

Counting Fluency & Number ID Speed Probes

SECTION 2 · FOUR TIMED FORMS

COUNTING FLUENCY PROBES

COUNTING FLUENCY

Counting Fluency – Form A

Form A: 40 numbers, 8 single-digit and 32 two-digit, mixed order, none repeated on this form. Timed - scored by the adult, not the student.

STUDENT

DATE

FORM
A
timed - 40 numbers

TIME LIMIT (SET BY YOUR TEAM)

Say: "Tell me each number as fast as you can, left to right, top to bottom. If you are not sure, keep going." Point to the first number, start the timer, and stop the student at the time limit written above, even mid-row.

19	18	8	26	9	58	71	21
23	11	81	4	3	70	20	49
59	53	93	61	64	66	5	67
0	45	38	13	2	15	54	74
47	91	56	82	84	69	41	6

TEACHER: MARK EACH NUMBER CORRECT OR AN ERROR AS YOU GO, THEN TOTAL

TIME USED
____ min ____ sec

NUMBERS REACHED
____ / 40

CORRECTLY IDENTIFIED

ERRORS

Write the time, numbers reached, correct count and errors on the data log (page 15) the same day; the log turns them into NCPM (numbers correct per minute = correct ÷ seconds × 60). A number the student skips or refuses still counts toward "numbers reached" if the time ran out before it, but not if the student was still moving forward when time was called.

Math Counting Fluency and Number Identification Speed Probes

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✦ BRIGHT PATH SPED

COUNTING FLUENCY PROBES

Counting Fluency – Goal and Directions

For one skill. Timed; score is numbers correct per minute (NCPM) and accuracy, together.

Numbers from a mixed single- and two-digit set under a fixed, team-set time limit. Four numbers each, so the sheet rarely runs out before the time does. The score is speed and accuracy correct per minute (NCPM) — never accuracy alone.

EDIT EVERY BRACKET TO FIT THE STUDENT

[1]-minute timed number identification probe (single- and two-digit numbers, correctly identify [30] numbers per minute with at least [85] percent accuracy on probes, as measured by teacher-administered Counting Fluency probes (forms A–D,

CRITERION (NCPM, AND ACCURACY PERCENT, TOGETHER)

SUPPORT

ON ____ OF ____ CONSECUTIVE PROBES

IN THE WORDS OF THE

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

C ON THREE
TAKE THE

MEDIAN
NCPM
(THE
BASELINE)

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

ten on the goal box and every form. Say: "Tell me each number as fast as ____." Start the timer.

or as the student goes; stop exactly at the time limit, even mid-row, and

elapsed × 60, rounded to the nearest whole number. Accuracy = correct ÷

near together — an NCPM reached by rushing past wrong answers is not

ACCEPTED
(NED)

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

Page 8 of 22

✦ BRIGHT PATH SPED

✦ BRIGHT PATH SPED

22 PAGES

FOUR TIMED FORMS

SPEED + ACCURACY TOGETHER

FILLABLE PDF

✦ BRIGHT PATH SPED

What Is Inside, and Where

22 pages, one skill, start to finish: no norm-referenced score, no fixed automaticity 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



**Counting Fluency
— Goal and
Directions**
GOAL

8

02 Four Timed Forms

PAGES 10–13



**Counting Fluency
— Form A**
COUNTING FLUENCY

10



**Counting Fluency
— Form B**
COUNTING FLUENCY

11



**Counting Fluency
— Form C**
COUNTING FLUENCY

12



**Counting Fluency
— Form D**
COUNTING FLUENCY

13

03 Track, Report and Share

PAGES 15–21



**Counting Fluency
— Data Log and
Graph**
TRACKER

15



**Quick-Response
Observation
Checklist**
CHECKLIST

16



**Caseload
Summary**
ROSTER

17



**Quick Reference
for a Second Adult**
NOTES

18



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

19



**Progress Note
Phrase Bank**
REFERENCE

20



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

21

Reading the tags: **Setup** is typed once, before the first probe; **Goal** is the sample and the six-part frame; **Counting Fluency** is one of the four timed forms; **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; **Reference** is a bank of language to pull from; **Example** is the worked, invented sample.



START HERE

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 NCPM (numbers 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 numbers; the time limit, not the sheet, decides when the probe ends.

Score and log the same day (page 15); the log turns the raw count and time into numbers correct per minute.



3

Watch, decide, report, share

The quick-response checklist (page 16) notes whether numbers come instantly or have to be counted, and gives the team a place to write its own call on automaticity — never a cutoff this file sets.

The family update (page 19) and the phrase bank (page 20) 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 and the organizer are type-in; the four timed forms print (a student reads from a clean copy, so nothing on them needs to be a field).

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 automaticity cutoff or 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 numbers — 8 single-digit, 32 two-digit — 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 student copy of each form in a sheet protector; the student reads it and writes nothing.
- ☐ A stopwatch or phone timer; the time limit is written on the goal page and on every form.
- ☐ 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

Counting Fluency — Goal and Directions

Goal, baseline and directions for one skill. Timed; score is numbers correct per minute (NCPM) and accuracy, together.

The student identifies numbers from a mixed single- and two-digit set under a fixed, team-set time limit. Four equivalent forms, forty numbers each, so the sheet rarely runs out before the time does. The score is speed and accuracy together — numbers correct per minute (NCPM) — never accuracy alone.

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

By [May 20], when given a [1]-minute timed number identification probe (single- and two-digit numbers, mixed order), [Student] will correctly identify [30] numbers per minute with at least [85] percent accuracy on [3] consecutive weekly probes, as measured by teacher-administered Counting Fluency probes (forms A–D, page 10–13).

BY (DATE)

CRITERION (NCPM, AND ACCURACY PERCENT, TOGETHER)

GIVEN (TIME LIMIT, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (IDENTIFY / NAME, IN THE WORDS OF THE PROBE)

AS MEASURED BY (COUNTING 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 NCPM SCORE

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

BENCHMARKS TOWARD THE GOAL

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

GIVING AND SCORING THE PROBE

- ☐ Same time limit every session, written on the goal box and every form. Say: “Tell me each number as fast as you can, left to right, top to bottom.” Start the timer.
- ☐ Mark each number correct or an error as the student goes; stop exactly at the time limit, even mid-row, and circle the last number reached.
- ☐ $NCPM = \text{numbers correct} \div \text{seconds elapsed} \times 60$, rounded to the nearest whole number. Accuracy = correct $\div$ numbers reached.
- ☐ A criterion needs BOTH numbers to clear together — an NCPM reached by rushing past wrong answers is not fluency.

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

.....

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

.....

COUNTING FLUENCY

Counting Fluency — Form A

Form A: 40 numbers, 8 single-digit and 32 two-digit, mixed order, none repeated on this form. Timed · scored by the adult, not the student.

STUDENT

DATE

FORM

TIME LIMIT (SET BY YOUR TEAM)

A timed · 40 numbers

Say: "Tell me each number as fast as you can, left to right, top to bottom. If you are not sure, keep going." Point to the first number, start the timer, and stop the student at the time limit written above, even mid-row.

19	18	8	26	9	58	71	21
23	11	81	4	3	70	20	49
59	53	93	61	64	66	5	67
0	45	38	13	2	15	54	74
47	91	56	82	84	69	41	6

TEACHER: MARK EACH NUMBER CORRECT OR AN ERROR AS YOU GO, THEN TOTAL

TIME USED _____ min _____ sec	NUMBERS REACHED _____ / 40	CORRECTLY IDENTIFIED _____	ERRORS _____
----------------------------------	-------------------------------	-------------------------------	-----------------

Write the time, numbers reached, correct count and errors on the data log (page 15) the same day; the log turns them into NCPM (numbers correct per minute = correct ÷ seconds × 60). A number the student skips or refuses still counts toward "numbers reached" if the time ran out before it, but not if the student was still moving forward when time was called.


TRACKER

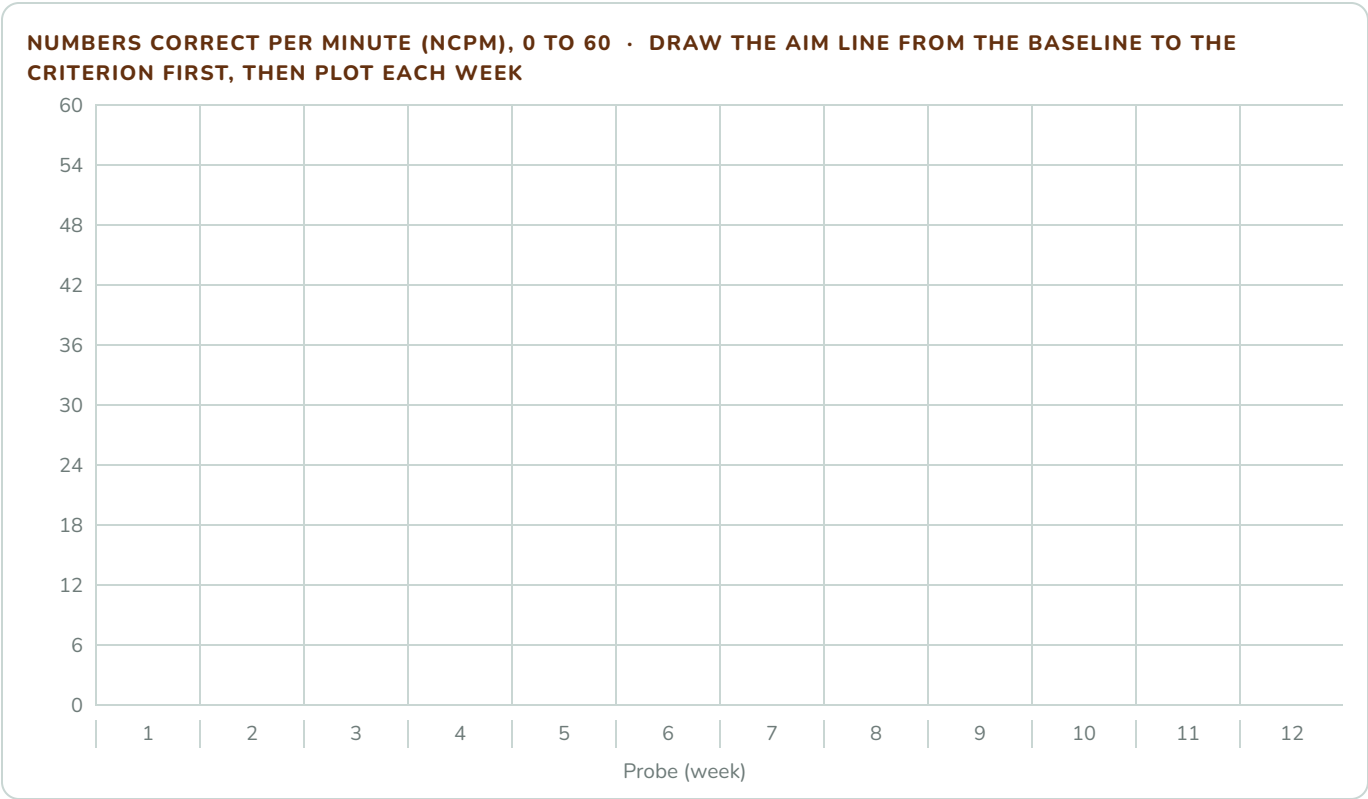
Counting Fluency — Data Log and Graph

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 (NCPM)

GOAL DATE



#	DATE	FORM	TIME (SEC)	REACHED	CORRECT	ERRORS	NCPM	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 number came out — said instantly, or counted up to — and for the team to write its own call on automaticity.

STUDENT WEEKS COVERED FORM ROTATION

#	DATE	FORM	INSTANT (TALLY)	HAS TO COUNT (TALLY)	GUESS / SKIP (TALLY)	NOTES (WHICH NUMBERS, WHAT PATTERN)
1						
2						
3						
4						
5						
6						
7						
8						

HOW TO MARK IT

- ☐ Instant: the number is said within about a second, no visible counting, finger tracking or subvocalizing.
- ☐ Has to count: the student counts up from one, touches or points to reach the number, or visibly hesitates before answering correctly.
- ☐ Guess / skip: a wrong number offered quickly, or the student says nothing and moves on.
- ☐ Tallies are marks, not a score — they describe the SAME probe scored on the graph page (page 15), not a different one.

WHAT THIS PAGE IS FOR

A rising NCPM built on instant recognition and a rising NCPM built on fast counting 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 NCPM 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

Jayden is invented, second grade. Twelve weekly timed probes, the aim line, the change three flat points forced, and the criterion close to being met.

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

By May 20, when given a 1-minute timed number identification probe (single- and two-digit numbers, mixed order), Jayden will correctly identify 30 numbers per minute with at least 85 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered Counting Fluency probes (forms A–D).

#	DATE	FORM	TIME (SEC)	REACHED	CORRECT	ERRORS	NCPM	NOTES
1	9/8	A	60	22	14	8	14	baseline
2	9/9	B	60	24	15	9	15	baseline
3	9/10	C	60	21	13	8	13	baseline (median of 14, 15, 13 = 14)
4	9/17	D	60	23	14	9	14	flat vs. baseline
5	9/24	A	60	22	13	9	13	flat vs. baseline
6	10/1	B	60	24	14	10	14	3 probes flat: added a two-digit teens / decade-crossing drill
7	10/8	C	60	26	18	8	18	–
8	10/15	D	60	28	20	8	20	–
9	10/22	A	60	30	23	7	23	errors now almost all teens / decade-crossing
10	10/29	B	60	33	27	6	27	accuracy 81.8%, below the 85% target
11	11/5	C	60	35	30	5	30	NCPM criterion met (1 of 3); accuracy 85.7%
12	11/12	D	60	36	31	5	31	NCPM criterion met (2 of 3); accuracy 86.1%

HOW TO READ THE LOG

- ☐ Baseline was the median of three forms on three days: 14, 15, 13, so 14. Not the average, not the best.
- ☐ The aim line runs from 14 NCPM in week 1 to 30 NCPM at the goal date. Probes 4, 5 and 6 (14, 13, 14) sat flat at baseline: three probes with no rise, so the teaching changed (a two-digit teens / decade-crossing drill) and the change is written on the row.
- ☐ Errors moved from single-digit hesitations to mostly two-digit teen / decade-crossing numbers by the later probes — the note column tells the teacher what to reteach.
- ☐ NCPM and accuracy were both met together on probes 11 (30 NCPM, 85.7%) and 12 (31 NCPM, 86.1%); probe 10 (27 NCPM, 81.8%) fell short on both. One more consecutive probe and the goal is met.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

“On weekly timed counting fluency probes (40 mixed single- and two-digit numbers, one-minute time limit), Jayden identified 14 numbers correctly per minute at about 64 percent accuracy in early September (probe 1, 14 of 22), and 30 to 31 numbers correctly per minute at 85 to 86 percent accuracy on the two most recent probes in November. Progress is sufficient to meet the goal of 30 numbers per minute at 85 percent accuracy on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.