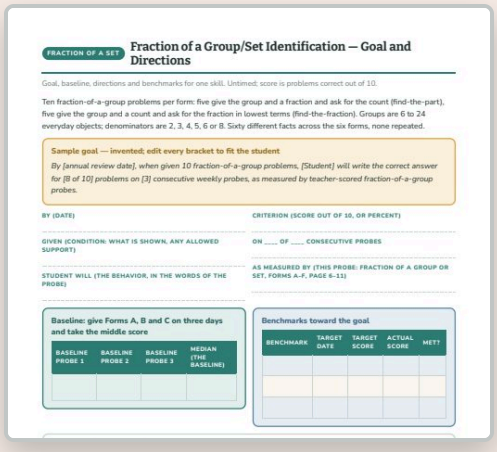
SPECIAL EDUCATION

EDITABLE

FRACTION OF A GROUP/SET

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


FRACTION OF A SET

Fraction of a Group/Set Identification — Goal and Directions

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

Ten fraction-of-a-group problems per form: five give the group and a fraction and ask for the count (find-the-part), five give the group and a count and ask for the fraction in lowest terms (find-the-fraction). Groups are 6 to 24 everyday objects; denominators are 2, 3, 4, 5, 6 or 8. Sixty different facts across the six forms, none repeated.

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

By [annual review date], when given 10 fraction-of-a-group problems, [Student] will write the correct answer for [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored fraction-of-a-group 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)

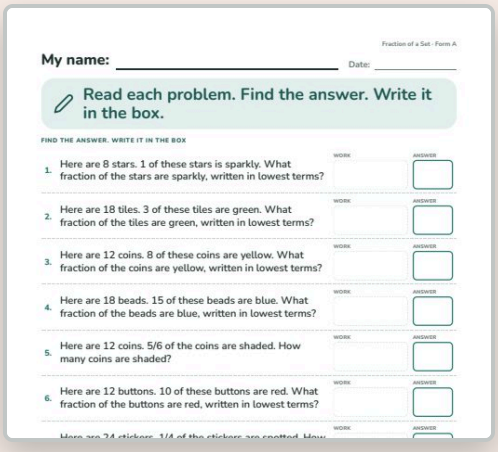
AS MEASURED BY (THIS PROBE: FRACTION OF A GROUP OR SET, FORMS A–F, PAGE 6–11)

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?


Fraction of a Set · Form A

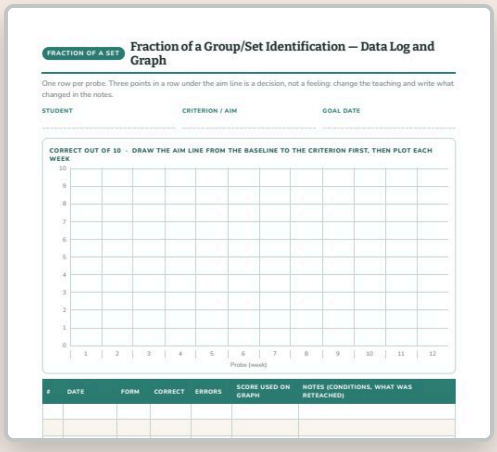
My name: _____ Date: _____

Read each problem. Find the answer. Write it in the box.

FIND THE ANSWER. WRITE IT IN THE BOX

1. Here are 8 stars. 1 of these stars is sparkly. What fraction of the stars are sparkly, written in lowest terms? WORK ANSWER
2. Here are 18 tiles. 3 of these tiles are green. What fraction of the tiles are green, written in lowest terms? WORK ANSWER
3. Here are 12 coins. 8 of these coins are yellow. What fraction of the coins are yellow, written in lowest terms? WORK ANSWER
4. Here are 18 beads. 15 of these beads are blue. What fraction of the beads are blue, written in lowest terms? WORK ANSWER
5. Here are 12 coins. 5/6 of the coins are shaded. How many coins are shaded? WORK ANSWER
6. Here are 12 buttons. 10 of these buttons are red. What fraction of the buttons are red, written in lowest terms? WORK ANSWER

Here are 24 stickers. 1/4 of the stickers are spotted. How WORK ANSWER


FRACTION OF A SET

Fraction of a Group/Set Identification — 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

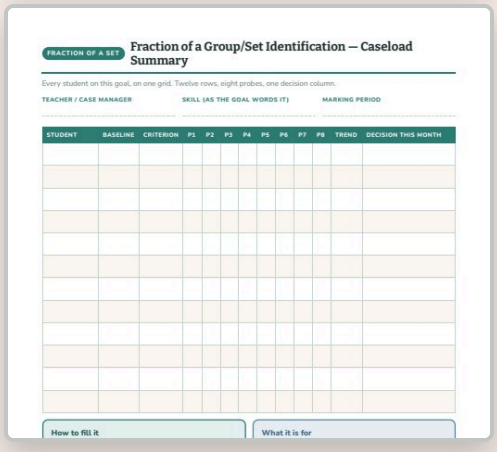
CRITERION / AIM

GOAL DATE

CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK

Probe (week)

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


FRACTION OF A SET

Fraction of a Group/Set Identification — Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER

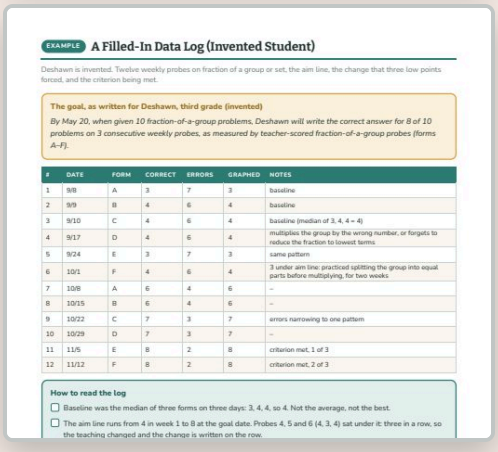
SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

How to fill it

What it is for


EXAMPLE

A Filled-In Data Log (Invented Student)

Deshawn is invented. Twelve weekly probes on fraction of a group or set, the aim line, the change that three low points forced, and the criterion being met.

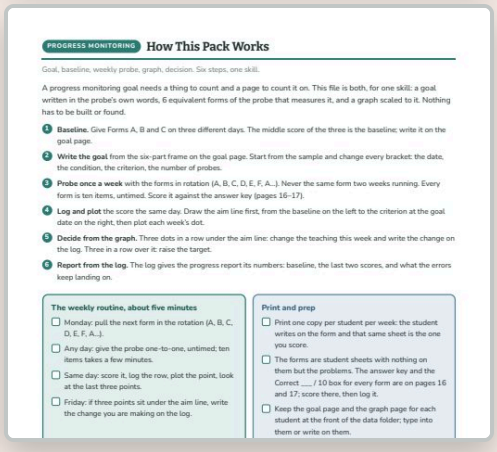
The goal, as written for Deshawn, third grade (invented)

By May 20, when given 10 fraction-of-a-group problems, Deshawn will write the correct answer for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored fraction-of-a-group probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	4	6	4	baseline (median of 3, 4, 4 = 4)
4	9/17	D	4	6	4	multiplies the group by the wrong number, or forgets to reduce the fraction to lowest terms
5	9/24	E	3	7	3	same pattern
6	10/1	F	4	6	4	3 under aim line: practiced splitting the group into equal parts before multiplying, for two weeks
7	10/8	A	6	4	6	–
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: 3, 4, 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, 3, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.


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.

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. Score it against the answer key (pages 16–17).
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 forms are student sheets with nothing on them but the problems. The answer key and the Correct ____ / 10 box for every form are on pages 16 and 17; score there, then log it.
- ☐ 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.

Fillable PDF | **18 Pages** | **Six Probe Forms** | **Goal + Graph**

BRIGHT PATH SPED

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.

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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 forms are student sheets with nothing on them but the problems. The answer key and the Correct ___ / 10 box for every form are on pages 16 and 17; score there, then log it.
- [ ] 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, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six forms. 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.

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FRACTION OF A SET

Fraction of a Group/Set Identification — Goal and Directions

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

Ten fraction-of-a-group problems per form: five give the group and a fraction and ask for the count (find-the-part), five give the group and a count and ask for the fraction in lowest terms (find-the-fraction). Groups are 6 to 24 everyday objects; denominators are 2, 3, 4, 5, 6 or 8. Sixty different facts across the six forms, none repeated.

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

By [annual review date], when given 10 fraction-of-a-group problems, [Student] will write the correct answer for [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored fraction-of-a-group 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: FRACTION OF A GROUP OR SET, 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 it, find the answer, write it in the box.”
- [ ] Correct: the number of objects (find-the-part) or the fraction in lowest terms (find-the-fraction).
- [ ] Every group is stated in the sentence; nothing is drawn or shaded on the page.
- [ ] 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)

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My name: _____ Date: _____

Read each problem. Find the answer. Write it in the box.

FIND THE ANSWER. WRITE IT IN THE BOX

		WORK	ANSWER
1.	Here are 8 stars. 1 of these stars is sparkly. What fraction of the stars are sparkly, written in lowest terms?		
2.	Here are 18 tiles. 3 of these tiles are green. What fraction of the tiles are green, written in lowest terms?		
3.	Here are 12 coins. 8 of these coins are yellow. What fraction of the coins are yellow, written in lowest terms?		
4.	Here are 18 beads. 15 of these beads are blue. What fraction of the beads are blue, written in lowest terms?		
5.	Here are 12 coins. 5/6 of the coins are shaded. How many coins are shaded?		
6.	Here are 12 buttons. 10 of these buttons are red. What fraction of the buttons are red, written in lowest terms?		
7.	Here are 24 stickers. 1/4 of the stickers are spotted. How many stickers are spotted?		
8.	Here are 21 stickers. 1/3 of the stickers are spotted. How many stickers are spotted?		
9.	Here are 18 shapes. 2/3 of the shapes are shiny. How many shapes are shiny?		
10.	Here are 16 beads. 7/8 of the beads are square. How many beads are square?		

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My name: _____ Date: _____

Read each problem. Find the answer. Write it in the box.

FIND THE ANSWER. WRITE IT IN THE BOX

		WORK	ANSWER
1.	Here are 10 cubes. 2/5 of the cubes are shiny. How many cubes are shiny?		
2.	Here are 10 cubes. 6 of these cubes are sparkly. What fraction of the cubes are sparkly, written in lowest terms?		
3.	Here are 24 blocks. 3 of these blocks are round. What fraction of the blocks are round, written in lowest terms?		
4.	Here are 8 stickers. 5/8 of the stickers are blue. How many stickers are blue?		
5.	Here are 8 crayons. 3/4 of the crayons are red. How many crayons are red?		
6.	Here are 24 crayons. 3/8 of the crayons are spotted. How many crayons are spotted?		
7.	Here are 6 beads. 5 of these beads are broken. What fraction of the beads are broken, written in lowest terms?		
8.	Here are 20 blocks. 8 of these blocks are round. What fraction of the blocks are round, written in lowest terms?		
9.	Here are 24 cubes. 4 of these cubes are green. What fraction of the cubes are green, written in lowest terms?		
10.	Here are 15 cubes. 1/5 of the cubes are shaded. How many cubes are shaded?		

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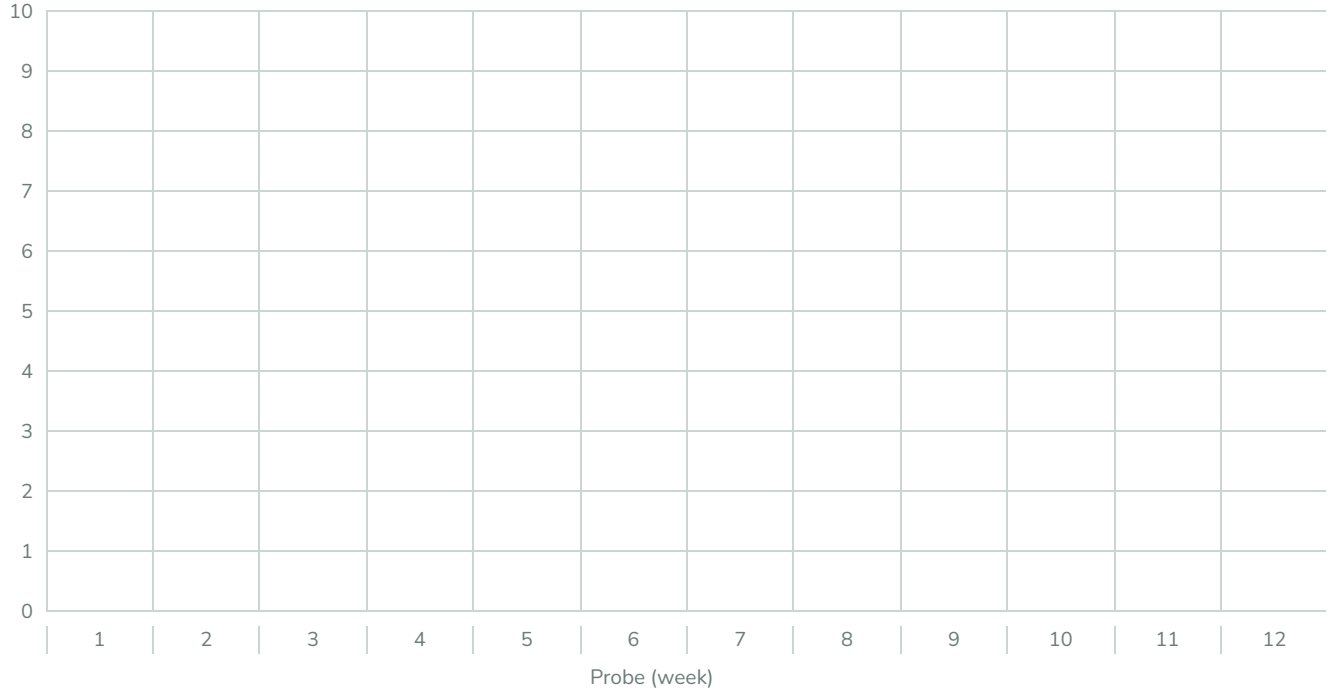
FRACTION OF A SET

Fraction of a Group/Set Identification — 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)

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FRACTION OF A SET

Fraction of a Group/Set Identification — 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.

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EXAMPLE A Filled-In Data Log (Invented Student)

Deshawn is invented. Twelve weekly probes on fraction of a group or set, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 fraction-of-a-group problems, Deshawn will write the correct answer for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored fraction-of-a-group probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	4	6	4	baseline (median of 3, 4, 4 = 4)
4	9/17	D	4	6	4	multiplies the group by the wrong number, or forgets to reduce the fraction to lowest terms
5	9/24	E	3	7	3	same pattern
6	10/1	F	4	6	4	3 under aim line: practiced splitting the group into equal parts before multiplying, for two weeks
7	10/8	A	6	4	6	–
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: 3, 4, 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, 3, 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: “multiplies the group by the wrong number, or forgets to reduce the fraction to lowest terms” 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 fraction of a group or set probes (10 items, untimed), Deshawn scored 4 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.

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