

One-Step Equations Timed Progress Probes

SECTION 2 · FOUR TIMED FORMS

ONE-STEP EQ FLUENCY PROBES

FORM A One-Step Equations — Form A

My name: _____ Date (optional): _____

 Solve each equation for x. Write the value of x in the box. Go as fast as you can!

Addition & Subtraction		Multiplication & Division	
1 $x - 8 = 4$ $x =$	7 $x \div 2 = 6$ $x =$		
2 $x - 10 = 4$ $x =$	8 $x \div 12 = 6$ $x =$		
3 $x - 12 = 9$ $x =$	9 $x \div 10 = 8$ $x =$		
4 $x + 4 = 15$ $x =$	10 $3x = 27$ $x =$		
5 $x + 7 = 24$ $x =$	11 $4x = 40$ $x =$		
6 $x + 7 = 26$ $x =$	12 $10x = 30$ $x =$		

One-Step Equations Fluency, Timed Progress Monitoring Probes

Page 10 of 23

✦ BRIGHT PATH SPED

Equations Fluency — Goal and Directions

ONE-STEP EQ FLUENCY PROBES

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

Equations for x in writing, under a fixed, team-set time limit. Four equivalent forms, addition or subtraction equations and six multiplication or division equations. The score is equations correct per minute (ECPM) — never accuracy alone.

EDIT EVERY BRACKET TO FIT THE STUDENT

A [2]-minute timed one-step-equations probe (addition, subtraction, multiplication, or division equations, solving for x). [Student] will correctly solve [6] equations per minute with [100] percent accuracy on [3] consecutive weekly probes, as measured by teacher-scored One-Step Equations Fluency Probes (forms A-D, page 10-13).

CRITERION (ECPM, AND ACCURACY PERCENT, TOGETHER)

SUPPORT) ON ____ OF ____ CONSECUTIVE PROBES

AS MEASURED BY (ONE-STEP EQUATIONS FLUENCY PROBES, FORMS A-D, PAGE 10-13)

ON THREE TAKE THE

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

Solve each equation for x. Write the value of x in the box. If you are not sure, write "I don't know" in the box. Start the timer.

During the probe. Stop at the time limit, even mid-item, and circle the last item at a time: the value of x either matches the key exactly or it is wrong.

ECMP = equations correct ÷ seconds × 60, rounded.

Accuracy to clear together — equations answered quickly with the wrong answer.

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

Page 8 of 23

✦ BRIGHT PATH SPED

✦ 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



**One-Step
Equations Fluency
— Goal and
Directions**
GOAL

8

02 Four Timed Forms

PAGES 10–14



**One-Step
Equations — Form
A**
FORM A

10



**One-Step
Equations — Form
B**
FORM B

11



**One-Step
Equations — Form
C**
FORM C

12



**One-Step
Equations — Form
D**
FORM D

13



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

14

03 Track, Report and Share

PAGES 16–22



**One-Step
Equations 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 ECPM (equations 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 twelve equations; 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 equations correct per minute.



3

Watch, decide, report, share

The quick-response checklist (page 17) notes whether the inverse operation was applied correctly, the shown operation was applied instead and wrong, or the item was guessed/blank, and gives the team a place to write its own call — 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.

WHY EVERY EQUATION REQUIRES THE INVERSE

Every equation is built so doing the SHOWN operation instead of its inverse gives a different, genuinely wrong answer — a rising score reflects the correct choice being made, not a lucky guess.

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 value of x 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

One-Step Equations Fluency — Goal and Directions

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

The student solves one-step equations for x in writing, under a fixed, team-set time limit. Four equivalent forms, twelve equations each, six addition or subtraction equations and six multiplication or division equations. The score is speed and accuracy together — equations correct per minute (ECPM) — never accuracy alone.

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

By [March 15], when given a [2]-minute timed one-step-equations probe (addition, subtraction, multiplication and division equations, solving for x), [Student] will correctly solve [6] equations per minute with at least [80] percent accuracy on [3] consecutive weekly probes, as measured by teacher-scored One-Step Equations Fluency probes (forms A–D, page 10–13).

BY (DATE)

CRITERION (ECPM, AND ACCURACY PERCENT, TOGETHER)

GIVEN (TIME LIMIT, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

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

AS MEASURED BY (ONE-STEP EQUATIONS 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 ECPM SCORE

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

BENCHMARKS TOWARD THE GOAL

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

GIVING AND SCORING THE PROBE

- ☐ Same time limit every session. Say: "Solve each equation for x . Write the value of x in the box. 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 during the probe. Stop at the time limit, even mid-item, and circle the last item the student was working on.
- ☐ Score against the keys (page 14) one item at a time: the value of x either matches the key exactly or it is wrong — no partial credit for landing close. $\text{ECPM} = \text{equations correct} \div \text{seconds} \times 60$, rounded.
- ☐ A criterion needs BOTH ECPM and accuracy to clear together — equations answered quickly with the wrong operation is not one-step-equation fluency.

SCORING RULES FOR THIS STUDENT (PLACE-VALUE CONVENTIONS, SUPPORTS ALLOWED)

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

FORM A

One-Step Equations — Form A

My name: _____ Date (optional): _____



Solve each equation for x . Write the value of x in the box. Go as fast as you can!

Addition & Subtraction

1

$x - 8 = 4$

 $x =$

SHOW YOUR WORK

2

$x - 10 = 4$

 $x =$

SHOW YOUR WORK

3

$x - 12 = 9$

 $x =$

SHOW YOUR WORK

4

$x + 4 = 15$

 $x =$

SHOW YOUR WORK

5

$x + 7 = 24$

 $x =$

SHOW YOUR WORK

6

$x + 7 = 26$

 $x =$

SHOW YOUR WORK

Multiplication & Division

7

$x \div 2 = 6$

 $x =$

SHOW YOUR WORK

8

$x \div 12 = 6$

 $x =$

SHOW YOUR WORK

9

$x \div 10 = 8$

 $x =$

SHOW YOUR WORK

10

$3x = 27$

 $x =$

SHOW YOUR WORK

11

$4x = 40$

 $x =$

SHOW YOUR WORK

12

$10x = 30$

 $x =$

SHOW YOUR WORK

TRACKER

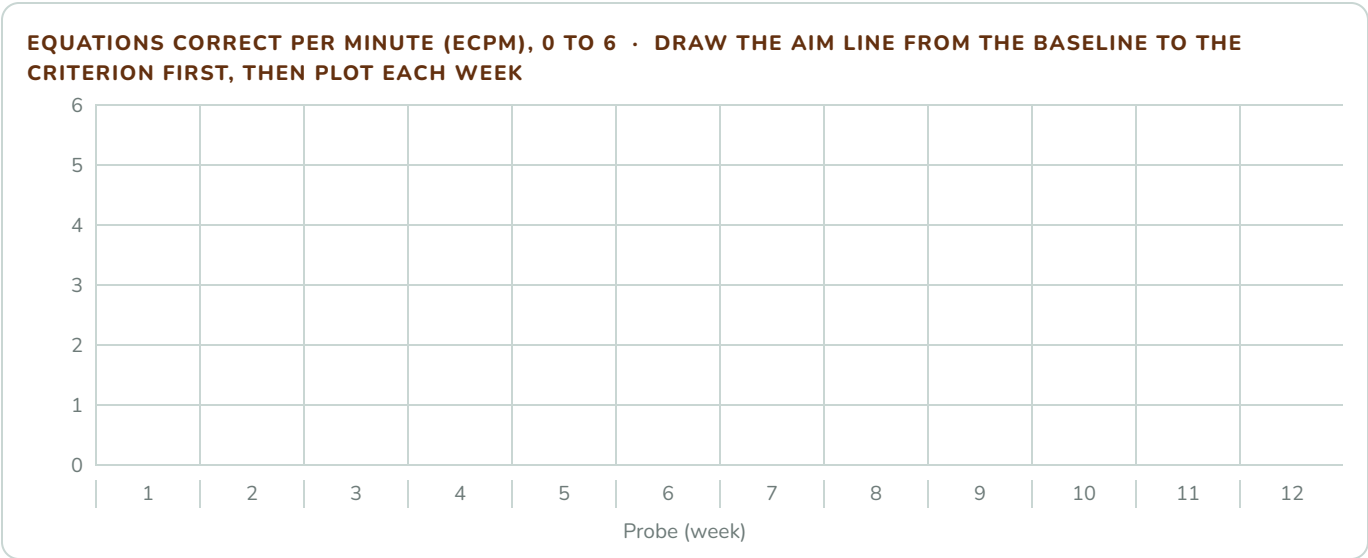
One-Step Equations Fluency — Data Log and Graph

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 (ECPM)

GOAL DATE



#	DATE	FORM	TIME (SEC)	EQUATIONS REACHED	EQUATIONS CORRECT	ERRORS	ECPM	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 — the inverse operation applied correctly, the shown operation applied instead and wrong, or guessed/blank — and for the team to write its own call.

STUDENT

WEEKS COVERED

FORM ROTATION

#	DATE	FORM	INVERSE APPLIED, RIGHT (TALLY)	OPERATION SHOWN INSTEAD, WRONG (TALLY)	GUESS / BLANK (TALLY)	NOTES (WHICH ITEMS, WHAT PATTERN)
1						
2						
3						
4						
5						
6						
7						
8						

HOW TO MARK IT

- ☐ Inverse applied, right: the student performs the inverse of the operation shown (subtract for addition, add for subtraction, divide for multiplication, multiply for division) and the final value of x is correct.
- ☐ Operation shown instead, wrong: the student performs the SAME operation printed on the page instead of its inverse, and the final value is wrong.
- ☐ Guess / blank: an answer with no pattern to it, 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 ECPM built on the inverse operation chosen correctly and a rising ECPM built on answers that happen to land close without choosing the inverse are two different pictures, 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.

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

No fixed number of tallies or ECPM score anywhere here means “fluent.” Write your team’s own call below, and change it whenever the pattern changes.

THE PATTERN IS MOSTLY (ADD/SUBTRACT MIX-UP, MULTIPLY/DIVIDE MIX-UP, A SHAKY FACT, OTHER), AND WHY

DATE OF THIS CALL

EXAMPLE

A Filled-In Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

Devon is invented, sixth grade. Twelve weekly timed probes, the aim line, the change three flat points forced, and the week both speed and accuracy cleared the goal together.

THE GOAL, AS WRITTEN FOR DEVON, SIXTH GRADE (INVENTED)

By March 15, when given a 2-minute timed one-step-equations probe (addition, subtraction, multiplication and division equations, solving for x), Devon will correctly solve 6 equations per minute with at least 80 percent accuracy on 3 consecutive weekly probes, as measured by teacher-scored One-Step Equations Fluency probes (forms A–D).

#	DATE	FORM	TIME (SEC)	EQUATIONS REACHED	EQUATIONS CORRECT	ERRORS	ECPM	NOTES
1	9/8	A	120	8	4	4	2	baseline
2	9/15	B	120	8	4	4	2	baseline
3	9/22	C	120	9	4	5	2	baseline (median of 2, 2, 2 = 2)
4	9/29	D	120	9	4	5	2	flat vs. baseline
5	10/6	A	120	9	4	5	2	flat vs. baseline
6	10/13	B	120	9	4	5	2	3 probes flat: added a daily inverse-operation warm-up
7	10/20	C	120	10	6	4	3	–
8	10/27	D	120	10	8	2	4	accuracy 80.0%, ECPM still under target
9	11/3	A	120	11	8	3	4	errors mostly the multiplication/division items
10	11/10	B	120	11	10	1	5	accuracy 90.9%, ECPM still under target
11	11/17	C	120	12	10	2	5	accuracy 83.3%, ECPM still under target
12	11/24	D	120	12	12	0	6	accuracy 100%, ECPM at target, first time

HOW TO READ THE LOG

- ☐ Baseline was the median of three forms on three days: 2, 2 and 2 ECPM, so 2. Not the average, not the best.
- ☐ The aim line runs from 2 ECPM in week 1 to 6 ECPM at the goal date. Probes 4, 5 and 6 (2, 2, 2) sat flat at baseline: three probes with no rise, so the teaching changed (a daily warm-up naming the inverse of the operation shown before solving) and the change is written on the row.
- ☐ Accuracy and ECPM do not move together: accuracy crossed 80 percent at probe 8, while ECPM was still 4 that same week.
- ☐ Both numbers cleared the criterion together for the first time on probe 12 (12 of 12 correct). The sample goal needs 3 consecutive probes at that rate, so the team keeps probing before calling the goal met.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

"On weekly timed one-step-equations probes (12 equations, a two-minute time limit), Devon solved 2 equations correctly per minute at 50 percent accuracy in early September (probe 1, 4 of 8), and 6 equations correctly per minute at 100 percent accuracy on the most recent probe in November, meeting the target together for the first time." Every number in it is on the log above; nothing is from memory.