

PROGRESS TOOL

Times Table Confidence Tracker

Notice what is becoming clearer, more connected, and more usable.

Multiplication confidence is not just saying an answer quickly. A child can be making real progress when they can **show a fact**, **build it from something they know**, or **use it in a problem**.

This tracker makes that growth visible without turning multiplication into a race.

GROWING MULTIPLICATION CONFIDENCE

KEEP NEARBY

A pencil. Revisit the tracker occasionally as understanding grows. There is no total to calculate.

SEE IT

I can show what it means.

BUILD IT

I can use facts I already know.

USE IT

I can use it in a situation.

OWN IT

Most facts feel familiar; I can recall or rebuild them.

WHAT CONFIDENCE MEANS HERE

A child who forgets a fact but can reconstruct it from a known relationship is still doing strong mathematics. Efficient does not mean rushed. It means using structure instead of starting from scratch every time.

FOR THE ADULT SUPPORTING THE CHILD

This is a reflection tool, not something a parent has to assess alone. A teacher or tutor can help a child decide what is secure and what needs more work. At home, the most useful role may simply be noticing progress and keeping the conversation about learning rather than speed or grades.

ONE USEFUL QUESTION

“What can you do now that used to feel difficult?”

MULTIPLICATION FLIP

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My Multiplication Journey

Mark what feels true today. Leave the rest open and come back later.

HOW TO MARK THE PAGE

Shade or check a circle when the statement at the top of that column describes what you can do with that times table. You do not need to fill a row all at once.

Name: _____

Started: _____

Table	Strategy cue	See it	Build it	Use it	Own it
10s	Groups of ten; place value	☐	☐	☐	☐
5s	Half of the 10s; groups of five	☐	☐	☐	☐
11s	Ten groups plus one more group	☐	☐	☐	☐
2s	Doubles	☐	☐	☐	☐
4s	Double the doubles	☐	☐	☐	☐
8s	Double the 4s	☐	☐	☐	☐
3s	Double plus one more group	☐	☐	☐	☐
9s	Ten groups minus one group	☐	☐	☐	☐
6s	Five groups plus one more group	☐	☐	☐	☐
12s	Ten groups plus two more groups	☐	☐	☐	☐
7s	Five groups plus two more groups	☐	☐	☐	☐

WHAT THE FOUR COLUMNS MEAN

See it	I can show the table with equal groups, an array, a drawing, or words.
Build it	If I forget a fact, I can use facts or relationships I already know to work it out.
Use it	I can recognize when this multiplication is useful in a story, measurement, array, or other problem.
Own it	Most facts feel familiar. I can recall them or rebuild them efficiently without needing to count from the beginning.

A REMINDER

Different tables can grow at different times. The empty circles are simply places your understanding can grow into.

What is changing?

Confidence is easier to notice when you can point to the mathematics.

1. A FACT I CAN NOW WORK OUT WITHOUT STARTING FROM THE BEGINNING

Fact: _____ A fact or relationship that helps me: _____

My route: _____

2. A FACT I CAN SHOW IN MORE THAN ONE WAY

Fact: _____ Two ways I can show it: _____

3. A PLACE I USED MULTIPLICATION OUTSIDE A FACT SHEET

A story problem, an array, money, measurement, groups of objects, a game, or something else:

4. A TABLE I WANT TO UNDERSTAND BETTER

Table: _____ The part that still feels uncertain: _____

WHAT CONFIDENCE MEANS HERE

Progress can look like seeing an array more clearly, finding a shorter route, explaining why a strategy works, remembering more facts, or using multiplication in a new situation. All of these count as growth.

Keep going. Understanding grows by making connections.

Keep the tracker useful

A short guide for parents, teachers, and tutors.

DO

- Revisit the tracker occasionally, not constantly.
- Ask the child what feels easier or clearer than before.
- Let evidence come from explanations, drawings, strategies, and applications as well as remembered facts.
- Use an unfinished row to identify a useful next step.
- Bring the tracker to a teacher or tutor if you want help deciding what foundation needs attention.

AVOID

- Timing every fact as the main measure of progress.
- Comparing one child's tracker with another child's.
- Turning the number of filled circles into a grade or percentage.
- Filling circles simply because a worksheet was completed.
- Pushing ahead when an earlier idea is still unstable.

FOR THE ADULT SUPPORTING THE CHILD

If a table remains difficult, the best next step may be earlier than the table itself. A child who struggles with multiplication may need stronger equal-group understanding, addition relationships, place value, or number sense. The best place to start is the beginning: find the last idea that is secure, then build forward from there.

QUESTIONS THAT KEEP THE FOCUS ON LEARNING

- “What can you do now that used to feel difficult?”
- “Which table is becoming easier to make sense of?”
- “If you forget this fact, what could help you rebuild it?”
- “What part still feels uncertain?”

USE THE TRACKER THIS WAY

Use the tracker as a conversation starter. The purpose is to help a child notice growth and identify the next useful idea, not to create another performance measure.

PARENT MATH GUIDE

Learning first. Confidence grows from understanding.

MULTIPLICATIONFLIP.COM