SOLVING ONE STEP EQUATIONS

ADDITION AND SUBTRACTION

My name: _____

Solve. Write the number in the box.

1	r + 6 = 21	11	45 = k + 20
2	t − 4 = 1	12	10 + x = 36
3	3 + k = 10	13	m + 6 = 25
4	18 = p + 4	14	n − 13 = 11
5	n + 4 = 15	15	17 = m + 7
6	k − 7 = 1	16	16 = a − 15
7	7 + m = 9	17	n + 3 = −9
8	6 = x − 7	18	a − 17 = −8
9	w + 13 = 30	19	−12 = p + 3
10	m − 6 = 10	20	−10 = x − 8

Solving One Step Addition and Subtraction Equations · Form A



4 TIMED PROBES

GRADES 5-7

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One classroom license

- This file is for one classroom: one teacher, one caseload.
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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 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.

Student data

Completed pages carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

Need help?

If a field will not behave, a page will not print the way you expect, or anything here looks wrong, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update — re-download it any time from My Purchases.

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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–D fit.

03 Probe Forms
The 4 rotating timed forms, one page 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) and the time limit 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: "Solve each equation. Find the number for the letter and write it in the box. Start at number 1 and keep going in order. Stop when I say stop. Ready? Begin."
- Time the probe with the same time limit every week. Write your team's time limit on the goal page.
- Correct: the number in the box is the value of the letter. Self-corrections count. The student does not need to write the letter or "=".
- If the student finishes all 20 before time is up, score 20 and write the time used in the notes column of the log.

What is on every form

- One page, 20 equations numbered 1 to 20: 1 to 10 down the left, 11 to 20 down the right.
- Items 1 to 16 use positive whole numbers. Items 17 to 20 use negative numbers (one of each kind: the letter first with a negative answer, a negative total, written backward).
- Smaller numbers come first and larger ones later, in the same places on every form.
- Each equation has an answer box. The letter changes from item to item on purpose.

The letter first

x + a = c and x - a = c: items 1, 5, 9, 13 and 2, 6, 10, 14 on every form. The student undoes the number next to the letter.

The letter second

a + x = c: items 3, 7, 12. Adding in either order gives the same total, so the steps are the same.

Written backward

c = x + a and c = x - a: items 4, 11, 15 and 8, 16. The letter is on the right; the steps do not change.

If the student needs the equations 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 time limit, anything that helps)

PREVIEW

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My name: _____

Read the steps. Then try one.



1. x + 7 = 15. Plus 7 is stuck to x.
2. Undo it with minus 7. Do it to both sides.
3. x = 8
4. Check: 8 + 7 = 15. Yes!



1. y − 6 = 9. Minus 6 is stuck to y.
2. Undo it with plus 6. Do it to both sides.
3. y = 15
4. Check: 15 − 6 = 9. Yes!

Plus?
Use minus.

Minus?
Use plus.

Both sides!
Do the same to each.

The letter can be on the right too. 12 = n + 5 means n + 5 = 12.

Your turn: **n − 5 = 8**

Show your steps

Answer

PREVIEW

Preview - Bright Path Shed

My name: _____

Solve. Write the number in the box.

1	$k + 2 = 14$	11	$33 = t + 7$
2	$m - 6 = 4$	12	$7 + m = 32$
3	$5 + k = 19$	13	$m + 11 = 29$
4	$8 = w + 3$	14	$n - 16 = 11$
5	$x + 7 = 16$	15	$30 = t + 7$
6	$x - 5 = 3$	16	$14 = x - 18$
7	$7 + w = 22$	17	$x + 13 = 3$
8	$4 = r - 3$	18	$x - 5 = -2$
9	$n + 9 = 25$	19	$-1 = n + 2$
10	$m - 10 = 11$	20	$-11 = p - 6$

PREVIEW

Preview - Bright Path Shed

My name: _____

Solve. Write the number in the box.

1	$y + 2 = 8$	11	$23 = x + 15$
2	$m - 2 = 9$	12	$17 + x = 45$
3	$3 + m = 13$	13	$n + 17 = 46$
4	$19 = n + 4$	14	$a - 12 = 10$
5	$t + 5 = 9$	15	$41 = a + 15$
6	$k - 7 = 9$	16	$7 = n - 6$
7	$8 + m = 20$	17	$k + 6 = 3$
8	$1 = m - 8$	18	$p - 9 = -7$
9	$k + 18 = 45$	19	$-7 = m + 4$
10	$p - 12 = 18$	20	$-9 = k - 7$

PREVIEW

One Step Equations - Data Log and Graph

One row per probe. Three points under the aim line is a decision: change the teaching and write what changed in the notes.

Student _____ Criterion / aim _____ Goal date _____

Correct out of 20 · draw the aim line from the baseline to the criterion first, then plot each week



#	Date	Form	Correct	Errors	Score used	Notes (time used if done early)

Reading the graph

Three dots in a row below the aim line means the teaching changes, not the goal. Three dots in a row above it means the student is ready for a higher target.

PREVIEW

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One Step Equations - 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 middle score of the first three probes.
- One column per weekly probe; write the score out of 20, 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)

Mateo is invented. Twelve weekly timed probes on one-step addition and subtraction equations, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Mateo, sixth grade (invented)

By November 20, when given a 3-minute probe of 20 one-step addition and subtraction equations, Mateo will correctly solve 16 of 20 on 3 consecutive weekly probes, as measured by teacher-scored one-step equation probes (forms A–D).

#	Date	Form	Correct	Errors	Graphed	Notes
1	9/8	A	7	13	7	baseline
2	9/9	B	9	11	9	baseline
3	9/10	C	8	12	8	baseline (median of 7, 9, 8 = 8)
4	9/17	D	9	11	9	adds the number on the subtraction items
5	9/24	A	10	10	10	same slip on the subtraction items
6	10/1	B	9	11	9	3 under the aim line: taught with the balance picture
7	10/8	C	11	9	11	checks by putting the answer back in
8	10/15	D	13	7	13	subtraction items now right
9	10/22	A	14	6	14	backward form (12 = n + 5) still slows him
10	10/29	B	16	4	16	criterion score, first time
11	11/5	C	17	3	17	second in a row at 16 or more
12	11/12	D	16	4	16	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 7, 9, 8, so 8. Not the average, not the best.
- The aim line runs from 8 at probe 1 to 16 at probe 12. Probes 4, 5 and 6 (9, 10, 9) 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 number was added where it should have been taken away. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (16, 17, 16): three in a row at 16 of 20 or better.

The progress report sentence this log produces

On weekly 3-minute one-step equation probes (20 equations), Mateo solved 8 correctly at baseline and 16, 17 and 16 on the last three probes, meeting the criterion of 16 of 20 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 middle score 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