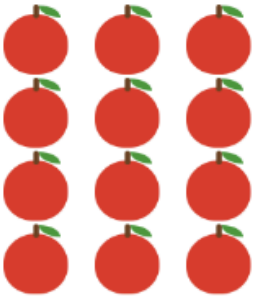
SINGLE DIGIT MULTIPLICATION

WORD PROBLEMS

ANSWER KEY + GRAPH

6 FORMS



4 × 3 = 12

My name: _____

Read. Show your work. Write the answer.

1. Zoe has 2 bins. Each bin has 5 balls. How many balls does Zoe have in all?

Show your work

Answer

2. Ana makes an array of tiles. It has 9 rows and 7 columns. How many tiles are in the array?

Show your work

Answer

3. Kai adds 2 blocks to a tower. Kai does this 7 times. How many blocks are in the tower?

Show your work

Answer

4. Lily has 6 vases. Each vase has 9 flowers. How many flowers does Lily have in all?

Show your work

Answer

Single Digit Multiplication Word Problems · Form A · Page 1 of 2

Bright Path Sped

IEP PROGRESS MONITORING PROBES · GRADES 3-4

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- Print one copy of both pages of a form per student per week: the student writes on the form and that same sheet is the one you score.
- It works offline. No account, no subscription, no internet connection needed after you download it.

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PREVIEW

Binder Cover, Spine Label & Divider Tabs

A binder cover, six divider tabs, and a short setup list.

Binder cover & spine label

Student _____ Case manager _____ School year _____

Goal start date _____ Next review date _____

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

Divider tabs — print and cut

01 Start Here
The six-step routine, one page.

02 The Goal
The written goal, directions, and where forms A–F fit.

03 Probe Forms
The 6 rotating forms, two pages each, one form per week.

04 Graph & Decision
The aim line, the weekly plot, the three-in-a-row rule.

05 Caseload Summary
Every student on this goal, one grid, once a month.

06 Family Update
The note home and the handoff sheet, ready to fill in.

Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Give the baseline: three forms, three different days, before the first plotted point.
- Share the rotation (A, B, C, D, E, F) with anyone else who might give a form.

PREVIEW

Giving and Scoring the Probe

The same way every week, so a change in the score is a change in the student.

Giving the probe

- Say: "Read each problem. Show your work in the box. Write your answer on the answer line."
- Correct: the answer is the right number and is legible. The work box is for the student; your team decides whether it is scored. Write that rule on the line below before the baseline.
- Note which kind of problem each miss falls on (the key marks it): equal groups, array or repeated addition.
- Untimed. Let the student finish all eight.

What is on every form

- Two student pages, four problems a page, 8 problems in all.
- Every problem is answered by one multiplication. Every factor is 2 through 9.
- 3 equal groups, 2 arrays and 3 repeated addition, in the same places on every form.
- Each problem has a work box to draw or write in and an answer box.

Equal groups

A number of groups, the same amount in each. Problems 1, 4, 7 on every form. The student can draw the groups, skip count, or write a multiplication sentence.

Arrays

Rows and columns, or items set in rows. Problems 2, 6 on every form. A quick sketch of the rows is a good use of the work box.

Repeated addition

The same amount again and again. Problems 3, 5, 8 on every form. Adding the same number several times and multiplying give the same answer.

If the student needs the problems read aloud, or other help

Follow the supports in the student's IEP, give them the same way each week, and write them on the goal page so the next person gives the probe the same way.

Notes for whoever gives the probe next (the seat, the supports, anything that helps)

PREVIEW

Preview - Bright Path Sped

My name: _____

Read. Show your work. Write the answer.

1 Zoe has 2 bins. Each bin has 5 balls. How many balls does Zoe have in all?

Show your work

Answer

2 Ana makes an array of tiles. It has 9 rows and 7 columns. How many tiles are in the array?

Show your work

Answer

3 Kai adds 2 blocks to a tower. Kai does this 7 times. How many blocks are in the tower?

Show your work

Answer

4 Lily has 6 vases. Each vase has 9 flowers. How many flowers does Lily have in all?

Show your work

Answer

PREVIEW

Preview - Bright Path Shed

My name: _____

Read. Show your work. Write the answer.

1 Kai has 4 baskets. Each basket has 7 oranges. How many oranges does Kai have in all?

Show your work

Answer

2 Max makes an array of blocks. It has 8 rows and 2 columns. How many blocks are in the array?

Show your work

Answer

3 Wes saves 7 pennies every week. How many pennies does Wes have after 2 weeks?

Show your work

Answer

4 There are 7 plates. Each plate holds 6 cookies. How many cookies are there in all?

Show your work

Answer

PREVIEW

Preview - Bright Path Sped

My name: _____

Read. Show your work. Write the answer.

5 Ana reads 3 pages each night. How many pages does Ana read in 6 nights?

Show your work

Answer

6 Ruby puts stamps in 4 rows. Each row has 4 stamps. How many stamps are there in all?

Show your work

Answer

7 Noah has 9 baskets. Each basket has 9 oranges. How many oranges does Noah have in all?

Show your work

Answer

8 Sofia draws 3 pictures every day. How many pictures does Sofia draw in 7 days?

Show your work

Answer

Color a star when you finish!

PREVIEW

Preview - Bright Path Sped

My name: _____

Read. Show your work. Write the answer.

5 Mia adds 4 blocks to a tower. Mia does this 2 times. How many blocks are in the tower?

Show your work

Answer

6 There are 6 rows of pennies. Each row has 6 pennies. How many pennies are there in all?

Show your work

Answer

7 Ruby puts 8 apples in each bag. Ruby fills 2 bags. How many apples is that in all?

Show your work

Answer

8 Ana draws 6 pictures every day. How many pictures does Ana draw in 9 days?

Show your work

Answer

Color a star when you finish!

PREVIEW

Preview - Bright Path Sped

My name: _____

Read. Show your work. Write the answer.

5 Wes picks 7 flowers every morning. How many flowers does Wes pick in 6 mornings?

Show your work

Answer

6 There are 9 rows of chairs. Each row has 8 chairs. How many chairs are there in all?

Show your work

Answer

7 Lily has 7 plates. Each plate has 8 cookies. How many cookies does Lily have in all?

Show your work

Answer

8 Ruby drops 3 marbles in a jar, 9 times in a row. How many marbles are in the jar?

Show your work

Answer

Color a star when you finish!

PREVIEW

Answer Key and Scoring - Forms A-C

Each row reads: the problem number, the multiplication that answers it with its answer, and the kind of problem. The first factor is the number of groups or rows, or how many times.

Form A

#	Problem and answer	Right?
1	2 × 5 = 10 equal groups	
2	9 × 7 = 63 array	
3	7 × 2 = 14 repeated addition	
4	6 × 9 = 54 equal groups	
5	8 × 7 = 56 repeated addition	
6	3 × 6 = 18 array	
7	5 × 5 = 25 equal groups	
8	7 × 4 = 28 repeated addition	

Correct ___ / 8

Form B

#	Problem and answer	Right?
1	4 × 7 = 28 equal groups	
2	8 × 2 = 16 array	
3	2 × 7 = 14 repeated addition	
4	7 × 6 = 42 equal groups	
5	6 × 4 = 24 repeated addition	
6	9 × 5 = 45 array	
7	5 × 2 = 10 equal groups	
8	6 × 8 = 48 repeated addition	

Correct ___ / 8

Form C

#	Problem and answer	Right?
1	5 × 8 = 40 equal groups	
2	8 × 9 = 72 array	
3	7 × 9 = 63 repeated addition	
4	2 × 3 = 6 equal groups	
5	6 × 3 = 18 repeated addition	
6	4 × 4 = 16 array	
7	9 × 9 = 81 equal groups	
8	7 × 3 = 21 repeated addition	

Correct ___ / 8

Scoring reminder

- Untimed. Self-corrections count as correct. Log the score the same day.
- Either order of the factors gives the same answer: 6 × 4 and 4 × 6 are both 24. Score the answer on the answer line; your team decides about the work box.

PREVIEW

Teacher Notes - Reading the Misses

Which kind of problem is missed, and what the work box shows, tells you what to teach next.

What this probe measures

- Whether a student can read a short word problem, choose multiplication, and find the product of two factors from 2 through 9.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

The numbers were added

- Look in the work box: did the student add the two numbers in the problem?
- Teach what each number means (how many groups, how many in each), then run the next form.

The setup is right, the fact is wrong

- The drawing or skip count shows the right groups, but the product is off.
- That is a fact, not the word problem. Teach that fact, then run the next form.

Misses that cluster on one kind of problem

- Equal groups are problems 1, 4, 7; arrays are 2, 6; repeated addition is 3, 5, 8. These positions are the same on all six forms.
- Several misses on one kind across two forms: teach that kind with objects or a sketch before more probes.
- Misses spread across all three kinds point to the facts, not the wording.

The student cannot start

- Do the first problem together, aloud, and let the student do the second.
- Use counters or a drawn array for the first few weeks; fade them and write what you changed on the log.

Words to use when you teach it

- **Groups** and **in each**: how many groups, how many in every group.
- **Rows** and **columns**: an array is the same amount in every row.
- **In all**: the question asks for the total, so multiply.

This student's scoring rules and notes

PREVIEW

Multiplication Word Problems - Caseload Summary

Every student on this goal, on one grid. Eleven rows, eight probes, one decision column.

Teacher / case manager _____ Skill _____ Marking period _____

Student	Base	Crit	P1	P2	P3	P4	P5	P6	P7	P8	Trend	Decision

How to fill it

- One row per student on this skill. Baseline is the median of the first three probes.
- One column per weekly probe; write the score out of 8, not a percent.
- Trend: up, flat or down over the last four probes.
- Decision: keep going, change the teaching, or raise the target.
- Leave a cell blank rather than guess; a gap is more honest than a filled-in score.

What it is for

Grouping. Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of ten folders.

PREVIEW

A Filled-In Data Log (Invented Student)

Theo is invented. Twelve weekly probes on single digit multiplication word problems, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Theo, third grade (invented)

By November 20, when given 8 single digit multiplication word problems (factors 2 through 9), Theo will write the answer to 7 of 8 problems on 3 consecutive weekly probes, as measured by teacher-scored single digit multiplication word problem probes (forms A–F).

#	Date	Form	Correct	Errors	Graphed	Notes
1	9/8	A	3	5	3	baseline
2	9/9	B	4	4	4	baseline
3	9/10	C	3	5	3	baseline (median of 3, 4, 3 = 3)
4	9/17	D	3	5	3	added the two numbers on the misses
5	9/24	E	3	5	3	same: added instead of multiplied
6	10/1	F	4	4	4	3 under the aim line: added a draw-it step
7	10/8	A	5	3	5	draws the groups first, then counts
8	10/15	B	5	3	5	arrays now right
9	10/22	C	6	2	6	repeated addition still slips
10	10/29	D	7	1	7	criterion score, first time
11	11/5	E	7	1	7	second in a row at 7
12	11/12	F	8	0	8	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 3, 4, 3, so 3. Not the average, not the best.
- The aim line runs from 3 at probe 1 to 7 at probe 12. Probes 4, 5 and 6 (3, 3, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name what the misses looked like: the numbers were added, not multiplied. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (7, 7, 8): three in a row at 7 of 8 or better.

The progress report sentence this log produces

On weekly single digit multiplication word problem probes (8 problems, untimed), Theo scored 3 of 8 at baseline and 7, 7 and 8 of 8 on the last three probes, meeting the criterion of 7 of 8 on 3 consecutive probes. Every number in it is on the log above; nothing is from memory.

Where every number in this example came from

- Baseline is the median of the first three probes, not an average and not the best score.
- Every score on the log traces to the row above it; nothing here is estimated.
- Copy this layout for your own student, with your own real scores.

PREVIEW