 5 =

30 49 ÷ 7 =

31 48 ÷ 8 =

32 36 ÷ 12 =

33 90 ÷ 10 =

34 44 ÷ 4 =

35 18 ÷ 6 =

36 96 ÷ 8 =

37 35 ÷ 5 =

38 27 ÷ 9 =

39 36 ÷ 6 =

40 32 ÷ 4 =

Division Facts Fluency, Timed Progress Monitoring Probes

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BRIGHT PATH SPED

DIVISION FACT FLUENCY PROBES

Division Facts Fluency — Goal and Directions

single-digit and double-digit division facts (quotient 1 to 12, divisor 2 to 12, all divisions involving multiplication facts), under a fixed, team-set time limit. Four equivalent forms, forty facts each, so that the time does. The score is speed and accuracy together — facts correct per minute.

EDIT EVERY BRACKET TO FIT THE STUDENT

[2]-minute timed single-digit and double-digit division fact probe (quotient 1–12, divisor 2–12). [Student] will correctly answer [10] facts per minute with at least [80] percent accuracy. This probe is used in the weekly probes, as measured by teacher-administered Division Facts Fluency Probes, page 10–13.

CRITERION (FCPM, AND ACCURACY PERCENT, TOGETHER)

SUPPORT) ON _____ OF _____ CONSECUTIVE PROBES

IN THE WORDS OF THE AS MEASURED BY (DIVISION FACTS FLUENCY PROBES, FORMS A–D, PAGE 10–13)

BENCHMARKS TOWARD THE GOAL

BENCHMARK	TARGET DATE	TARGET FCPM / ACCURACY	ACTUAL	MET?
1				
2				
3				

Written on the goal box and used every time. Say: "Write the answer to each fact. If you are not sure, keep going." Hand the student the form and a pencil. Start the timer. When the time is up, stop the student. Stop exactly at the time limit, even if the student was working on.

FCPM = facts correct ÷ seconds elapsed × 60, rounded to the nearest whole number.

Learn together — an FCPM reached by writing quickly past wrong answers

ACCEPTED

WHAT THE ERRORS SAY TO RETEACH (CARRY OVER FROM THE LOG)

Page 8 of 23

BRIGHT PATH SPED

BRIGHT PATH SPED

23 PAGES

FOUR TIMED FORMS

SPEED + ACCURACY TOGETHER

FILLABLE PDF

✦ BRIGHT PATH SPED

What Is Inside, and Where

23 pages, one skill, start to finish: no norm-referenced score, no fixed fluency cutoff.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up

PAGES 6–8



**Binder Cover and
Divider Tabs**
SETUP

6



**How This Pack
Works**
REFERENCE

7



**Division Facts
Fluency — Goal
and Directions**
GOAL

8

02 Four Timed Forms

PAGES 10–14



**Division Facts —
Form A**
FORM A

10



**Division Facts —
Form B**
FORM B

11



**Division Facts —
Form C**
FORM C

12



**Division Facts —
Form D**
FORM D

13



**Scoring Keys —
Forms A–D**
REFERENCE

14

03 Track, Report and Share

PAGES 16–22



**Division Facts
Fluency — Data
Log and Graph**
TRACKER

16



**Quick-Response
Observation
Checklist**
CHECKLIST

17



**Caseload
Summary**
ROSTER

18



**Quick Reference
for a Second Adult**
NOTES

19



**Family Update —
This Skill's
Progress**
NOTES

20



**Progress Note
Phrase Bank**
REFERENCE

21



**A Filled-In Data
Log (Invented
Student)**
EXAMPLE

22

Reading the tags: **Setup** is typed once, before the first probe; **Goal** is the sample and the six-part frame; **Form A–D** are the four student practice pages; **Reference** is the shared scoring keys and the phrase bank; **Tracker** rolls several weeks onto one page; **Checklist** is marked during or right after a probe; **Roster** puts a whole caseload on one grid; **Notes** is ready to send or read back to a family or a second adult; **Example** is the worked, invented sample.

Start Here — Three Steps

Ninety seconds of reading; the weekly routine takes about five.



1

Baseline, then write the goal

Give Forms A, B and C on three different days at the same time limit; the middle FCPM (facts correct per minute) score is the baseline (page 8).

Write the goal from the six-part frame, starting from the sample and changing every bracket to fit the student.



2

Probe once a week, timed

Rotate the forms (A, B, C, D, A...), never the same one two weeks running. Every form is forty facts; the time limit, not the sheet, decides when the probe ends.

Score against the keys page (page 14) and log the same day (page 16); the log turns the raw count and time into facts correct per minute.



3

Watch, decide, report, share

The quick-response checklist (page 17) notes whether answers come instantly or are worked out with a strategy, and gives the team a place to write its own call on automaticity — never a cutoff this file sets.

The family update (page 20) and the phrase bank (page 21) turn the log into a note without a separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal page, the log, the checklist, the caseload page, the second-adult reference and the organizer are type-in; the four student practice pages and the scoring-keys page print (a child answers in pencil, by hand).

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc or an Excel workbook, and not a norm-referenced test. It carries no fixed fluency benchmark score — your team decides what fluent enough means for this student, from the baseline and the IEP.

EQUIVALENT FORMS, AND WHY IT MATTERS

Every form has 40 facts — 20 with a quotient of six or less, 20 with a quotient from seven to twelve — drawn without repeating within that form. A rate on one form means the same as a rate on another, so the line on the graph is the student, not the paper.

CONFIDENTIALITY, IN ONE PARAGRAPH

A filled-in log is a student record. It stays in the data folder, never where another family can see it. Use initials on any page that leaves your hands; the family update carries a first name only.

PRINT AND PREP

- ☐ One clean student copy of each form; the child writes the answer directly on it, in pencil.
- ☐ A stopwatch or phone timer; the time limit is written on the goal page.
- ☐ The caseload page prints once a month.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.
Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

GOAL

Division Facts Fluency — Goal and Directions

The student answers single-digit and double-digit division facts (quotient 1 to 12, divisor 2 to 12, all divisions even with no remainder) in writing, under a fixed, team-set time limit. Four equivalent forms, forty facts each, so the sheet rarely runs out before the time does. The score is speed and accuracy together — facts correct per minute (FCPM) — never accuracy alone.

SAMPLE GOAL — INVENTED; EDIT EVERY BRACKET TO FIT THE STUDENT

By [May 20], when given a [2]-minute timed single-digit and double-digit division fact probe (quotient 1–12, divisor 2–12, all even divisions), [Student] will correctly answer [10] facts per minute with at least [80] percent accuracy on [3] consecutive weekly probes, as measured by teacher-administered Division Facts Fluency probes (forms A–D, page 10–13).

BY (DATE)

CRITERION (FCPM, AND ACCURACY PERCENT, TOGETHER)

GIVEN (TIME LIMIT, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (ANSWER / WRITE, IN THE WORDS OF THE PROBE)

AS MEASURED BY (DIVISION FACTS FLUENCY PROBES, FORMS A–D, PAGE 10–13)

BASELINE: GIVE FORMS A, B AND C ON THREE DAYS AT THE SAME TIME LIMIT, TAKE THE MIDDLE FCPM SCORE

BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN FCPM (THE BASELINE)

BENCHMARKS TOWARD THE GOAL

#	BENCHMARK	TARGET DATE	TARGET FCPM / ACCURACY	ACTUAL	MET?
1					
2					
3					

GIVING AND SCORING THE PROBE

- ☐ Same time limit every session, written on the goal box and used every time. Say: “Write the answer to each division fact as fast as you can. If you are not sure, keep going.” Hand the student the form and a pencil. Start the timer.
- ☐ Let the student write; do not help or confirm an answer during the probe. Stop exactly at the time limit, even mid-item, and circle the last item the student was working on.
- ☐ Score against the keys (page 14): FCPM = facts correct ÷ seconds elapsed × 60, rounded to the nearest whole number. Accuracy = correct ÷ facts reached.
- ☐ A criterion needs BOTH numbers to clear together — an FCPM reached by writing quickly past wrong answers is not fluency.

SCORING RULES FOR THIS STUDENT (ACCEPTED REVERSALS, SUPPORTS ALLOWED)

WHAT THE ERRORS SAY TO RETEACH (CARRY OVER FROM THE LOG)

FORM A

Division Facts — Form A

My name: _____ Date (optional): _____

 Write the answer to each fact. Go as fast as you can!

$$\begin{array}{l} 1 \quad 12 \div \\ 4 = \end{array} \quad \square$$

$$\begin{array}{l} 2 \quad 14 \div \\ 7 = \end{array} \quad \square$$

$$\begin{array}{l} 3 \quad 40 \div \\ 4 = \end{array} \quad \square$$

$$\begin{array}{l} 4 \quad 120 \div \\ 12 = \end{array} \quad \square$$

$$\begin{array}{l} 5 \quad 7 \div 7 \\ = \end{array} \quad \square$$

$$\begin{array}{l} 6 \quad 18 \div \\ 2 = \end{array} \quad \square$$

$$\begin{array}{l} 7 \quad 18 \div \\ 3 = \end{array} \quad \square$$

$$\begin{array}{l} 8 \quad 48 \div \\ 4 = \end{array} \quad \square$$

$$\begin{array}{l} 9 \quad 16 \div \\ 4 = \end{array} \quad \square$$

$$\begin{array}{l} 10 \quad 45 \div \\ 5 = \end{array} \quad \square$$

$$\begin{array}{l} 11 \quad 110 \div \\ 11 = \end{array} \quad \square$$

$$\begin{array}{l} 12 \quad 60 \div \\ 5 = \end{array} \quad \square$$

$$\begin{array}{l} 13 \quad 36 \div \\ 4 = \end{array} \quad \square$$

$$\begin{array}{l} 14 \quad 54 \div \\ 9 = \end{array} \quad \square$$

$$\begin{array}{l} 15 \quad 4 \div 2 \\ = \end{array} \quad \square$$

$$\begin{array}{l} 16 \quad 54 \div \\ 6 = \end{array} \quad \square$$

$$\begin{array}{l} 17 \quad 50 \div \\ 10 = \end{array} \quad \square$$

$$\begin{array}{l} 18 \quad 55 \div \\ 5 = \end{array} \quad \square$$

$$\begin{array}{l} 19 \quad 60 \div \\ 10 = \end{array} \quad \square$$

$$\begin{array}{l} 20 \quad 77 \div \\ 11 = \end{array} \quad \square$$

$$\begin{array}{l} 21 \quad 28 \div \\ 4 = \end{array} \quad \square$$

$$\begin{array}{l} 22 \quad 28 \div \\ 7 = \end{array} \quad \square$$

$$\begin{array}{l} 23 \quad 10 \div \\ 5 = \end{array} \quad \square$$

$$\begin{array}{l} 24 \quad 72 \div \\ 9 = \end{array} \quad \square$$

$$\begin{array}{l} 25 \quad 15 \div \\ 5 = \end{array} \quad \square$$

$$\begin{array}{l} 26 \quad 20 \div \\ 2 = \end{array} \quad \square$$

$$\begin{array}{l} 27 \quad 12 \div \\ 6 = \end{array} \quad \square$$

$$\begin{array}{l} 28 \quad 20 \div \\ 4 = \end{array} \quad \square$$

$$\begin{array}{l} 29 \quad 20 \div \\ 5 = \end{array} \quad \square$$

$$\begin{array}{l} 30 \quad 49 \div \\ 7 = \end{array} \quad \square$$

$$\begin{array}{l} 31 \quad 48 \div \\ 8 = \end{array} \quad \square$$

$$\begin{array}{l} 32 \quad 36 \div \\ 12 = \end{array} \quad \square$$

$$\begin{array}{l} 33 \quad 90 \div \\ 10 = \end{array} \quad \square$$

$$\begin{array}{l} 34 \quad 44 \div \\ 4 = \end{array} \quad \square$$

$$\begin{array}{l} 35 \quad 18 \div \\ 6 = \end{array} \quad \square$$

$$\begin{array}{l} 36 \quad 96 \div \\ 8 = \end{array} \quad \square$$

$$\begin{array}{l} 37 \quad 35 \div \\ 5 = \end{array} \quad \square$$

$$\begin{array}{l} 38 \quad 27 \div \\ 9 = \end{array} \quad \square$$

$$\begin{array}{l} 39 \quad 36 \div \\ 6 = \end{array} \quad \square$$

$$\begin{array}{l} 40 \quad 32 \div \\ 4 = \end{array} \quad \square$$

TRACKER

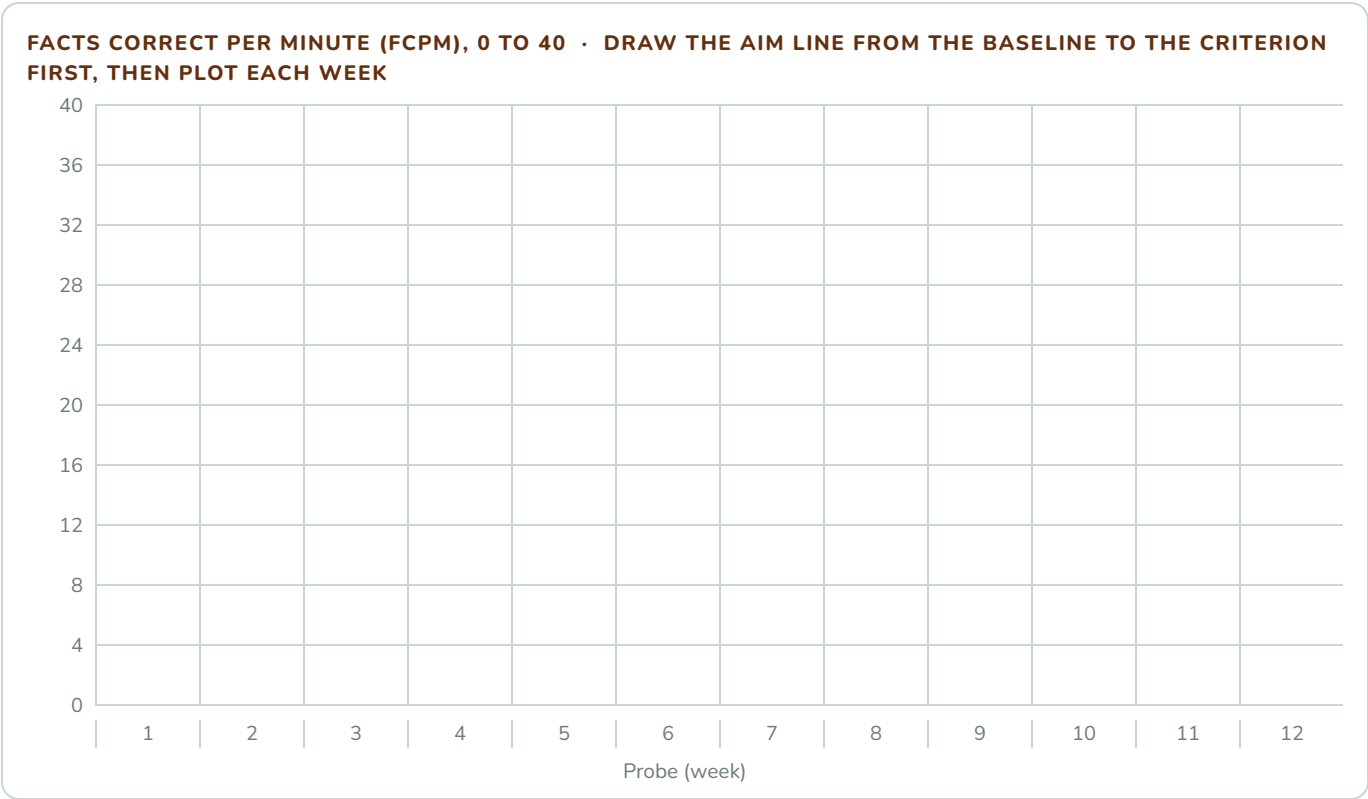
Division Facts Fluency — Data Log and Graph

One row per probe. Three points in a row under the aim line is a decision: change the teaching and write what changed in the notes.

STUDENT

CRITERION / AIM (FCPM)

GOAL DATE



#	DATE	FORM	TIME (SEC)	REACHED	CORRECT	ERRORS	FCPM	NOTES
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

 CHECKLIST

Quick-Response Observation Checklist

Not a second score. A place to watch HOW the answer came out — recalled instantly, or worked out with a strategy — and for the team to write its own call on automaticity.

STUDENT		WEEKS COVERED		FORM ROTATION		
#	DATE	FORM	INSTANT RECALL (TALLY)	USES A STRATEGY (TALLY)	GUESS / BLANK (TALLY)	NOTES (WHICH FACTS, WHAT PATTERN)
1						
2						
3						
4						
5						
6						
7						
8						

HOW TO MARK IT

- ☐ Instant recall: the answer is written within about a second, no visible counting, finger use or subvocalizing.
- ☐ Uses a strategy: the student counts on fingers, makes tally marks, counts up out loud or visibly pauses before writing a correct answer.
- ☐ Guess / blank: a wrong answer written quickly, or the item is left blank.
- ☐ Tallies are marks, not a score — they describe the SAME probe scored on the graph page (page 16), not a different one.

WHAT THIS PAGE IS FOR

A rising FCPM built on instant recall and a rising FCPM built on reasoning through the fact are two different skills, even when the number on the graph looks the same. This page is where that difference gets written down, so the reteach plan matches what is actually happening, not just the rate.

AUTOMATICITY, IN THE TEAM'S OWN WORDS — NOT A CUTOFF THIS FILE SETS

There is no fixed number of tallies or FCPM score anywhere in this file that means “fluent.” Write your team’s own call below, and change it whenever the pattern changes.

THIS RANGE IS (FLUENT / STILL BUILDING / MIXED), AND WHY

.....

DATE OF THIS CALL

.....

EXAMPLE

A Filled-In Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

THE GOAL, AS WRITTEN FOR JORDAN, FOURTH GRADE (INVENTED)

By May 20, when given a 2-minute timed single-digit and double-digit division fact probe (quotient 1–12, divisor 2–12, all even divisions), Jordan will correctly answer 10 facts per minute with at least 80 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered Division Facts Fluency probes (forms A–D).

#	DATE	FORM	TIME (SEC)	REACHED	CORRECT	ERRORS	FCPM	NOTES
1	9/9	A	120	22	10	12	5	baseline
2	9/10	B	120	25	14	11	7	baseline
3	9/11	C	120	22	10	12	5	baseline (median of 5, 7, 5 = 5)
4	9/18	D	120	25	12	13	6	flat vs. baseline
5	9/25	A	120	24	12	12	6	flat vs. baseline
6	10/2	B	120	23	12	11	6	3 probes flat: added a daily timed warm-up on larger divisors (8–12)
7	10/9	C	120	26	16	10	8	–
8	10/16	D	120	27	16	11	8	–
9	10/23	A	120	30	20	10	10	errors now mostly larger divisors
10	10/30	B	120	32	26	6	13	accuracy 81.3%, FCPM at 13, above target
11	11/6	C	120	37	30	7	15	accuracy 81.1%, FCPM at 15, above target
12	11/13	D	120	40	32	8	16	accuracy 80.0%, FCPM at 16, goal met

HOW TO READ THE LOG

- ☐ Baseline was the median of three forms on three days: 5, 7 and 5 FCPM, so 5. Not the average, not the best.
- ☐ The aim line runs from 5 FCPM in week 1 to 10 FCPM at the goal date. Probes 4, 5 and 6 (6, 6, 6) sat flat at baseline: three probes with no rise, so the teaching changed (a daily timed warm-up on larger divisors, 8–12) and the change is written on the row.
- ☐ Errors stayed high through the first nine probes, mostly on larger divisors, then dropped to 6–8 a probe as both accuracy and speed rose — the note column shows where to focus reteach.
- ☐ Both accuracy and FCPM cleared together on the last three probes (10–12): accuracy 81.3%, 81.1% and 80.0%; FCPM 13, 15 and 16, every one above the 10-FCPM target. A criterion needs both together on three consecutive probes, and this log has it.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

“On weekly timed division fact probes (40 facts with quotients 1–12 and divisors 2–12, a two-minute time limit), Jordan answered 5 facts correctly per minute at about 45 percent accuracy in early September (probe 1, 10 of 22), and 16 facts correctly per minute at 80 percent accuracy on the most recent probe in November. Both accuracy and speed cleared the 80-percent, 10-FCPM targets on the last three probes in a row. Progress is steady; the goal is met.” Every number in it is on the log above; nothing is from memory.