

Order of Operations Timed Progress Probes

SECTION 2 · FOUR TIMED FORMS

ORDER OF OPS FLUENCY PROBES

FORM A Order of Operations — Form A

My name: _____ Date (optional): _____

Solve each problem. Write your answer in the box. Go as fast as you can!

With Parentheses

Three Operations

1

11 + (3 × 7)

=

SHOW YOUR WORK

2

8 + (5 × 3)

=

SHOW YOUR WORK

3

12 + (5 × 5)

=

SHOW YOUR WORK

4

20 - (5 × 3)

=

SHOW YOUR WORK

5

3 - (8 ÷ 8)

=

SHOW YOUR WORK

6

10 - (6 ÷ 3)

=

SHOW YOUR WORK

7

4 - 3 ÷ 3 + 5

=

SHOW YOUR WORK

8

16 + 7 ÷ 7 + 11

=

SHOW YOUR WORK

9

20 + 8 × 7 + 12

=

SHOW YOUR WORK

10

9 + 4 × 9 + 16

=

SHOW YOUR WORK

11

20 + 3 × 4 - 16

=

SHOW YOUR WORK

12

18 + 5 ÷ 5 - 16

=

SHOW YOUR WORK

Order of Operations Fluency, Timed Progress Monitoring Probes

Page 10 of 23

+ BRIGHT PATH SPED

ORDER OF OPS FLUENCY PROBES

Operations Fluency — Goal and Directions

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

operations expressions in writing, under a fixed, team-set time limit. Four equivalent

ch, six with a multiplication or division grouped in parentheses, six with three

es at all. The score is speed and accuracy together — problems correct per minute

ne.

EDIT EVERY BRACKET TO FIT THE STUDENT

[2]-minute timed order-of-operations probe (expressions requiring a

d precedence, mixed order). [Student] will correctly solve [6] problems per

cent accuracy on [3] consecutive weekly probes, as measured by teacher-scored

probes (forms A-D, page 10-13).

CRITERION (PCPM, AND ACCURACY PERCENT, TOGETHER)

SUPPORT) ON ____ OF ____ CONSECUTIVE PROBES

DS OF THE PROBE) AS MEASURED BY (ORDER OF OPERATIONS FLUENCY

PROBES, FORMS A-D, PAGE 10-13)

C ON THREE

AKE THE

MEDIAN

PCPM

(THE

BASELINE)

BENCHMARKS TOWARD THE GOAL

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

"Solve each problem. Write your answer in the box. If you are not sure,

form and a pencil. Start the timer.

uring the probe. Stop at the time limit, even mid-item, and circle the last

item at a time: a whole number either matches the key exactly or it is

close. PCPM = problems correct ÷ seconds × 60, rounded.

accuracy to clear together — answers written quickly past the wrong order

CE-VALUE

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

Probes

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



**Order of
Operations
Fluency — Goal
and Directions**
GOAL

8

02 Four Timed Forms

PAGES 10–14



**Order of
Operations —
Form A**
FORM A

10



**Order of
Operations —
Form B**
FORM B

11



**Order of
Operations —
Form C**
FORM C

12



**Order of
Operations —
Form D**
FORM D

13



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

14

03 Track, Report and Share

PAGES 16–22



**Order of
Operations
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 PCPM (problems 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 problems; 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 problems correct per minute.



3

Watch, decide, report, share

The quick-response checklist (page 17) notes whether the parentheses or the multiplication/division were solved first and correctly, or the page was worked straight across, 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 PROBLEM REQUIRES THE RULE

Every expression is built so solving it straight across the page, left to right, gives a different, genuinely wrong answer — a rising score reflects the rule being applied, not luck.

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

Order of Operations Fluency — Goal and Directions

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

The student solves order-of-operations expressions in writing, under a fixed, team-set time limit. Four equivalent forms, twelve expressions each, six with a multiplication or division grouped in parentheses, six with three operations and no parentheses at all. The score is speed and accuracy together — problems correct per minute (PCPM) — never accuracy alone.

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

By [March 15], when given a [2]-minute timed order-of-operations probe (expressions requiring a parentheses step or standard precedence, mixed order), [Student] will correctly solve [6] problems per minute with at least [80] percent accuracy on [3] consecutive weekly probes, as measured by teacher-scored Order of Operations Fluency probes (forms A–D, page 10–13).

BY (DATE)

CRITERION (PCPM, 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 (ORDER OF OPERATIONS 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 PCPM SCORE

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

BENCHMARKS TOWARD THE GOAL

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

GIVING AND SCORING THE PROBE

- ☐ Same time limit every session. Say: “Solve each problem. Write your answer 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: a whole number either matches the key exactly or it is wrong — no partial credit for landing close. PCPM = problems correct ÷ seconds × 60, rounded.
- ☐ A criterion needs BOTH PCPM and accuracy to clear together — answers written quickly past the wrong order is not order-of-operations fluency.

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

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

FORM A

Order of Operations — Form A

My name: _____ Date (optional): _____



Solve each problem. Write your answer in the box. Go as fast as you can!

With Parentheses

1

$11 + (3 \times 7)$

=

SHOW YOUR WORK

2

$8 + (5 \times 3)$

=

SHOW YOUR WORK

3

$12 + (5 \times 5)$

=

SHOW YOUR WORK

4

$20 - (5 \times 3)$

=

SHOW YOUR WORK

5

$3 - (8 \div 8)$

=

SHOW YOUR WORK

6

$10 - (6 \div 3)$

=

SHOW YOUR WORK

Three Operations

7

$4 - 3 \div 3 + 5$

=

SHOW YOUR WORK

8

$16 + 7 \div 7 + 11$

=

SHOW YOUR WORK

9

$20 + 8 \times 7 + 12$

=

SHOW YOUR WORK

10

$9 + 4 \times 9 + 16$

=

SHOW YOUR WORK

11

$20 + 3 \times 4 - 16$

=

SHOW YOUR WORK

12

$18 + 5 \div 5 - 16$

=

SHOW YOUR WORK


TRACKER

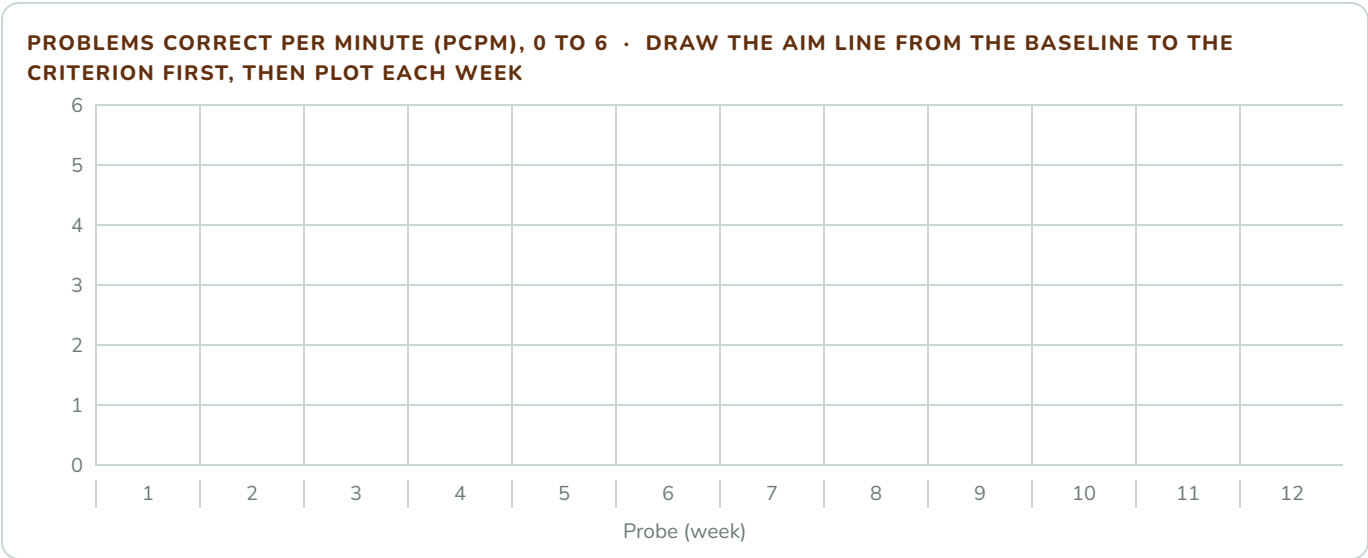
Order of Operations Fluency — Data Log and Graph

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 (PCPM)

GOAL DATE



#	DATE	FORM	TIME (SEC)	PROBLEMS REACHED	PROBLEMS CORRECT	ERRORS	PCPM	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 parentheses or the multiplication/division solved first, or the page worked straight across — and for the team to write its own call.

STUDENT WEEKS COVERED FORM ROTATION

#	DATE	FORM	ORDER SOLVED FIRST, RIGHT (TALLY)	WORKED STRAIGHT ACROSS, WRONG (TALLY)	GUESS / BLANK (TALLY)	NOTES (WHICH PROBLEMS, WHAT PATTERN)
1						
2						
3						
4						
5						
6						
7						
8						

HOW TO MARK IT

- ☐ Order solved first, right: the student solves the parentheses or the multiplication or division step before the rest of the expression, and the final answer is correct.
- ☐ Worked straight across, wrong: the student computed the expression in reading order, left to right, ignoring the parentheses or the standard precedence rule, and the final answer 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 PCPM built on the parentheses or the multiplication/division solved first and a rising PCPM built on answers that happen to land close without applying the rule 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

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

THE PATTERN IS MOSTLY (MISSES PARENTHESES / MISSES PRECEDENCE / A SHAKY FACT / OTHER), AND WHY

DATE OF THIS CALL

EXAMPLE

A Filled-In Data Log (Invented Student)

 SAMPLE · INVENTED STUDENT

Jordan 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 JORDAN, SIXTH GRADE (INVENTED)

By March 15, when given a 2-minute timed order-of-operations probe (expressions requiring a parentheses step or standard precedence, mixed order), Jordan will correctly solve 6 problems per minute with at least 80 percent accuracy on 3 consecutive weekly probes, as measured by teacher-scored Order of Operations Fluency probes (forms A–D).

#	DATE	FORM	TIME (SEC)	PROBLEMS REACHED	PROBLEMS CORRECT	ERRORS	PCPM	NOTES
1	9/9	A	120	8	4	4	2	baseline
2	9/16	B	120	8	4	4	2	baseline
3	9/23	C	120	9	4	5	2	baseline (median of 2, 2, 2 = 2)
4	9/30	D	120	9	4	5	2	flat vs. baseline
5	10/7	A	120	9	4	5	2	flat vs. baseline
6	10/14	B	120	9	4	5	2	3 probes flat: added a daily parentheses/precedence warm-up
7	10/21	C	120	10	6	4	3	–
8	10/28	D	120	10	8	2	4	accuracy 80.0%, PCPM still under target
9	11/4	A	120	11	8	3	4	errors mostly the three-operation items
10	11/11	B	120	11	10	1	5	accuracy 90.9%, PCPM still under target
11	11/18	C	120	12	10	2	5	accuracy 83.3%, PCPM still under target
12	11/25	D	120	12	12	0	6	accuracy 100%, PCPM at target, first time

HOW TO READ THE LOG

- ☐ Baseline was the median of three forms on three days: 2, 2 and 2 PCPM, so 2. Not the average, not the best.
- ☐ The aim line runs from 2 PCPM in week 1 to 6 PCPM 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 circling the parentheses or precedence step before computing anything) and the change is written on the row.
- ☐ Accuracy and PCPM do not move together: accuracy crossed 80 percent at probe 8, while PCPM 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 order-of-operations probes (12 expressions, a two-minute time limit), Jordan solved 2 problems correctly per minute at 50 percent accuracy in early September (probe 1, 4 of 8), and 6 problems 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.