

# ADDING & SUBTRACTING UNLIKE DENOMINATORS

One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.

**UNLIKE DENOMINATOR FRACTIONS** Adding and Subtracting Fractions, Unlike Denominators — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Unlimited score is problems correct out of 10.

Ten fraction problems per form: five addition, five subtraction, two DIFFERENT denominators every time (drawn from 2, 3, 4, 5, 6, 8, 10 and 12, paired so the common denominator never climbs past 24). Every answer is a proper fraction already in lowest terms once combined over that common denominator — no whole numbers, no further reducing after that. Sixty problems across six forms, none repeated.

**Sample goal** — invented; edit every bracket to fit the student  
By [annual review date], when given 10 fraction problems with unlike denominators, [Student] will write the correct sum or difference for [8] of [10] problems on [3] consecutive weekly probes, as measured by teacher-scored fraction probes.

BY (DATE) \_\_\_\_\_ CRITERION (SCORE OUT OF 10, OR PERCENT) \_\_\_\_\_

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT) \_\_\_\_\_ ON \_\_\_\_\_ OF \_\_\_\_\_ CONSECUTIVE PROBES \_\_\_\_\_

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBE) \_\_\_\_\_ AS MEASURED BY (THIS PROBE: FRACTION ADDITION AND SUBTRACTION WITH UNLIKE DENOMINATORS, FORMS A-F, PAGE 6-11) \_\_\_\_\_

**Baseline:** give Forms A, B and C on three days and take the middle score

| BASLINE PROBE 1 | BASLINE PROBE 2 | BASLINE PROBE 3 | MEDIAN (THE BASLINE) |
|-----------------|-----------------|-----------------|----------------------|
|                 |                 |                 |                      |
|                 |                 |                 |                      |
|                 |                 |                 |                      |

**Benchmarks toward the goal**

| BENCHMARK | TARGET DATE | TARGET SCORE | ACTUAL SCORE | MEET |
|-----------|-------------|--------------|--------------|------|
|           |             |              |              |      |
|           |             |              |              |      |
|           |             |              |              |      |

**Giving and scoring the probe**

☐ Say: "Find a common denominator for both fractions first. Then add or subtract the top numbers and write your answer in the box."

☐ Correct: the whole fraction, top and bottom, already in simplest form once combined.

☐ Watch for a numerator that was not changed to match the new common denominator — a specific, nameable error, not just a wrong answer.

My name: \_\_\_\_\_ Date: \_\_\_\_\_

**Find a common denominator. Add or subtract. Write your answer in the box.**

|                                          |                                          |
|------------------------------------------|------------------------------------------|
| 1 $\frac{1}{3} + \frac{5}{8} = \square$  | 2 $\frac{5}{6} + \frac{1}{8} = \square$  |
| 3 $\frac{1}{4} - \frac{1}{5} = \square$  | 4 $\frac{1}{4} + \frac{1}{8} = \square$  |
| 5 $\frac{2}{5} - \frac{1}{10} = \square$ | 6 $\frac{1}{2} - \frac{1}{5} = \square$  |
| 7 $\frac{1}{2} - \frac{5}{12} = \square$ | 8 $\frac{3}{4} + \frac{1}{10} = \square$ |
| 9                                        | 10                                       |

**UNLIKE DENOMINATOR FRACTIONS** Adding and Subtracting Fractions, Unlike Denominators — Data Log and Graph

One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

STUDENT \_\_\_\_\_ CRITERION / AIM \_\_\_\_\_ GOAL DATE \_\_\_\_\_

**CORRECT OUT OF 10 — DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK**

| WEEK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|
|      |   |   |   |   |   |   |   |   |   |    |    |    |
|      |   |   |   |   |   |   |   |   |   |    |    |    |
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|      |   |   |   |   |   |   |   |   |   |    |    |    |
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|      |   |   |   |   |   |   |   |   |   |    |    |    |
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|      |   |   |   |   |   |   |   |   |   |    |    |    |
|      |   |   |   |   |   |   |   |   |   |    |    |    |
|      |   |   |   |   |   |   |   |   |   |    |    |    |

Probe (week)

| # | DATE | FORM | CORRECT | ERRORS | SCORE USED ON GRAPH | NOTES (CONDITIONS, WHAT WAS RETACHED) |
|---|------|------|---------|--------|---------------------|---------------------------------------|
|   |      |      |         |        |                     |                                       |
|   |      |      |         |        |                     |                                       |
|   |      |      |         |        |                     |                                       |
|   |      |      |         |        |                     |                                       |
|   |      |      |         |        |                     |                                       |
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|   |      |      |         |        |                     |                                       |
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|   |      |      |         |        |                     |                                       |

**UNLIKE DENOMINATOR FRACTIONS** Adding and Subtracting Fractions, Unlike Denominators — Caseload Summary

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

TEACHER / CASE MANAGER \_\_\_\_\_ SKILL (AS THE GOAL WORDS IT) \_\_\_\_\_ MARKING PERIOD \_\_\_\_\_

| STUDENT | BASLINE | CRITERION | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | TREND | DECISION THIS MONTH |
|---------|---------|-----------|----|----|----|----|----|----|----|----|-------|---------------------|
|         |         |           |    |    |    |    |    |    |    |    |       |                     |
|         |         |           |    |    |    |    |    |    |    |    |       |                     |
|         |         |           |    |    |    |    |    |    |    |    |       |                     |
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**How to fill it**

☐ One row per student who has a goal on this skill. Baseline is the median of the first three probes.

☐ One column per weekly probe; write the score out of 10, not a percent, so the rows compare.

☐ Trend: up, flat or down over the last four probes. That word, not the last score, is what the decision follows.

**What it is for**

Grouping: When six students sit on the same goal, the individual graphs answer "how is this child doing" and nothing answers "who needs the same fifteen minutes." 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.

**EXAMPLE A Filled-In Data Log (Invented Student)**

Marcus is invented. Twelve weekly probes on adding and subtracting fractions with unlike denominators, the aim line, the change that three low points forced, and the criterion being met.

**The goal, as written for Marcus, fifth grade (invented)**  
By May 20, when given 10 fraction problems with unlike denominators, Marcus will write the correct sum or difference for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored fraction probes (forms A-F).

| #  | DATE  | FORM | CORRECT | ERRORS | GRAPHED | NOTES                                                                                                                              |
|----|-------|------|---------|--------|---------|------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 9/9   | A    | 4       | 6      | 4       | baseline                                                                                                                           |
| 2  | 9/9   | B    | 4       | 6      | 4       | baseline                                                                                                                           |
| 3  | 9/10  | C    | 5       | 5      | 5       | baseline (median of 4, 4, 5 = 4)                                                                                                   |
| 4  | 9/12  | D    | 4       | 6      | 4       | the common denominator was right every time, but the top number did not change to match it                                         |
| 5  | 9/24  | E    | 3       | 7      | 3       | same pattern                                                                                                                       |
| 6  | 10/1  | F    | 4       | 6      | 4       | 3 under aim line: practiced multiplying the top and bottom of each fraction by the same number together, every time, before adding |
| 7  | 10/8  | A    | 6       | 4      | 6       | —                                                                                                                                  |
| 8  | 10/15 | B    | 6       | 4      | 6       | —                                                                                                                                  |
| 9  | 10/22 | C    | 7       | 3      | 7       | errors narrowing to one pattern                                                                                                    |
| 10 | 10/29 | D    | 7       | 3      | 7       | —                                                                                                                                  |
| 11 | 11/5  | E    | 8       | 2      | 8       | criterion met, 1 of 3                                                                                                              |
| 12 | 11/12 | F    | 8       | 2      | 8       | criterion met, 2 of 3                                                                                                              |

**How to read the log**

☐ Baseline was the median of three forms on three days: 4, 4, 5, so 4. Not the average, not the best.

☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 3, 4) sat under it three in a row, so the teaching changed and the change is written on the row.

☐ The notes name the pattern, not just the count. "the common denominator was right every time, but the top number did not change to match it" is what sent the teaching somewhere specific, and a score on its own would not have said that.

☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met.

**PROGRESS MONITORING** How This Pack Works

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

A progress monitoring goal needs a thing to count and a page to count it on. This file is both, for one skill: a goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or found.

- Baseline.** Give Forms A, B and C on three different days. The middle score of the three is the baseline; write it on the goal page.
- Write the goal.** From the six-part frame on the goal page. Start from the sample and change every bracket: the date, the condition, the criterion, the number of probes.
- Probe once a week** with the forms in rotation (A, B, C, D, E, F, A...). Never the same form two weeks running. Every form is ten items, untimed. Score it against the answer key (pages 16-17).
- Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right; then plot each week's dot.
- Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
- Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and what the errors keep landing on.

**The weekly routine, about five minutes**

☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A...).

☐ Any day: give the probe one-to-one, untimed, ten items takes a few minutes.

☐ Same day: score it, log the row, plot the point, look at the last three points.

☐ Friday: if three points sit under the aim line, write the change you are making on the log.

**Print and prep**

☐ Print one copy per student per week: the student writes on the form and that same sheet is the one you score.

☐ The forms are student sheets with nothing on them but the problems. The answer key and the Convert.../10 box for every form are on pages 16 and 17; score there, then log it.

☐ Keep the goal page and the graph page for each student at the front of the data folder; type into them or write on them.

☐ The colored page is one grid for every student on this goal; print it once a month.

**What this probe is not**

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented

**Equivalent forms, and why it matters**

Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

A progress monitoring goal needs a thing to count and a page to count it on. This file is both, for one skill: a goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or found.

- 1 **Baseline.** Give Forms A, B and C on three different days. The middle score of the three is the baseline; write it on the goal page.
- 2 **Write the goal** from the six-part frame on the goal page. Start from the sample and change every bracket: the date, the condition, the criterion, the number of probes.
- 3 **Probe once a week** with the forms in rotation (A, B, C, D, E, F, A...). Never the same form two weeks running. Every form is ten items, untimed. Score it against the answer key (pages 16–17).
- 4 **Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right, then plot each week's dot.
- 5 **Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
- 6 **Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and what the errors keep landing on.

#### The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A...).
- ☐ Any day: give the probe one-to-one, untimed; ten items takes a few minutes.
- ☐ Same day: score it, log the row, plot the point, look at the last three points.
- ☐ Friday: if three points sit under the aim line, write the change you are making on the log.

#### Print and prep

- ☐ Print one copy per student per week: the student writes on the form and that same sheet is the one you score.
- ☐ The forms are student sheets with nothing on them but the problems. The answer key and the Correct \_\_\_\_ / 10 box for every form are on pages 16 and 17; score there, then log it.
- ☐ Keep the goal page and the graph page for each student at the front of the data folder; type into them or write on them.
- ☐ The caseload page is one grid for every student on this goal: print it once a month.

#### What this probe is not

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented criteria in brackets; your team sets the real ones from the baseline and the student's IEP. Every form is untimed and ten items long, so a score of 8 means the same thing on every form, and a student is never scored on speed.

#### Equivalent forms, and why it matters

Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six forms. A score on one form means the same as a score on another, so the line on the graph is the student, not the paper. Rotate the forms and the page cannot be memorized.

# Add/Subtract Fractions, Unlike Denominators — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is problems correct out of 10.

Ten fraction problems per form: five addition, five subtraction, always two DIFFERENT denominators (2, 3, 4, 5, 6, 8, 10 or 12, paired to a common denominator of 24 or less). Every answer is already in lowest terms once combined -- no whole numbers, no further reducing. Sixty problems across six forms, none repeated.

## Sample goal — invented; edit every bracket to fit the student

By [annual review date], when given 10 fraction problems with unlike denominators, [Student] will write the correct sum or difference for [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored fraction probes.

### BY (DATE)

### CRITERION (SCORE OUT OF 10, OR PERCENT)

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT)

ON \_\_\_\_ OF \_\_\_\_ CONSECUTIVE PROBES

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

AS MEASURED BY (THIS PROBE: FRACTION ADDITION AND SUBTRACTION WITH UNLIKE DENOMINATORS, FORMS A-F, PAGE 6–11)

**Baseline: give Forms A, B and C on three days and take the middle score**

| BASILINE PROBE 1 | BASILINE PROBE 2 | BASILINE PROBE 3 | MEDIAN (THE BASELINE) |
|------------------|------------------|------------------|-----------------------|
|                  |                  |                  |                       |

**Benchmarks toward the goal**

| BENCHMARK | TARGET DATE | TARGET SCORE | ACTUAL SCORE | MET? |
|-----------|-------------|--------------|--------------|------|
|           |             |              |              |      |
|           |             |              |              |      |
|           |             |              |              |      |

### Giving and scoring the probe

- ☐ Say: “Find a common denominator first. Then add or subtract the top numbers.”
- ☐ Correct: the whole fraction, already in simplest form once combined.
- ☐ Watch for a numerator left unchanged after finding the new denominator -- a specific error.
- ☐ Untimed. Let the student finish all ten.

**Scoring rules for this student (accepted answers, reversals, supports allowed)**

.....

.....

**What the errors say to reteach (carry over from the log)**

.....

.....

My name: \_\_\_\_\_

Date: \_\_\_\_\_



Find a common denominator. Add or subtract.  
Write your answer in the box.

1

$$\frac{1}{3} + \frac{5}{8} = \square$$

2

$$\frac{5}{6} + \frac{1}{8} = \square$$

3

$$\frac{1}{4} - \frac{1}{5} = \square$$

4

$$\frac{1}{4} + \frac{1}{8} = \square$$

5

$$\frac{2}{5} - \frac{1}{10} = \square$$

6

$$\frac{1}{2} - \frac{1}{5} = \square$$

7

$$\frac{1}{2} - \frac{5}{12} = \square$$

8

$$\frac{3}{4} + \frac{1}{10} = \square$$

9

$$\frac{1}{12} + \frac{3}{8} = \square$$

10

$$\frac{1}{3} - \frac{1}{4} = \square$$

My name: \_\_\_\_\_

Date: \_\_\_\_\_



Find a common denominator. Add or subtract.  
Write your answer in the box.

1

$$\frac{2}{5} - \frac{1}{3} = \square$$

2

$$\frac{9}{10} - \frac{1}{5} = \square$$

3

$$\frac{5}{12} + \frac{1}{8} = \square$$

4

$$\frac{1}{5} + \frac{7}{10} = \square$$

5

$$\frac{1}{4} + \frac{1}{10} = \square$$

6

$$\frac{5}{12} - \frac{1}{3} = \square$$

7

$$\frac{3}{4} - \frac{1}{3} = \square$$

8

$$\frac{1}{5} + \frac{3}{4} = \square$$

9

$$\frac{3}{4} + \frac{1}{6} = \square$$

10

$$\frac{5}{8} - \frac{1}{3} = \square$$

# Add/Subtract Fractions, Unlike Denominators — Data Log and Graph

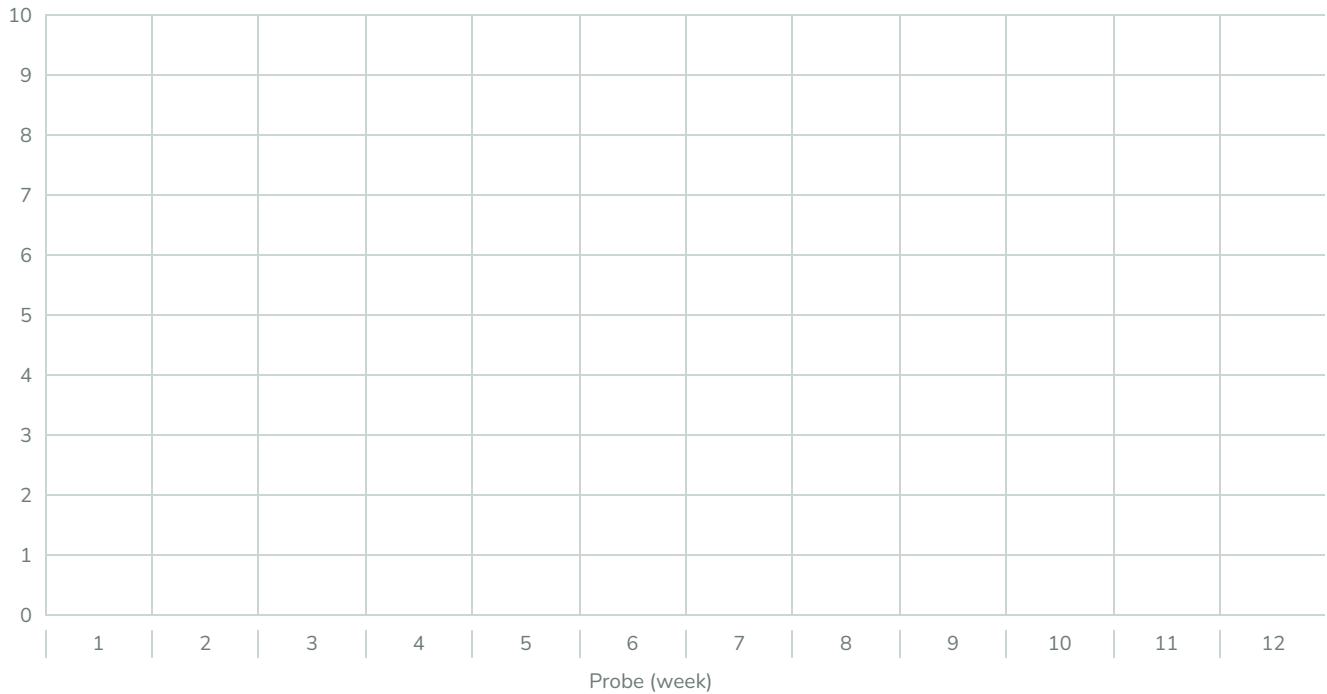
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

STUDENT

CRITERION / AIM

GOAL DATE

**CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK**



| # | DATE | FORM | CORRECT | ERRORS | SCORE USED ON GRAPH | NOTES (CONDITIONS, WHAT WAS RETEACHED) |
|---|------|------|---------|--------|---------------------|----------------------------------------|
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |

# Add/Subtract Fractions, Unlike Denominators – Caseload Summary

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

TEACHER / CASE MANAGER

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

| STUDENT | BASELINE | CRITERION | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | TREND | DECISION THIS MONTH |
|---------|----------|-----------|----|----|----|----|----|----|----|----|-------|---------------------|
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |

## How to fill it

- ☐ One row per student who has a goal on this skill. Baseline is the median of the first three probes.
- ☐ One column per weekly probe; write the score out of 10, not a percent, so the rows compare.
- ☐ Trend: up, flat or down over the last four probes. That word, not the last score, is what the decision follows.
- ☐ Decision: keep going, change the teaching, or raise the target. A blank decision on a flat row is the thing this page exists to catch.

## What it is for

Grouping. When six students sit on the same goal, the individual graphs answer “how is this child doing” and nothing answers “who needs the same fifteen minutes.” 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.

**EXAMPLE**

## A Filled-In Data Log (Invented Student)

Marcus is invented. Twelve weekly probes on adding and subtracting fractions with unlike denominators, the aim line, the change that three low points forced, and the criterion being met.

### The goal, as written for Marcus, fifth grade (invented)

*By May 20, when given 10 fraction problems with unlike denominators, Marcus will write the correct sum or difference for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored fraction probes (forms A–F).*

| #  | DATE  | FORM | CORRECT | ERRORS | GRAPHED | NOTES                                                                                                                              |
|----|-------|------|---------|--------|---------|------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 9/8   | A    | 4       | 6      | 4       | baseline                                                                                                                           |
| 2  | 9/9   | B    | 4       | 6      | 4       | baseline                                                                                                                           |
| 3  | 9/10  | C    | 5       | 5      | 5       | baseline (median of 4, 4, 5 = 4)                                                                                                   |
| 4  | 9/17  | D    | 4       | 6      | 4       | the common denominator was right every time, but the top number did not change to match it                                         |
| 5  | 9/24  | E    | 3       | 7      | 3       | same pattern                                                                                                                       |
| 6  | 10/1  | F    | 4       | 6      | 4       | 3 under aim line: practiced multiplying the top and bottom of each fraction by the same number together, every time, before adding |
| 7  | 10/8  | A    | 6       | 4      | 6       | –                                                                                                                                  |
| 8  | 10/15 | B    | 6       | 4      | 6       | –                                                                                                                                  |
| 9  | 10/22 | C    | 7       | 3      | 7       | errors narrowing to one pattern                                                                                                    |
| 10 | 10/29 | D    | 7       | 3      | 7       | –                                                                                                                                  |
| 11 | 11/5  | E    | 8       | 2      | 8       | criterion met, 1 of 3                                                                                                              |
| 12 | 11/12 | F    | 8       | 2      | 8       | criterion met, 2 of 3                                                                                                              |

### How to read the log

- ☐ Baseline was the median of three forms on three days: 4, 4, 5, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 3, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ The notes name the pattern, not just the count: “the common denominator was right every time, but the top number did not change to match it” is what sent the teaching somewhere specific, and a score on its own would not have said that.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met.

### The progress report sentence this log produces

*“On weekly adding and subtracting fractions with unlike denominators probes (10 items, untimed), Marcus scored 4 of 10 at baseline in September and 8 of 10 on each of the two most recent probes in November. Progress is sufficient to meet the goal of 8 of 10 on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.*