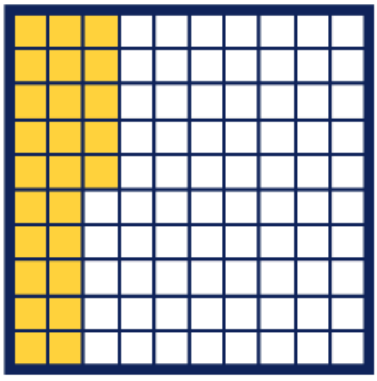
CONVERTING FRACTIONS TO DECIMALS

IEP PROGRESS MONITORING PROBES

GRADES 4-7

6 FORMS



$$\frac{1}{4} = 0.25$$

My name: _____

Write each fraction as a decimal.

1) $\frac{36}{100} =$	2) $\frac{1}{25} =$
3) $\frac{77}{100} =$	4) $\frac{17}{25} =$
5) $\frac{3}{4} =$	6) $\frac{5}{10} =$
7) $\frac{18}{25} =$	8) $\frac{14}{20} =$
9) $\frac{5}{8} =$	10) $\frac{2}{8} =$

Color a star when you finish!

Converting Fractions to Decimals - Form A - Unlimited

Bright Path Sped

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One classroom license

- This file is for one classroom: one teacher, one caseload.
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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 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.

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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 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

My name: _____

Change a fraction to a decimal. Follow the steps.

$$\frac{2}{5} \text{ make 10 } \frac{4}{10} = 0.4$$



4 of 10 boxes

1 **Make the bottom 10 or 100.**
What do you times the bottom by? 5 times 2 is 10.

2 **Do the same to the top.**
2 times 2 is 4. So 2 over 5 is 4 over 10.

3 **Say it, then write it.**
4 tenths is 0.4. Hundredths take two places: 7 hundredths is 0.07.

Try it: $\frac{1}{4} =$ ____

Try it: $\frac{3}{20} =$ ____

Try it: $\frac{7}{10} =$ ____

PREVIEW

Preview - Bright Path Sped

My name: _____

Write each fraction as a decimal.

1. $\frac{36}{100} =$ ____

2. $\frac{1}{25} =$ ____

3. $\frac{77}{100} =$ ____

4. $\frac{17}{25} =$ ____

5. $\frac{3}{4} =$ ____

6. $\frac{5}{10} =$ ____

7. $\frac{18}{25} =$ ____

8. $\frac{14}{20} =$ ____

9. $\frac{5}{8} =$ ____

10. $\frac{2}{8} =$ ____

PREVIEW

Color a star when you finish!

Preview - Bright Path Sped

My name: _____

Write each fraction as a decimal.

1. $\frac{4}{25} =$ ____

2. $\frac{11}{20} =$ ____

3. $\frac{1}{10} =$ ____

4. $\frac{18}{20} =$ ____

5. $\frac{4}{10} =$ ____

6. $\frac{20}{25} =$ ____

7. $\frac{38}{100} =$ ____

8. $\frac{14}{25} =$ ____

9. $\frac{46}{100} =$ ____

10. $\frac{4}{8} =$ ____

Color a star when you finish!

PREVIEW

Preview - Bright Path Sped

My name: _____

Write each fraction as a decimal.

1. $\frac{11}{25} =$ ____

2. $\frac{76}{100} =$ ____

3. $\frac{1}{2} =$ ____

4. $\frac{13}{20} =$ ____

5. $\frac{7}{20} =$ ____

6. $\frac{3}{10} =$ ____

7. $\frac{17}{20} =$ ____

8. $\frac{5}{25} =$ ____

9. $\frac{59}{100} =$ ____

10. $\frac{3}{25} =$ ____

PREVIEW

Color a star when you finish!

Teacher Notes - Reading the Errors

Where the work breaks tells you what to teach next.

What this probe measures

- Whether a student can write a fraction whose bottom number is 2, 4, 5, 8, 10, 20, 25 or 100 as a decimal, with the digits in the right places.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

The digits are in the wrong place

- 3/20 becomes 0.3, or 7/100 becomes 0.7: the numbers are right, the place value is not.
- Say it aloud: 15 hundredths, so two places after the point.

The numbers run together

- 3/4 becomes 3.4 or 0.34: the bar was read as a decimal point.
- Show that a fraction is one number, and a decimal is one number.

A multiplication fact is the problem

- The method is right and 8 times 5 is not 40: that is a fact, not the strategy.
- Teach that fact, then run the next form.

The same fraction, two routes

2/5 can be changed to 4/10 by making the bottom 10, or worked out by dividing 2 by 5. Both end at 0.4. The probe scores the answer, so either route is correct; the anchor page shows the make-10 route.

Words to use when you teach it

- **Tenths**: one place after the decimal point.
- **Hundredths**: two places after the decimal point.
- **Same amount**: 1/4, 25/100 and 0.25 name the same amount.

This student's scoring rules and notes

PREVIEW

Caseload Summary

Every student on this goal, on one grid. Twelve 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)

Marco is invented. Twelve weekly probes on converting fractions to decimals, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Marco, fifth grade (invented)

By May 20, when given 10 fractions to write as decimals, Marco will write 8 of 10 correctly on 3 consecutive weekly probes, as measured by teacher-scored converting fractions to decimals 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	writes 3/20 as 0.3: place value
5	1/28	E	5	5	5	same slip on the twentieths
6	2/4	F	4	6	4	3 under the aim line: added the make-10-or-100 step
7	2/11	A	6	4	6	new step: what do I times the bottom by?
8	2/18	B	7	3	7	place-value errors gone
9	2/25	C	7	3	7	hundredths 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: Marco knew the bottom had to become 10 or 100 and then put the digits in the wrong place. 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 converting fractions to decimals probes (10 items, untimed), Marco 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