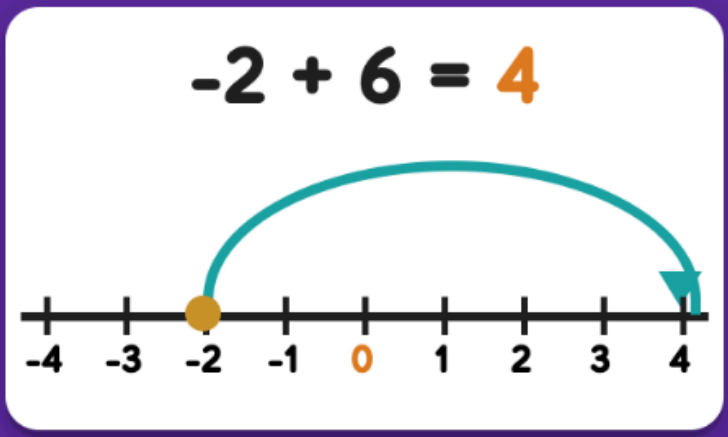
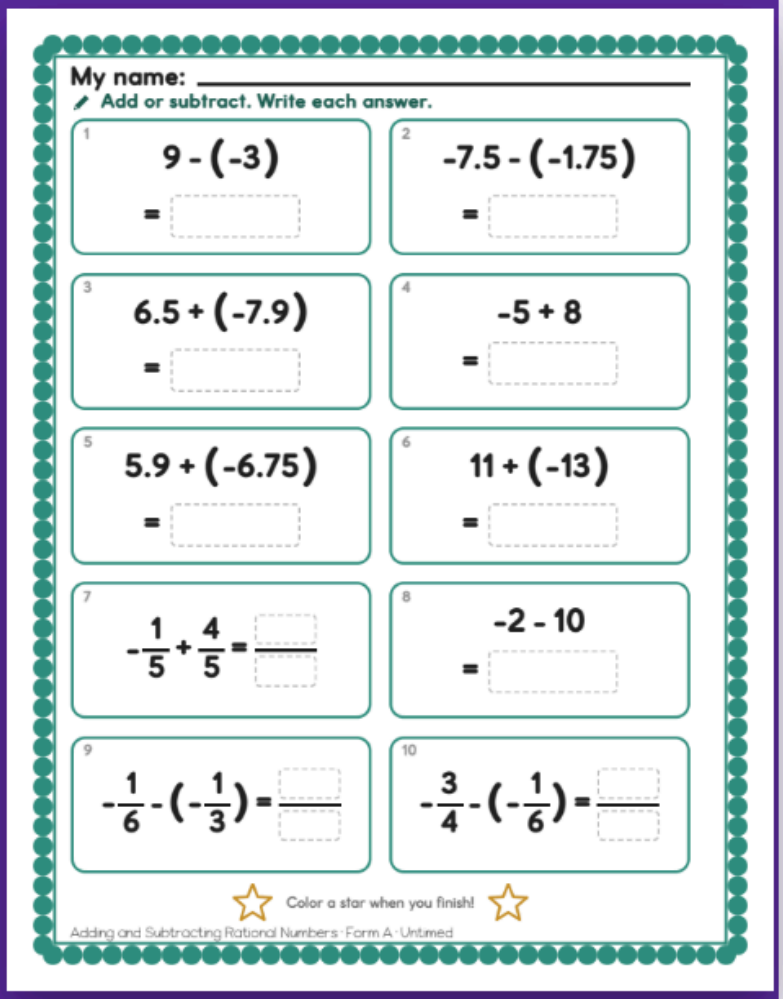
ADDING AND SUBTRACTING RATIONAL NUMBERS

IEP PROGRESS MONITORING PROBES



GRADES 6-8 · 6 FORMS

Bright Path Sped


My name: _____

Add or subtract. Write each answer.

1. $9 - (-3) =$ ☐
2. $-7.5 - (-1.75) =$ ☐
3. $6.5 + (-7.9) =$ ☐
4. $-5 + 8 =$ ☐
5. $5.9 + (-6.75) =$ ☐
6. $11 + (-13) =$ ☐
7. $-\frac{1}{5} + \frac{4}{5} =$ ☐
8. $-2 - 10 =$ ☐
9. $-\frac{1}{6} - (-\frac{1}{3}) =$ ☐
10. $-\frac{3}{4} - (-\frac{1}{6}) =$ ☐

Color a star when you finish!

Adding and Subtracting Rational Numbers · Form A · Untimed

Terms of Use

Please read before you print and fill in your first form.

One classroom license

- This file is for one classroom: one teacher, one caseload.
- Please do not share it, post it online, or sell it.
- Extra licenses for a team or a school are available on the product page.

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 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.

© Bright Path Sped. For single-classroom use by the original purchaser.

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 and where forms A-F fit it.

03 Probe Forms
The 6 rotating forms, one 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

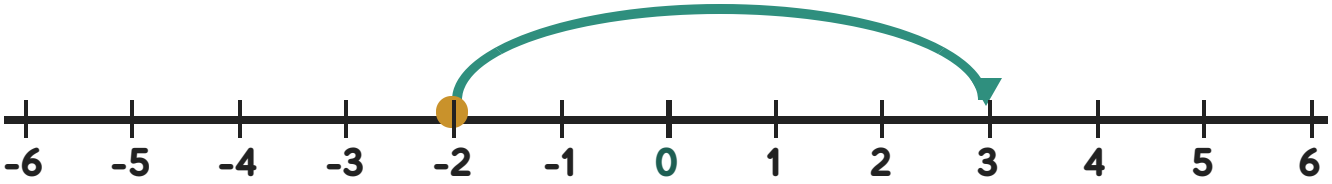
- Write the goal from the sample and change every bracket for this student.
- Give the baseline: three forms, three different days, before the first plotted point.
- Share the rotation (A, B, C, D, E, F) with anyone else who might give a form.

PREVIEW

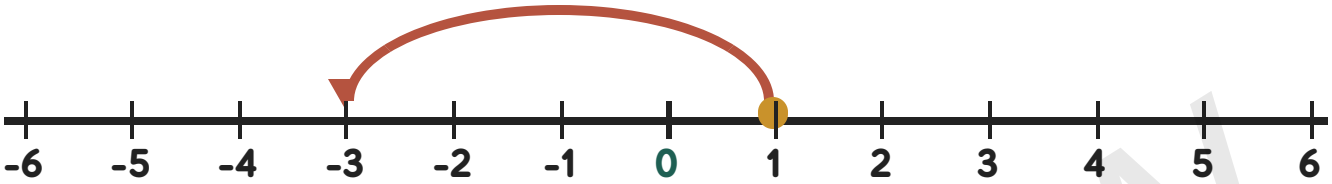
Preview · Bright Path Sped

My name: _____

Hop on the number line. Add or subtract.



Add: hop right. -2 + 5 = 3



Subtract: hop left. 1 - 4 = -3

1 **Look at the signs.**
Is the number negative? Is it adding or subtracting?

2 **Find the start. Hop.**
Adding hops right. Subtracting hops left.

3 **Subtracting a negative? Switch it.**
3 - (-2) is the same as 3 + 2. Then hop right.

Try it: -3 + 6 = ☐

Try it: 3 - (-2) = ☐

Try it: -4 + 9 = ☐

Try it: 2 - 6 = ☐

PREVIEW

Preview - Bright Path Sped

My name: _____

Add or subtract. Write each answer.

1
$$9 - (-3) = \square$$

2
$$-7.5 - (-1.75) = \square$$

3
$$6.5 + (-7.9) = \square$$

4
$$-5 + 8 = \square$$

5
$$5.9 + (-6.75) = \square$$

6
$$11 + (-13) = \square$$

7
$$-\frac{1}{5} + \frac{4}{5} = \frac{\square}{\square}$$

8
$$-2 - 10 = \square$$

9
$$-\frac{1}{6} - \left(-\frac{1}{3}\right) = \frac{\square}{\square}$$

10
$$-\frac{3}{4} - \left(-\frac{1}{6}\right) = \frac{\square}{\square}$$

Color a star when you finish!

PREVIEW

Preview - Bright Path Sped

My name: _____

Add or subtract. Write each answer.

1

$$-15 + 8 = \square$$

2

$$\frac{2}{5} - \left(-\frac{1}{2}\right) = \frac{\square}{\square}$$

3

$$\frac{2}{5} + \left(-\frac{1}{5}\right) = \frac{\square}{\square}$$

4

$$-15 - 3 = \square$$

5

$$5.9 + (-7.5) = \square$$

6

$$-5 - 8 = \square$$

7

$$-\frac{7}{12} + \left(-\frac{1}{3}\right) = \frac{\square}{\square}$$

8

$$-5.25 - 1 = \square$$

9

$$11 + (-1) = \square$$

10

$$-3 - (-7.6) = \square$$

PREVIEW

Color a star when you finish!

Preview - Bright Path Sped

My name: _____

Add or subtract. Write each answer.

1

$$-\frac{3}{4} + \left(-\frac{1}{8}\right) = \frac{\square}{\square}$$

2

$$\frac{2}{3} - \left(-\frac{1}{5}\right) = \frac{\square}{\square}$$

3

$$1.5 - (-1.75)$$

$$= \square$$

4

$$2 + (-8)$$

$$= \square$$

5

$$-10 - 1$$

$$= \square$$

6

$$\frac{7}{10} + \left(-\frac{1}{10}\right) = \frac{\square}{\square}$$

7

$$-8.25 - 3.5$$

$$= \square$$

8

$$-6 + (-5.3)$$

$$= \square$$

9

$$7 - (-5)$$

$$= \square$$

10

$$-7 + 14$$

$$= \square$$

 Color a star when you finish! 

PREVIEW

Teacher Notes - Reading the Errors

Where the work breaks tells you what to teach next.

What this probe measures

- Whether a student can add and subtract integers, decimals and simple fractions when one or both numbers are negative, and write the sign of the answer.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

The sign is wrong

- The size of the answer is right and the sign is not: -7 + 12 written as -5.
- Use the number line on page 6: where do you start, which way do you hop?

Subtracting a negative

- 3 - (-2) answered 1: the second sign was ignored.
- Teach the switch: subtracting a negative is the same as adding. Write it on the log.

The decimal point or the fraction part slips

- Decimals lined up wrong (4.75 added to 2.5 as 4.75 + 25): line up the points first.
- Fractions added across (1/2 + 1/4 written as 2/6): find a common denominator first. The unlike-denominator problems on each form show whether this is the issue.

A fact is the problem

The method is right and 13 - 8 comes out wrong: that is a fact, not the strategy. Teach that fact, then run the next form.

Words to use when you teach it

- **Negative**: less than zero, to the left of zero on the number line.
- **Add**: hop right. **Subtract**: hop left.
- **Common denominator**: the same bottom number so the parts match.

This student's scoring rules and notes

PREVIEW

Rational Numbers - 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 10, 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)

Priya is invented. Twelve weekly probes on adding and subtracting rational numbers, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Priya, seventh grade (invented)

By May 20, when given 10 problems that add or subtract integers, decimals and fractions, Priya will solve 8 of 10 correctly on 3 consecutive weekly probes, as measured by teacher-scored adding and subtracting rational numbers probes (forms A–F).

#	Date	Form	Correct	Errors	Graphed	Notes
1	1/12	A	4	6	4	baseline
2	1/13	B	5	5	5	baseline
3	1/14	C	4	6	4	baseline (median of 4, 5, 4 = 4)
4	1/21	D	4	6	4	subtracting a negative treated as subtracting
5	1/28	E	5	5	5	same: 3 - (-2) written as 1
6	2/4	F	4	6	4	3 under the aim line: added a number-line check
7	2/11	A	6	4	6	number line used on every sign problem
8	2/18	B	7	3	7	subtracting-a-negative errors gone
9	2/25	C	7	3	7	fraction answers still slip
10	3/4	D	8	2	8	criterion score, first time
11	3/11	E	8	2	8	second in a row at 8
12	3/18	F	9	1	9	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 4, 5, 4, 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, 5, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name where the error fell: Priya treated subtracting a negative like subtracting a positive. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (8, 8, 9): three in a row at 8 of 10 or better.

The progress report sentence this log produces

On weekly adding and subtracting rational numbers probes (10 items, untimed), Priya scored 4 of 10 at baseline and 8, 8 and 9 of 10 on the last three probes, meeting the criterion of 8 of 10 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