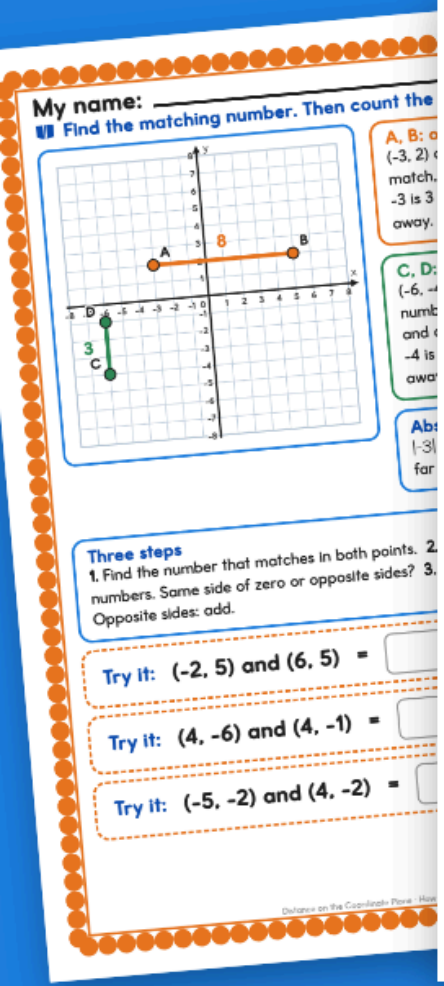
DISTANCE ON THE COORDINATE PLANE

IEP PROGRESS MONITORING PROBES

GRADES 6-8


My name:

Find the matching number. Then count the

A, B: o
(-3, 2)
match.
-3 is 3
away.

C, D:
(-6,
numb
and
-4 is
awa

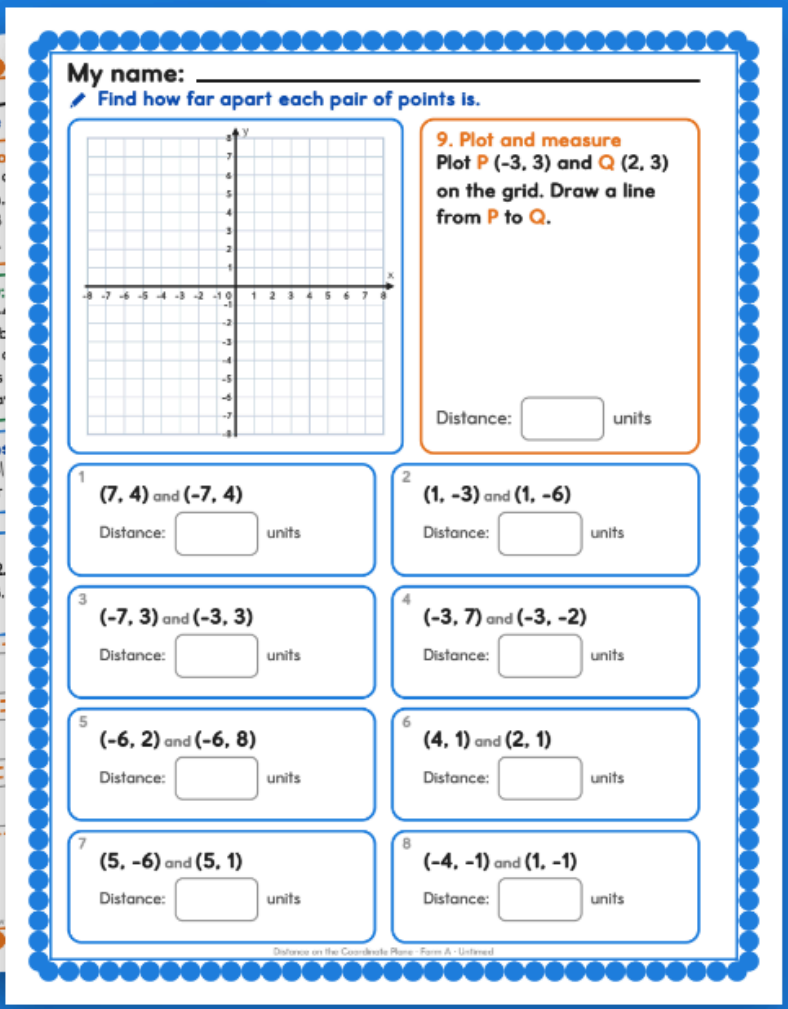
Abs
|-3|
far

Three steps
1. Find the number that matches in both points. 2.
numbers. Same side of zero or opposite sides? 3.
Opposite sides: add.

Try it: (-2, 5) and (6, 5) =

Try it: (4, -6) and (4, -1) =

Try it: (-5, -2) and (4, -2) =


My name:

Find how far apart each pair of points is.

9. Plot and measure
Plot P (-3, 3) and Q (2, 3) on the grid. Draw a line from P to Q.

Distance: units

1 (7, 4) and (-7, 4)
Distance: units

2 (1, -3) and (1, -6)
Distance: units

3 (-7, 3) and (-3, 3)
Distance: units

4 (-3, 7) and (-3, -2)
Distance: units

5 (-6, 2) and (-6, 8)
Distance: units

6 (4, 1) and (2, 1)
Distance: units

7 (5, -6) and (5, 1)
Distance: units

8 (-4, -1) and (1, -1)
Distance: units



Bright Path Sped

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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.

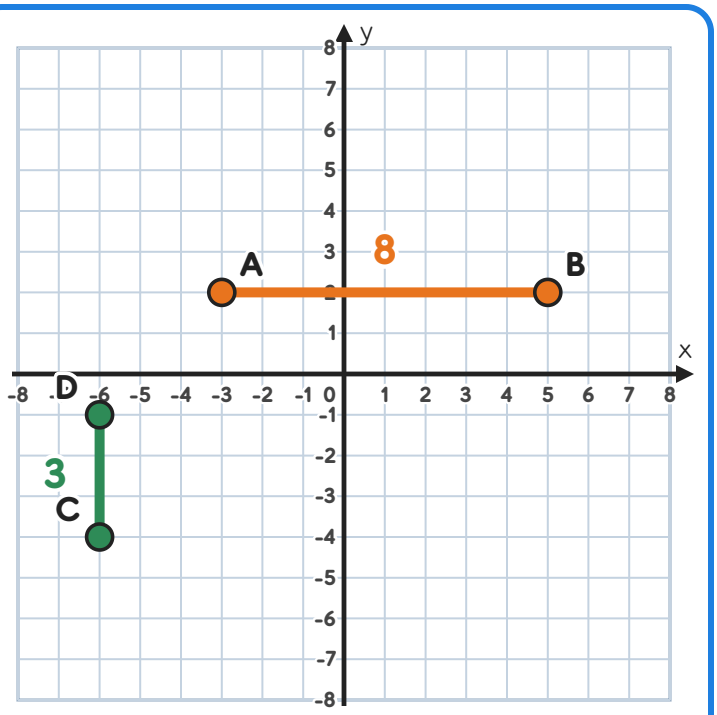
Before the first probe

- 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: _____

Find the matching number. Then count the units.



A, B: opposite sides

(-3, 2) and (5, 2). The y numbers match, so count side to side. -3 is 3 away from zero. 5 is 5 away. **Add: 3 + 5 = 8.**

C, D: same side

(-6, -4) and (-6, -1). The x numbers match, so count up and down. -4 is 4 away from zero. -1 is 1 away. **Subtract: 4 - 1 = 3.**

Absolute value

$|-3| = 3$ and $|5| = 5$. It is how far from zero.

Three steps

1. Find the number that matches in both points. **2.** Look at the other two numbers. Same side of zero or opposite sides? **3.** Same side: subtract. Opposite sides: add.

Try it: **(-2, 5) and (6, 5)** = _____ units

Try it: **(4, -6) and (4, -1)** = _____ units

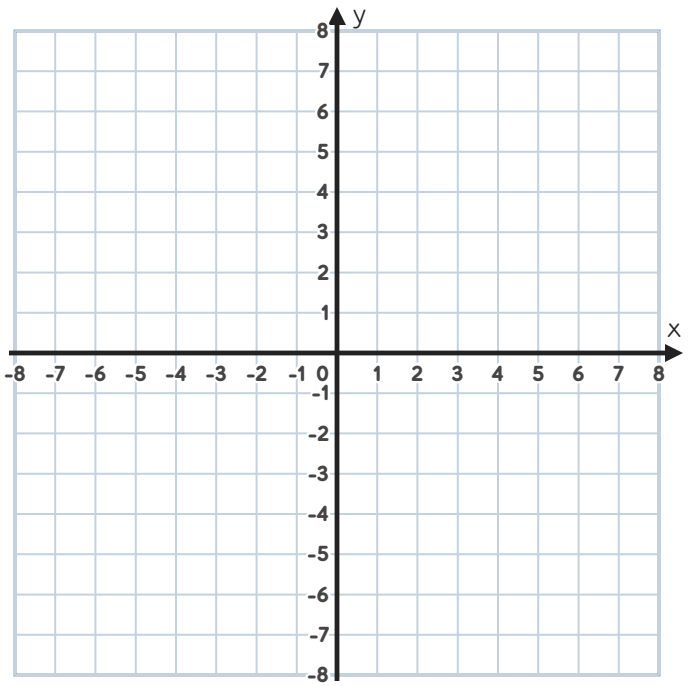
Try it: **(-5, -2) and (4, -2)** = _____ units

PREVIEW

Preview - Bright Path Sped

My name: _____

Find how far apart each pair of points is.



9. Plot and measure

Plot P (-3, 3) and Q (2, 3) on the grid. Draw a line from P to Q.

Distance: _____ units

1. (7, 4) and (-7, 4)

Distance: _____ units

2. (1, -3) and (1, -6)

Distance: _____ units

3. (-7, 3) and (-3, 3)

Distance: _____ units

4. (-3, 7) and (-3, -2)

Distance: _____ units

5. (-6, 2) and (-6, 8)

Distance: _____ units

6. (4, 1) and (2, 1)

Distance: _____ units

7. (5, -6) and (5, 1)

Distance: _____ units

8. (-4, -1) and (1, -1)

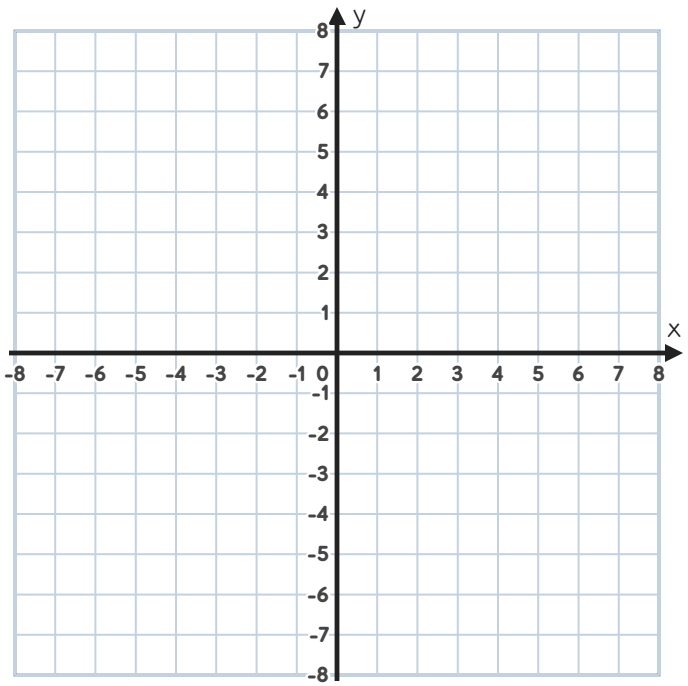
Distance: _____ units

PREVIEW

Preview - Bright Path Sped

My name: _____

Find how far apart each pair of points is.



9. Plot and measure

Plot P (-1, 6) and Q (-6, 6) on the grid. Draw a line from P to Q.

Distance: _____ units

1. (8, 5) and (4, 5)

Distance: _____ units

2. (1, -3) and (-2, -3)

Distance: _____ units

3. (-8, 2) and (1, 2)

Distance: _____ units

4. (-8, 6) and (-8, -8)

Distance: _____ units

5. (-7, 7) and (-7, -5)

Distance: _____ units

6. (-8, 8) and (-8, 1)

Distance: _____ units

7. (1, 7) and (3, 7)

Distance: _____ units

8. (-2, -8) and (-2, -3)

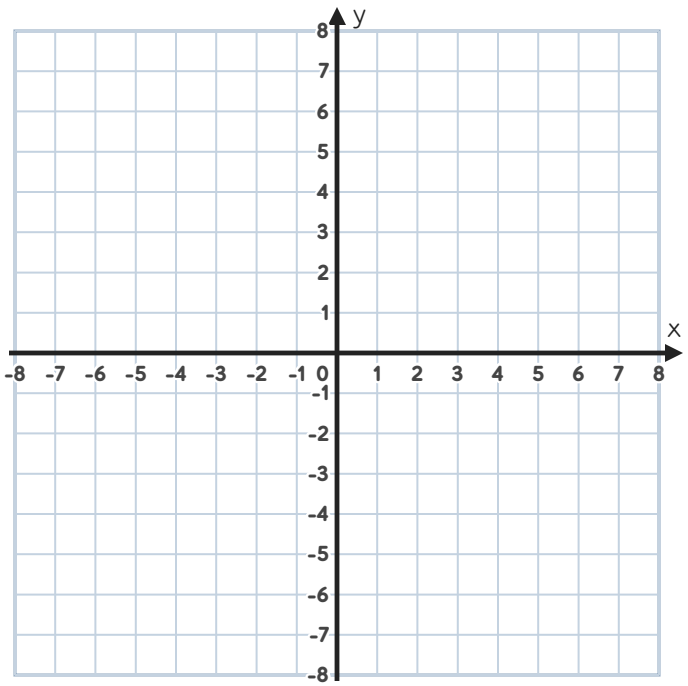
Distance: _____ units

PREVIEW

Preview - Bright Path Sped

My name: _____

Find how far apart each pair of points is.



9. Plot and measure

Plot P (-3, -7) and Q (-3, 1) on the grid. Draw a line from P to Q.

Distance: _____ units

1. (2, -6) and (2, -4)

Distance: _____ units

2. (-5, 4) and (7, 4)

Distance: _____ units

3. (2, 3) and (-5, 3)

Distance: _____ units

4. (5, 6) and (1, 6)

Distance: _____ units

5. (-7, -3) and (-7, -8)

Distance: _____ units

6. (-2, -6) and (-2, 8)

Distance: _____ units

7. (-1, 3) and (-1, -7)

Distance: _____ units

8. (-7, -3) and (-4, -3)

Distance: _____ units

PREVIEW

Answer Key and Scoring - Forms A-C

Each row reads: the two points, then the distance in units. Row 9 is the plot-and-measure problem.

Form A

#	Points	Dist.	Right?
1	(7, 4) to (-7, 4)	14	
2	(1, -3) to (1, -6)	3	
3	(-7, 3) to (-3, 3)	4	
4	(-3, 7) to (-3, -2)	9	
5	(-6, 2) to (-6, 8)	6	
6	(4, 1) to (2, 1)	2	
7	(5, -6) to (5, 1)	7	
8	(-4, -1) to (1, -1)	5	
9	P (-3, 3) Q (2, 3)	5	

Correct ___ / 9

Form B

#	Points	Dist.	Right?
1	(2, -4) to (5, -4)	3	
2	(-5, -3) to (-1, -3)	4	
3	(5, -2) to (-4, -2)	9	
4	(8, -1) to (8, -6)	5	
5	(1, -2) to (-1, -2)	2	
6	(6, 6) to (6, -1)	7	
7	(5, 6) to (5, -8)	14	
8	(6, 7) to (6, 1)	6	
9	P (7, 7) Q (7, -2)	9	

Correct ___ / 9

Form C

#	Points	Dist.	Right?
1	(8, 5) to (4, 5)	4	
2	(1, -3) to (-2, -3)	3	
3	(-8, 2) to (1, 2)	9	
4	(-8, 6) to (-8, -8)	14	
5	(-7, 7) to (-7, -5)	12	
6	(-8, 8) to (-8, 1)	7	
7	(1, 7) to (3, 7)	2	
8	(-2, -8) to (-2, -3)	5	
9	P (-1, 6) Q (-6, 6)	5	

Correct ___ / 9

Scoring reminder

- Untimed. Self-corrections count as correct. Log the score the same day.
- For row 9, score the distance by the rule your team wrote on the goal page: the number alone, or the number and the two plotted points.
- Rows 1-8 on every form: two side to side on the same side of an axis, two side to side across the y-axis, two up and down on the same side, two up and down across the x-axis.

PREVIEW

Teacher Notes - Reading the Errors

Where the work breaks tells you what to teach next.

What this probe measures

- Whether a student can find how far apart two points are when they share an x or a y value: side to side or up and down, on one side of an axis or across it.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

Across the axis, the student subtracts

- (-4, 3) and (5, 3) comes out 1: the sizes were subtracted, not added.
- Teach "opposite sides of zero: add the distances from zero" and have the student mark zero on the grid first.

Same side, the student adds

- (1, 3) and (7, 3) comes out 8: both numbers were added.
- Say it aloud: same side of zero, the closer one is inside the farther one, so subtract.

The count is off by one

- The student counts the grid lines, including the starting point, and is one over.
- Teach counting the jumps between points, not the points.

The plot item: x and y swapped

- The point is plotted at (3, -6) when it should be (-6, 3).
- Teach across first, then up or down, and have the student say it before plotting.

Words to use when you teach it

- **Absolute value**: how far a number is from zero. $|-4| = 4$.
- **Distance**: how many units apart; it is never negative.
- **Same side / opposite sides**: whether both numbers are positive or both negative, or one of each.

This student's scoring rules and notes

PREVIEW

Distance on the Coordinate Plane - 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 9, 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 distance on the coordinate plane, 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 9 problems on a coordinate plane, Priya will find the distance between two points that share an x or a y value on 7 of 9 problems on 3 consecutive weekly probes, as measured by teacher-scored distance on the coordinate plane probes (forms A–F).

#	Date	Form	Correct	Errors	Graphed	Notes
1	1/12	A	3	6	3	baseline
2	1/13	B	4	5	4	baseline
3	1/14	C	3	6	3	baseline (median of 3, 4, 3 = 3)
4	1/21	D	3	6	3	across-the-axis pairs: subtracted instead of adding
5	1/28	E	4	5	4	same: across pairs miss
6	2/4	F	3	6	3	3 under the aim line: taught opposite sides, add
7	2/11	A	5	4	5	across pairs now right; same-side still slips
8	2/18	B	5	4	5	counting the start point off by one
9	2/25	C	6	3	6	plot item: two points plotted, count still off
10	3/4	D	7	2	7	criterion score, first time
11	3/11	E	7	2	7	second in a row at 7
12	3/18	F	8	1	8	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 3, 4, 3, so 3. Not the average, not the best.
- The aim line runs from 3 in week 1 to 7 at the goal date. Probes 4, 5 and 6 (3, 4, 3) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name where the errors fell: Priya subtracted when the points were on opposite sides of an axis. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (7, 7, 8): three in a row at 7 of 9 or better.

The progress report sentence this log produces

On weekly distance on the coordinate plane probes (9 items, untimed), Priya scored 3 of 9 at baseline and 7, 7 and 8 of 9 on the last three probes, meeting the criterion of 7 of 9 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.
- Errors are 9 minus the number correct on every row; nothing here is estimated.
- Copy this layout for your own student, with your own real scores.

PREVIEW