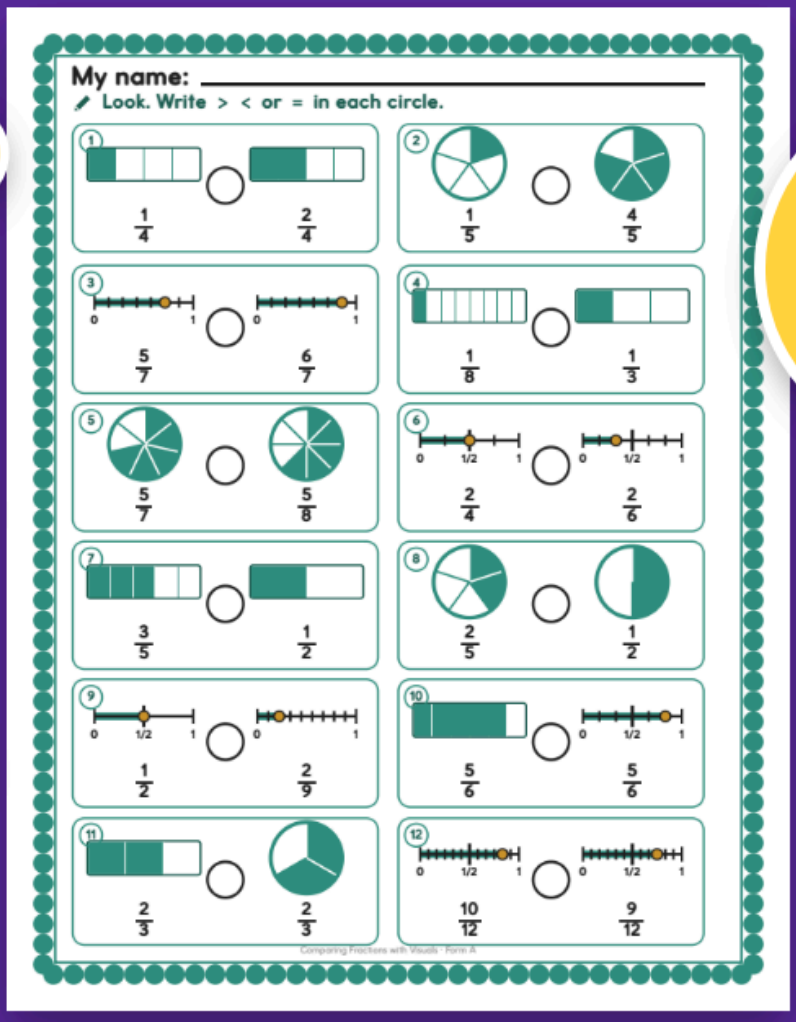
COMPARING FRACTIONS WITH VISUALS

IEP PROGRESS MONITORING PROBES

GRADES 3-4





10 TIMED PROBES

Bright Path Sped

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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.

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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–J fit.

03 Probe Forms
The 10 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 (Forms A to J) 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: "Look at the two pictures in each box. Write >, < or = in the circle. 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 (the team picks it; the sample goal says one minute). Write the limit on the goal page.
- Correct: the sign in the circle matches the answer key. Self-corrections count. The student does not need to write the fractions or show work.
- Attempted: the last circle the student wrote in, counting skipped circles before it. Errors: attempted minus correct.
- If the student finishes all 12 before time is up, score 12 attempted and write the time used in the notes column of the log.

What is on every form

- Every box shows two fractions as pictures (bars, circles or number lines) with the numeral under each, and a blank circle between them.
- Every fraction is less than one whole. Fractions are compared with the same bottom number, the same top number, or one half. No other unlike bottom numbers appear.
- Five answers are >, five are < and two are = on every form, in different places each week.

Items 1 to 3: same bottom number

Bars, circles, then a number line. Same-size pieces, so compare how many are shaded. Bottom numbers 3 to 6, 5 to 8, then 7 to 10.

Items 4 to 6: same top number

Bars, circles, then a number line. The same number of pieces, but different sizes. Bottom numbers 3 to 8.

Items 7 to 9: against one half

A bar, a circle and a number line, each with one half on one side. Never equal. Bottom numbers 3 to 10.

Items 10 to 12: same amount

Items 10 and 11 show one fraction two ways; the answer is =. Item 12: a number line, same bottom number, 8 to 12.

If the student needs the items 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

Preview - Bright Path Sped

My name: _____

Look at the pictures. Then try one.

> greater than	< less than	= the same amount

1 Same bottom number.

The pieces are the same size. More pieces is more.



$\frac{3}{8}$ < $\frac{5}{8}$

2 Same top number.

Smaller pieces make less.



$\frac{3}{4}$ > $\frac{3}{8}$

3 Compare with one half.

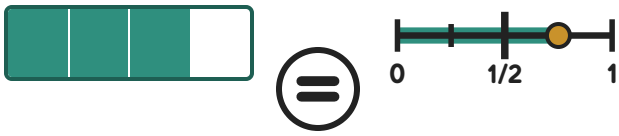
Is it before or after the half-way mark?



$\frac{3}{8}$ < $\frac{1}{2}$

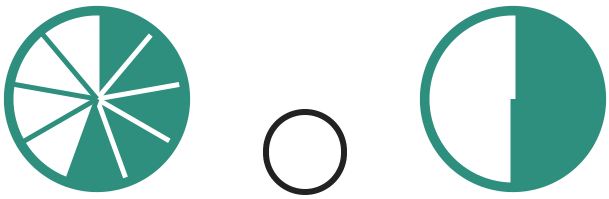
4 The same amount shown two ways.

Write =.



$\frac{3}{4}$ = $\frac{3}{4}$

Your turn



$\frac{5}{9}$ ○ $\frac{1}{2}$

How I know

PREVIEW

Preview - Bright Path Shed

My name: _____

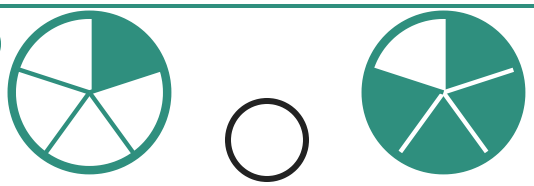
Look. Write > < or = in each circle.

1



$\frac{1}{4}$ ○ $\frac{2}{4}$

2



$\frac{1}{5}$ ○ $\frac{4}{5}$

3



$\frac{5}{7}$ ○ $\frac{6}{7}$

4



$\frac{1}{8}$ ○ $\frac{1}{3}$

5



$\frac{5}{7}$ ○ $\frac{5}{8}$

6



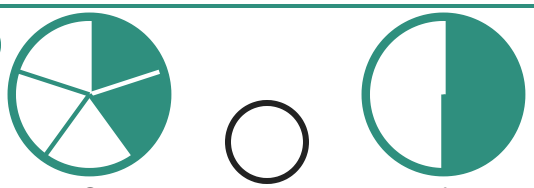
$\frac{2}{4}$ ○ $\frac{2}{6}$

7



$\frac{3}{5}$ ○ $\frac{1}{2}$

8



$\frac{2}{5}$ ○ $\frac{1}{2}$

9



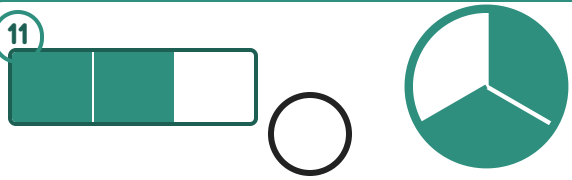
$\frac{1}{2}$ ○ $\frac{2}{9}$

10



$\frac{5}{6}$ ○ $\frac{5}{6}$

11



$\frac{2}{3}$ ○ $\frac{2}{3}$

12



$\frac{10}{12}$ ○ $\frac{9}{12}$

PREVIEW

Preview - Bright Path Shed

My name: _____

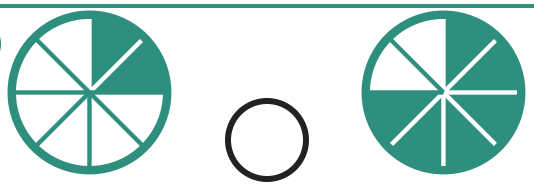
Look. Write > < or = in each circle.

1



$\frac{3}{6}$ ○ $\frac{5}{6}$

2



$\frac{2}{8}$ ○ $\frac{6}{8}$

3



$\frac{1}{9}$ ○ $\frac{3}{9}$

4



$\frac{2}{4}$ ○ $\frac{2}{3}$

5



$\frac{3}{5}$ ○ $\frac{3}{8}$

6



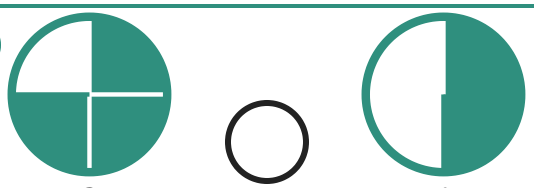
$\frac{1}{3}$ ○ $\frac{1}{7}$

7



$\frac{5}{8}$ ○ $\frac{1}{2}$

8



$\frac{3}{4}$ ○ $\frac{1}{2}$

9



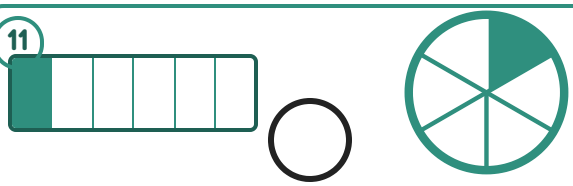
$\frac{1}{5}$ ○ $\frac{1}{2}$

10



$\frac{1}{10}$ ○ $\frac{1}{10}$

11



$\frac{1}{6}$ ○ $\frac{1}{6}$

12



$\frac{11}{12}$ ○ $\frac{1}{12}$

PREVIEW

Preview - Bright Path Sped

My name: _____

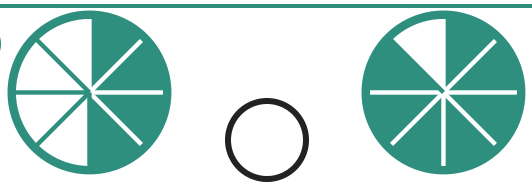
Look. Write > < or = in each circle.

1



$\frac{4}{5}$ ○ $\frac{3}{5}$

2



$\frac{4}{8}$ ○ $\frac{7}{8}$

3



$\frac{1}{8}$ ○ $\frac{7}{8}$

4



$\frac{2}{7}$ ○ $\frac{2}{3}$

5



$\frac{1}{3}$ ○ $\frac{1}{5}$

6



$\frac{4}{5}$ ○ $\frac{4}{7}$

7



$\frac{1}{2}$ ○ $\frac{7}{10}$

8



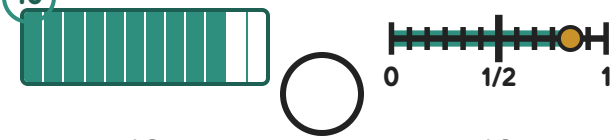
$\frac{1}{2}$ ○ $\frac{4}{9}$

9



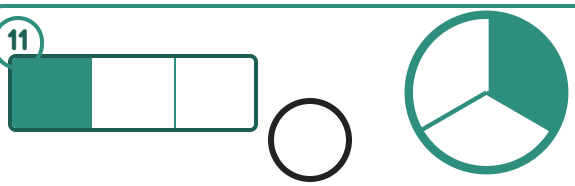
$\frac{1}{2}$ ○ $\frac{3}{10}$

10



$\frac{10}{12}$ ○ $\frac{10}{12}$

11



$\frac{1}{3}$ ○ $\frac{1}{3}$

12



$\frac{1}{12}$ ○ $\frac{6}{12}$

PREVIEW

Preview - Bright Path Sped

My name: _____

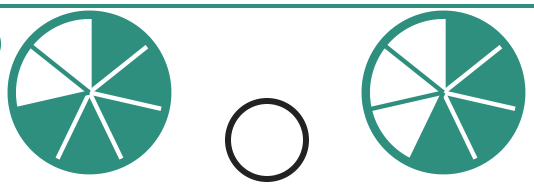
Look. Write > < or = in each circle.

1



$\frac{3}{6}$ ○ $\frac{1}{6}$

2



$\frac{5}{7}$ ○ $\frac{4}{7}$

3



$\frac{7}{9}$ ○ $\frac{8}{9}$

4



$\frac{3}{6}$ ○ $\frac{3}{5}$

5



$\frac{3}{5}$ ○ $\frac{3}{4}$

6



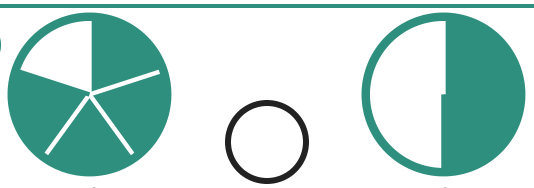
$\frac{1}{8}$ ○ $\frac{1}{6}$

7



$\frac{1}{2}$ ○ $\frac{8}{9}$

8



$\frac{4}{5}$ ○ $\frac{1}{2}$

9



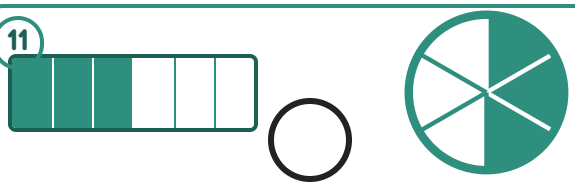
$\frac{6}{10}$ ○ $\frac{1}{2}$

10



$\frac{2}{5}$ ○ $\frac{2}{5}$

11



$\frac{3}{6}$ ○ $\frac{3}{6}$

12



$\frac{6}{8}$ ○ $\frac{5}{8}$

PREVIEW

Preview - Bright Path Sped

My name: _____

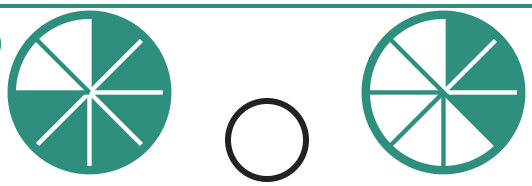
Look. Write > < or = in each circle.

1



$\frac{2}{5}$ ○ $\frac{1}{5}$

2



$\frac{6}{8}$ ○ $\frac{3}{8}$

3



$\frac{2}{8}$ ○ $\frac{3}{8}$

4



$\frac{2}{6}$ ○ $\frac{2}{5}$

5



$\frac{3}{8}$ ○ $\frac{3}{6}$

6



$\frac{1}{4}$ ○ $\frac{1}{6}$

7



$\frac{1}{6}$ ○ $\frac{1}{2}$

8



$\frac{4}{6}$ ○ $\frac{1}{2}$

9



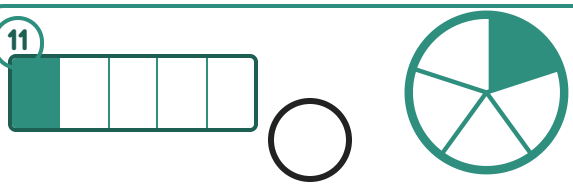
$\frac{2}{8}$ ○ $\frac{1}{2}$

10



$\frac{5}{7}$ ○ $\frac{5}{7}$

11



$\frac{1}{5}$ ○ $\frac{1}{5}$

12



$\frac{11}{12}$ ○ $\frac{5}{12}$

PREVIEW

Answer Key and Scoring - Forms G-J

Each row reads: the item number, the two fractions as the student sees them (left, then right), the sign that goes in the circle, and the kind of picture.

Form G

#	Pair	Sign	Pictures
1	4/6 and 2/6	>	bars
2	4/7 and 6/7	<	circles
3	2/9 and 4/9	<	number lines
4	3/6 and 3/4	<	bars
5	1/4 and 1/7	>	circles
6	2/7 and 2/6	<	number lines
7	2/7 and 1/2	<	bars
8	4/7 and 1/2	>	circles
9	8/10 and 1/2	>	number lines
10	6/11 and 6/11	=	bar, line
11	6/8 and 6/8	=	bar, circle
12	7/9 and 2/9	>	number lines

Correct _____ Attempted _____ Errors _____

Form H

#	Pair	Sign	Pictures
1	3/6 and 1/6	>	bars
2	5/7 and 4/7	>	circles
3	7/9 and 8/9	<	number lines
4	3/6 and 3/5	<	bars
5	3/5 and 3/4	<	circles
6	1/8 and 1/6	<	number lines
7	1/2 and 8/9	<	bars
8	4/5 and 1/2	>	circles
9	6/10 and 1/2	>	number lines
10	2/5 and 2/5	=	bar, line
11	3/6 and 3/6	=	bar, circle
12	6/8 and 5/8	>	number lines

Correct _____ Attempted _____ Errors _____

Form I

#	Pair	Sign	Pictures
1	2/6 and 1/6	>	bars
2	4/5 and 2/5	>	circles
3	2/8 and 7/8	<	number lines
4	2/3 and 2/5	>	bars
5	3/6 and 3/7	>	circles
6	3/7 and 3/5	<	number lines
7	1/2 and 6/8	<	bars
8	1/4 and 1/2	<	circles
9	2/6 and 1/2	<	number lines
10	4/7 and 4/7	=	bar, line
11	3/8 and 3/8	=	bar, circle
12	8/10 and 7/10	>	number lines

Correct _____ Attempted _____ Errors _____

Form J

#	Pair	Sign	Pictures
1	2/5 and 1/5	>	bars
2	6/8 and 3/8	>	circles
3	2/8 and 3/8	<	number lines
4	2/6 and 2/5	<	bars
5	3/8 and 3/6	<	circles
6	1/4 and 1/6	>	number lines
7	1/6 and 1/2	<	bars
8	4/6 and 1/2	>	circles
9	2/8 and 1/2	<	number lines
10	5/7 and 5/7	=	bar, line
11	1/5 and 1/5	=	bar, circle
12	11/12 and 5/12	>	number lines

Correct _____ Attempted _____ Errors _____

Scoring reminder

- Timed, same limit every week. Self-corrections count. Log the score the same day.
- Correct, attempted and errors go in the three boxes under each form, then on the data log.
- Errors = attempted minus correct. A skipped circle before the last one written is an error.

Warm-up and Steps answers (computed)

- Steps page, worked examples: 3/8 < 5/8; 3/4 > 3/8; 3/8 < 1/2; 3/4 = 3/4.
- Steps page, Your turn: 5/9 > 1/2.
- Warm-up, items 1 to 6: 1) 5/6 > 2/6, 2) 1/8 < 2/8, 3) 1/5 < 1/4, 4) 1/7 < 1/6, 5) 6/9 > 1/2, 6) 4/6 = 4/6.

PREVIEW

Comparing Fractions with Visuals - 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 12 · draw the aim line from the baseline to the criterion first, then plot each week



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

PREVIEW

Comparing Fractions with Visuals - Caseload Summary

Every student on this goal, on one grid. Nine 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 number correct out of 12, 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)

Maya is invented. Twelve weekly one-minute probes on comparing fractions with pictures, the aim line, the change that three low points forced, and the criterion being met.

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

By November 20, when given a 1-minute probe of 12 comparisons of two fractions shown with pictures, Maya will write >, < or = to compare each pair, correctly comparing 10 of 12 on 3 consecutive weekly probes, as measured by teacher-scored fraction comparison probes (forms A–J).

#	Date	Form	Correct	Attempted	Errors	Notes
1	9/8	A	4	7	3	baseline
2	9/9	B	5	8	3	baseline
3	9/10	C	4	7	3	baseline (median of 4, 5, 4 = 4)
4	9/17	D	5	8	3	bigger bottom number called bigger
5	9/24	E	6	9	3	same slip on same-top items
6	10/1	F	5	8	3	3 under the aim line: retaught same-top items
7	10/8	G	7	10	3	same-top items right; slow on lines
8	10/15	H	8	10	2	skips the number lines
9	10/22	I	9	11	2	stalls on the one-half items
10	10/29	J	10	12	2	criterion score, first time
11	11/5	A	11	12	1	second in a row at 10 or more
12	11/12	B	10	12	2	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 4, 5, 4 correct, so 4. Not the average, not the best.
- The aim line runs from 4 at probe 1 to 10 at probe 12. Probes 4, 5 and 6 (5, 6, 5) 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 bigger bottom number was called the bigger fraction. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (10, 11, 10): three in a row at 10 of 12 correct or better.

The progress report sentence this log produces

On weekly one-minute fraction comparison probes (12 comparisons), Maya compared 4 correctly at baseline and 10, 11 and 10 on the last three probes, meeting the criterion of 10 of 12 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.
- Errors on every row are attempted minus correct.

PREVIEW