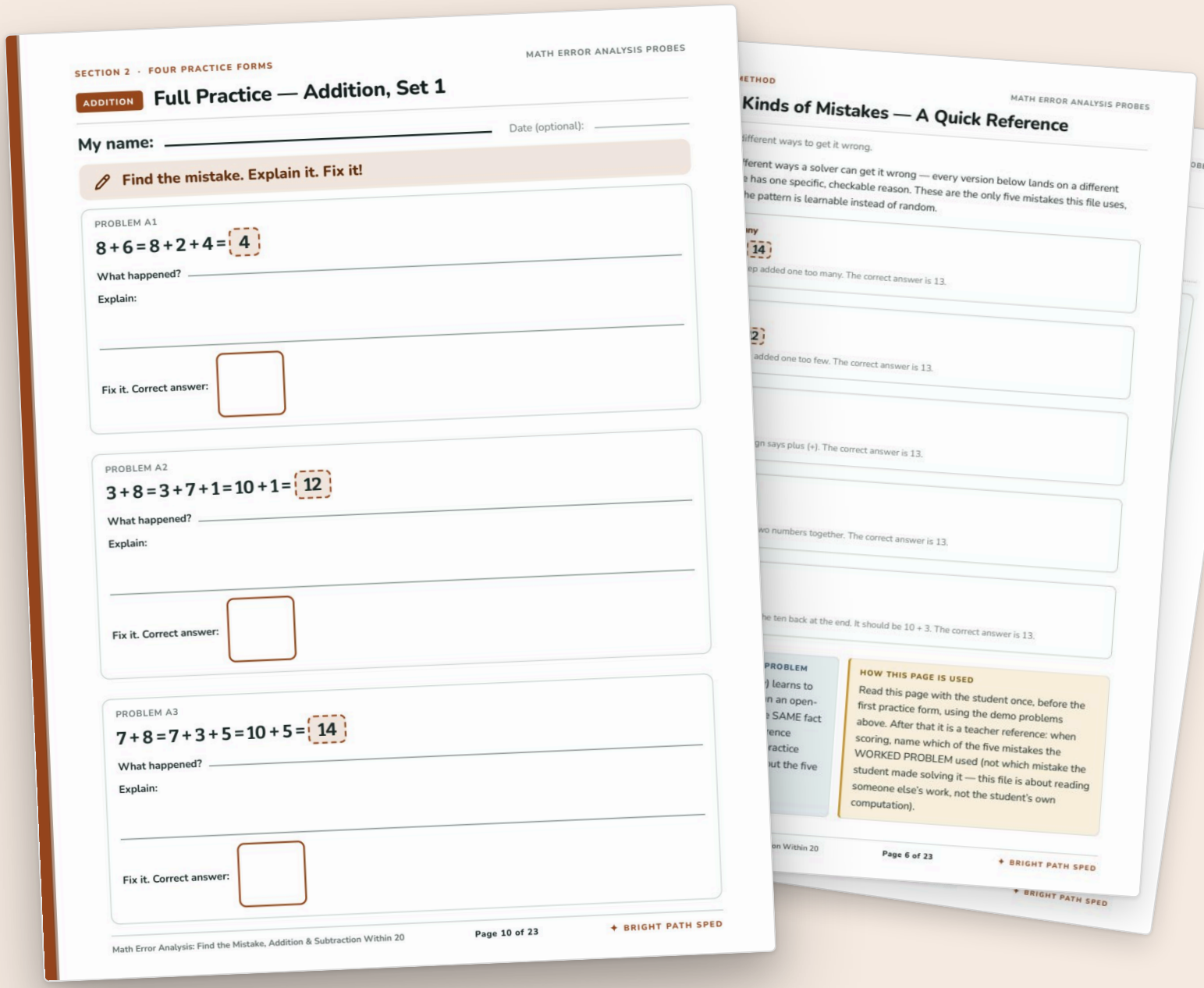
SPECIAL EDUCATION · MATH PROGRESS MONITORING

EDITABLE

Math Error Analysis Find the Mistake



23 PAGES | 4 PRACTICE FORMS | 5 ERROR TYPES | FILLABLE + PRINT

✦ BRIGHT PATH SPED

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What Is Inside, and Where

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

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Reading the tags: **Goal** is the sample and the six-part frame; **Quick Check** is the fast daily form; **Addition**, **Subtraction** and **Mixed** are the full weekly practice forms; **Reference** is the error-type page and the shared answer key; **Tracker** rolls several weeks onto one page; **Roster** puts a whole caseload on one grid; **Notes** is ready to send or read back to a family; **Example** is the worked, invented sample.

☆ START HERE Start Here — Three Steps

Two minutes of reading; the weekly routine takes about ten.

1

Learn the five mistakes, then try the Quick Check

Read the error-type reference (page 6): the same problem, shown five different ways to get it wrong.

Try the one-page Quick Check (page 9) with a student to see the task before using it for data.

2

Give one full form a week

Rotate the three full forms — Addition, Subtraction, Mixed (pages 10–15) — never the same one two weeks running.

Score against the keys page (page 16) and log the same day (page 18): a point counts only when the mistake, the explanation and the correct answer all line up.

3

Watch the pattern, report, share

The data log (page 18) turns the raw score into a percent and a graph; the caseload page groups every student on the same goal.

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 answer key, the log, the caseload page, the family update and the phrase bank are type-in; the four student practice pages print (a child writes directly on them, in pencil).

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 “proficient” benchmark score — your team decides what counts as enough progress, from the baseline and the IEP.

ONE SKILL, FIVE MISTAKES, EVERY ONE CHECKABLE

Every worked problem crosses ten and is built from one of five named mistakes, cycled across the forms. The answer key names the exact mistake and the exact correct answer for every problem — never a judgment call on whether the student was close enough.

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 directly on it, in pencil.
- [ ] The keys page never leaves the teacher’s hands during a probe.
- [ ] 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.

REFERENCE

Five Kinds of Mistakes — A Quick Reference

> One worked problem, five different ways to get it wrong.

Same problem, 7 + 6, five different ways a solver can get it wrong — every version below lands on a different wrong answer, and every one has one specific, checkable reason. These are the only five mistakes this file uses, cycled across every form so the pattern is learnable instead of random.

Added/subtracted one too many

7 + 6 = 7 + 3 + 3 = 10 + 3 = 14

10 + 3 is 13, not 14 — the last step added one too many. The correct answer is 13.

Added/subtracted one too few

7 + 6 = 7 + 3 + 3 = 10 + 3 = 12

10 + 3 is 13, not 12 — the last step added one too few. The correct answer is 13.

Used the wrong operation

7 + 6 = 7 − 6 = 1

Subtracted instead of adding — the sign says plus (+). The correct answer is 13.

Copied a number instead of solving

7 + 6 = 6

Just copied the 6 instead of adding the two numbers together. The correct answer is 13.

Lost the ten

7 + 6 = 7 + 3 + 3 = 3

Made a ten (7 + 3 = 10) but forgot to add the ten back at the end. It should be 10 + 3. The correct answer is 13.

WHY ONLY FIVE, AND WHY THE SAME PROBLEM

A student (or a teacher scoring quickly) learns to watch for a short, named list faster than an open-ended one. Showing the mistake on the SAME fact five times, side by side, makes the difference between the five visible — on the real practice forms every problem is a different fact, but the five reasons never change.

HOW THIS PAGE IS USED

Read this page with the student once, before the first practice form, using the demo problems above. After that it is a teacher reference: when scoring, name which of the five mistakes the WORKED PROBLEM used (not which mistake the student made solving it — this file is about reading someone else's work, not the student's own computation).

ADDITION

Full Practice — Addition, Set 1

My name: _____ Date (optional): _____

Find the mistake. Explain it. Fix it!

PROBLEM A1

$8 + 6 = 8 + 2 + 4 = 4$

What happened? _____

Explain:

Fix it. Correct answer:

PROBLEM A2

$3 + 8 = 3 + 7 + 1 = 10 + 1 = 12$

What happened? _____

Explain:

Fix it. Correct answer:

PROBLEM A3

$7 + 8 = 7 + 3 + 5 = 10 + 5 = 14$

What happened? _____

Explain:

Fix it. Correct answer:

SUBTRACTION

Full Practice — Subtraction, Set 1

My name: _____ Date (optional): _____

Find the mistake. Explain it. Fix it!

PROBLEM S1

$16 - 9 = 16 - 6 - 3 = 10 - 3 =$ **8**

What happened? _____

Explain:

Fix it. Correct answer: ☐

PROBLEM S2

$15 - 9 = 15 - 5 - 4 = 10 - 4 =$ **5**

What happened? _____

Explain:

Fix it. Correct answer: ☐

PROBLEM S3

$12 - 5 = 12 + 5 =$ **17**

What happened? _____

Explain:

Fix it. Correct answer: ☐

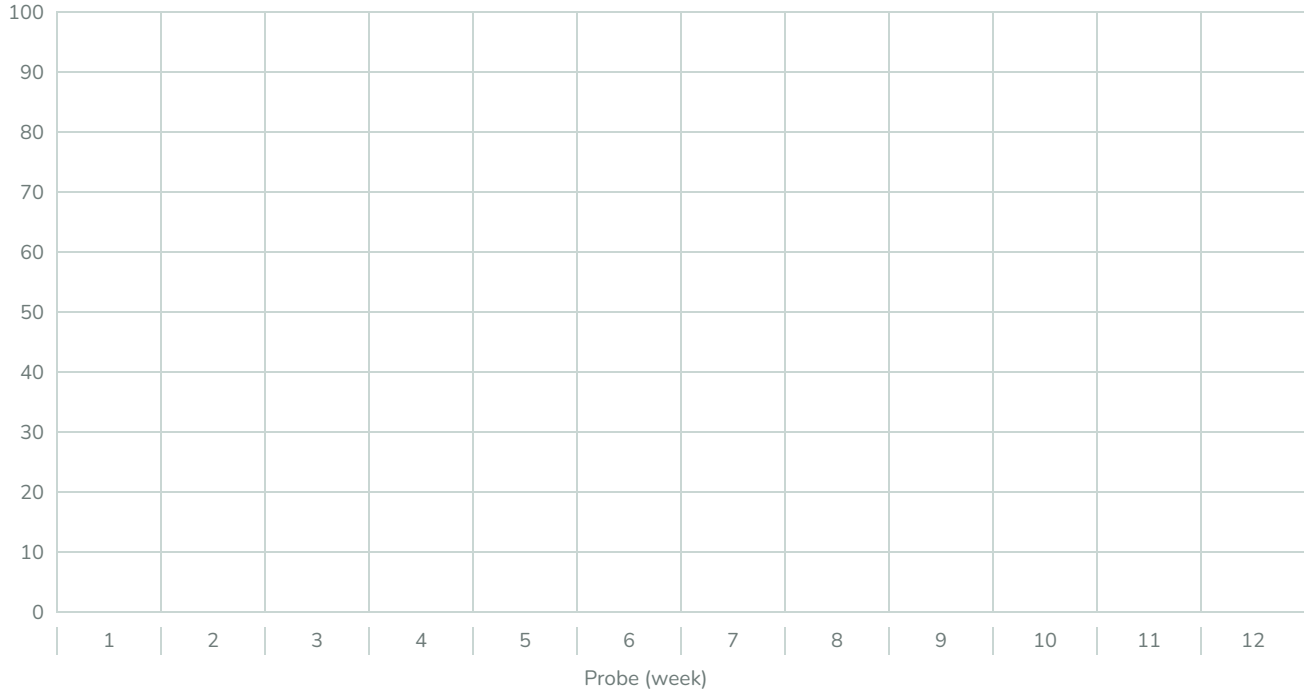
TRACKER

Math Error Analysis — 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 (PERCENT) _____ GOAL DATE _____

PERCENT OF ITEMS FULLY CORRECT, 0 TO 100 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	DATE	FORM	ITEMS	FULLY CORRECT	PERCENT	MOST COMMON ERROR	NOTES
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

EXAMPLE

A Filled-In Example (Invented Student)

SAMPLE · INVENTED STUDENT

Diego is invented, second grade. Eight weekly probes rotating the three full forms, the aim line, and why the goal is not yet met even though the trend is positive.

THE GOAL, AS WRITTEN FOR DIEGO, SECOND GRADE (INVENTED)

By May 20, when given a six-problem Math Error Analysis probe (addition and subtraction within 20, one built-in mistake per problem), Diego will find the mistake, explain what happened, and write the correct answer for at least 5 of 6 problems (83 percent) on 3 consecutive weekly probes, as measured by teacher-administered Math Error Analysis probes (Addition, Subtraction and Mixed forms).

#	DATE	FORM	ITEMS	FULLY CORRECT	PERCENT	NOTES
1	9/9	Addition	6	2	33%	used the wrong operation
2	9/16	Subtraction	6	3	50%	lost the ten
3	9/23	Mixed	6	2	33%	used the wrong operation (baseline median of 33, 50, 33 = 33)
4	9/30	Addition	6	2	33%	flat vs. baseline
5	10/7	Subtraction	6	2	33%	3 probes flat: added explicit modeling of the five mistake names before independent practice
6	10/14	Mixed	6	3	50%	–
7	10/21	Addition	6	4	67%	–
8	10/28	Subtraction	6	5	83%	errors now mostly copied-number, not wrong-operation

HOW TO READ THE LOG

- [ ] Baseline was the median of the first three probes: 33%, 50% and 33%, so 33% (2 of 6 items).
- [ ] Probes 3, 4 and 5 (33%, 33%, 33%) sat flat at baseline for three probes in a row, so the teaching changed (explicit modeling of the five mistake names) and the change is written on the row.
- [ ] The most frequent mistake shifted from “used the wrong operation” on the early probes to “copied a number instead of solving” by the last probe — a different, later-stage error, which tells the teacher what to reteach next.
- [ ] The most recent probe (83%, Subtraction) is the first to reach the 83% target, but the criterion needs three probes in a row at or above the aim line — this is only one, so the goal is not yet met.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

“On weekly Math Error Analysis probes (six worked addition or subtraction problems, each with one built-in mistake), Diego found, explained and corrected 2 of 6 problems (33 percent) in early September, and 5 of 6 (83 percent) on the most recent probe in late October. The 83 percent target has been reached once but not yet for three probes in a row, so the goal is not yet met. Progress is positive, and the remaining errors have shifted from misreading the operation sign to simpler slips at the end of the problem.” Every number in it is on the log above; nothing is from memory.