

WORD PROBLEMS WITHIN 100

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

WORD PROBLEMS WITHIN 100 **One-Step Addition and Subtraction Word Problems Within 100 – Goal and Directions**

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

Ten one-step word problems per form (five addition, five subtraction), every number and answer within 100, from just two fixed sentence frames and an eleven-word closed vocabulary -- no compare or change-unknown problems. The within-100 extension of the store's within-20 word-problem probe, for a student who has moved past 20.

Sample goal — Inventor; edit every bracket to fit the student.
By [annual review date], when given 10 one-step addition and subtraction word problems within 100, [Student] will write the correct answer to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored word problem 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: WORD PROBLEMS WITHIN 100, 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: "Read each problem and write only the answer in the box." If reading is not the goal, read it aloud instead and note that on the log.

WORD PROBLEMS WITHIN 100 **One-Step Addition and Subtraction Word Problems Within 100 – Form A**

Read each problem. Write the answer in the box. Untimed.

NAME _____ DATE _____ FORM **A** untimed - 10 items

IEP GOAL THIS PROBE MEASURES
Sample: By [annual review date], when given 10 one-step addition and subtraction word problems within 100, [Student] will write the correct answer to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored word problem probes.
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

WRITE ONLY THE ANSWER IN THE BOX

- Mia has 19 crayons. Mia gets 25 more. How many crayons does Mia have now?
- Max has 42 stamps. Max gives away 33. How many stamps does Max have left?
- Leo has 71 stickers. Leo gets 27 more. How many stickers does Leo have now?
- Ana has 65 shells. Ana gives away 39. How many shells does Ana have left?
- Ana has 99 pencils. Ana gives away 64. How many pencils does Ana have left?
- Jen has 96 shells. Jen gives away 88. How many shells does Jen have left?
- Zoe has 39 cards. Zoe gets 34 more. How many cards does Zoe have now?
- Mia has 86 stamps. Mia gives away 27. How many stamps does Mia have left?
- Kai has 14 blocks. Kai gets 57 more. How many blocks does Kai have now?
- Leo has 99 stickers. Leo gets 21 more. How many stickers does Leo have now?

WORD PROBLEMS WITHIN 100 **One-Step Addition and Subtraction Word Problems Within 100 – 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
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

Probe (week)

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

WORD PROBLEMS WITHIN 100 **One-Step Addition and Subtraction Word Problems Within 100 – 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

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.

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

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

Leo is invented. Twelve weekly probes on word problems within 100, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Leo, third grade (invented)
By May 20, when given 10 one-step addition and subtraction word problems within 100, Leo will write the correct answer to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored word problem probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	8/9	A	2	8	2	baseline
2	8/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	every subtraction problem answered by adding the two numbers instead of taking away
5	9/24	E	4	6	4	same pattern
6	10/1	F	4	6	4	3 under aim line: circled the action word (gives away vs. more) before solving each problem for two weeks
7	10/8	A	5	5	5	-
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: 2, 3, 3, so 3. Not the average, not the best.
☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 4, 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: "every subtraction problem answered by adding the two numbers instead of taking away" 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.
- 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: put 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 teacher copy is the one you mark on; the student copy stays clean.
☐ 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 more advanced task and it is not a more complex task.

Equivalent forms, and why it matters
Form A: 10 items, 5 addition, 5 subtraction. Form B: 10 items, 5 addition, 5 subtraction. Form C: 10 items, 5 addition, 5 subtraction. Form D: 10 items, 5 addition, 5 subtraction. Form E: 10 items, 5 addition, 5 subtraction. Form F: 10 items, 5 addition, 5 subtraction.

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.
- 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 teacher copy is the one you mark on; the student copy stays clean.
- ☐ 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, with no item repeated inside a form and no two forms alike. Forms are drawn independently, so an item can recur across the set — on a fact probe that is the point, because the facts themselves are the fixed set being learned. 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.

Addition and Subtraction Word Problems Within 100 – Goal and Directions

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

Ten one-step word problems per form (five addition, five subtraction), every number and answer within 100, from just two fixed sentence frames and an eleven-word closed vocabulary -- no compare or change-unknown problems.

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

By [annual review date], when given 10 one-step addition and subtraction word problems within 100, [Student] will write the correct answer to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored word problem 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: WORD PROBLEMS WITHIN 100, FORMS A–F, PAGE 6–11)

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

BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read each problem and write only the answer in the box." If reading is not the goal, read it aloud instead and note that on the log.
- ☐ Correct: the right number only; the equation is not scored, so there is no equation line.
- ☐ Every problem uses one of two sentence frames plus only these words: has, gets, more, gives, away, how, many, does, have, now, left, plus one name and object.
- ☐ 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)

Addition and Subtraction Word Problems Within 100 – Form A

Read each problem. Write the answer in the box. · Untimed.

NAME

DATE

FORM

A untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 one-step addition and subtraction word problems within 100, [Student] will write the correct answer to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored word problem probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

WRITE ONLY THE ANSWER IN THE BOX

1. Mia has 19 crayons. Mia gets 25 more. How many crayons does Mia have now?
2. Max has 42 stamps. Max gives away 33. How many stamps does Max have left?
3. Leo has 71 stickers. Leo gets 27 more. How many stickers does Leo have now?
4. Ana has 65 shells. Ana gives away 39. How many shells does Ana have left?
5. Ana has 99 pencils. Ana gives away 64. How many pencils does Ana have left?
6. Jen has 96 shells. Jen gives away 88. How many shells does Jen have left?
7. Zoe has 39 cards. Zoe gets 34 more. How many cards does Zoe have now?
8. Mia has 86 stamps. Mia gives away 27. How many stamps does Mia have left?
9. Kai has 14 blocks. Kai gets 57 more. How many blocks does Kai have now?
10. Leo has 39 stickers. Leo gets 21 more. How many stickers does Leo have now?

TEACHER COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Problems correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct ____ / 10

Addition and Subtraction Word Problems Within 100 — Form B

Read each problem. Write the answer in the box. · Untimed.

NAME

DATE

FORM

B untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 one-step addition and subtraction word problems within 100, [Student] will write the correct answer to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored word problem probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

WRITE ONLY THE ANSWER IN THE BOX

1. Kai has 38 buttons. Kai gets 48 more. How many buttons does Kai have now?
2. Leo has 41 pencils. Leo gives away 28. How many pencils does Leo have left?
3. Zoe has 55 shells. Zoe gets 24 more. How many shells does Zoe have now?
4. Sam has 39 cards. Sam gives away 28. How many cards does Sam have left?
5. Jen has 50 apples. Jen gets 36 more. How many apples does Jen have now?
6. Zoe has 63 cookies. Zoe gives away 28. How many cookies does Zoe have left?
7. Jen has 42 shells. Jen gives away 37. How many shells does Jen have left?
8. Max has 99 pencils. Max gives away 69. How many pencils does Max have left?
9. Jen has 13 stamps. Jen gets 82 more. How many stamps does Jen have now?
10. Ivy has 11 apples. Ivy gets 15 more. How many apples does Ivy have now?

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Problems correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Addition and Subtraction Word Problems Within 100 – Data Log and Graph

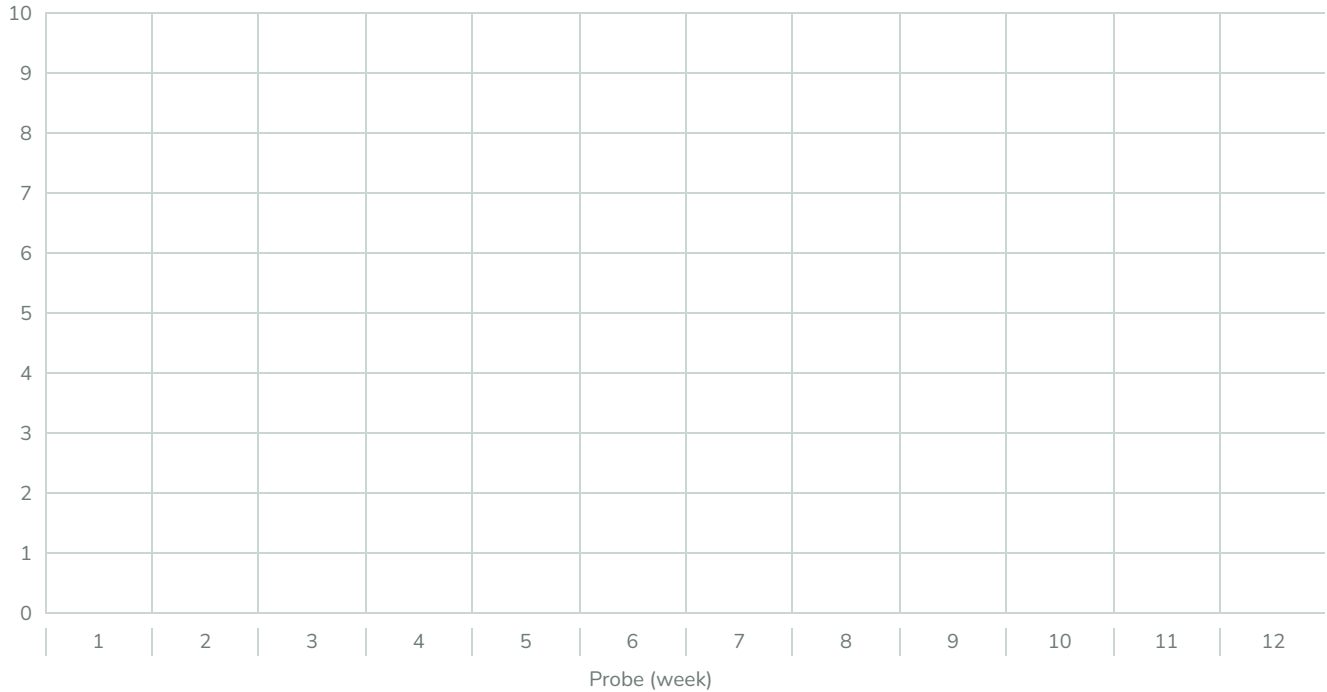
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Addition and Subtraction Word Problems Within 100 – 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)

Leo is invented. Twelve weekly probes on word problems within 100, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 one-step addition and subtraction word problems within 100, Leo will write the correct answer to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored word problem probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	every subtraction problem answered by adding the two numbers instead of taking away
5	9/24	E	4	6	4	same pattern
6	10/1	F	4	6	4	3 under aim line: circled the action word (gives away vs. more) before solving each problem for two weeks
7	10/8	A	5	5	5	–
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: 2, 3, 3, so 3. Not the average, not the best.
- ☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 4, 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: “every subtraction problem answered by adding the two numbers instead of taking away” 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 word problems within 100 probes (10 items, untimed), Leo scored 3 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.