

# FRACTION WORD PROBLEMS

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

**FRACTION WORD PROBLEMS** **Fraction Word Problems, Unlike Denominators – Goal and Directions**

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

Ten one-step fraction word problems per form (five addition, five subtraction), each built on two fractions of the SAME whole with unlike denominators (common denominator 24 or less). Every answer, once combined, is already in lowest terms. Six different fraction facts across the six forms, none repeated.

**Sample goal — invented; edit every bracket to fit the student:**  
By [annual review date], when given 10 one-step fraction word problems with unlike denominators, [Student] will write the correct sum or difference for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored fraction 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: FRACTION WORD PROBLEMS, UNLIKE DENOMINATORS, FORMS A-F, PAGE 8-11) \_\_\_\_\_

**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 | MET? |
|-----------|-------------|--------------|--------------|------|
|           |             |              |              |      |

**Giving and scoring the probe**  
☐ Say: "Read the problem. Find a common denominator, then add or subtract. Show your work, then write the final answer, already reduced, in the box."

**Fraction Word Problems – Form A**

My name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read each problem. Show your work. Write the final answer in the box, already reduced.**

SHOW YOUR WORK. WRITE ONLY THE FINAL ANSWER, ALREADY REDUCED, IN THE BOX

- Zoe has  $\frac{2}{3}$  of a garden. Zoe gets  $\frac{1}{4}$  more of the garden. How much of the garden does Zoe have now?  
Show your work \_\_\_\_\_ Answer:
- Ana has  $\frac{1}{4}$  of a board. Ana uses  $\frac{1}{6}$  of the board. How much of the board does Ana have left?  
Show your work \_\_\_\_\_ Answer:
- Kai has  $\frac{1}{3}$  of a board. Kai gets  $\frac{2}{5}$  more of the board. How much of the board does Kai have now?  
Show your work \_\_\_\_\_ Answer:
- Mia has  $\frac{7}{8}$  of a pie. Mia uses  $\frac{1}{6}$  of the pie. How much of the pie does Mia have left?  
Show your work \_\_\_\_\_ Answer:
- Zoe has  $\frac{2}{5}$  of a bag of flour. Zoe uses  $\frac{1}{4}$  of the bag of flour. How much of the bag of flour does Zoe have left?  
Show your work \_\_\_\_\_ Answer:

**FRACTION WORD PROBLEMS** **Fraction Word Problems, Unlike Denominators – 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 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|
| 1    |   |   |   |   |   |   |   |   |   |    |    |    |
| 2    |   |   |   |   |   |   |   |   |   |    |    |    |
| 3    |   |   |   |   |   |   |   |   |   |    |    |    |
| 4    |   |   |   |   |   |   |   |   |   |    |    |    |
| 5    |   |   |   |   |   |   |   |   |   |    |    |    |
| 6    |   |   |   |   |   |   |   |   |   |    |    |    |
| 7    |   |   |   |   |   |   |   |   |   |    |    |    |
| 8    |   |   |   |   |   |   |   |   |   |    |    |    |
| 9    |   |   |   |   |   |   |   |   |   |    |    |    |
| 10   |   |   |   |   |   |   |   |   |   |    |    |    |

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

**FRACTION WORD PROBLEMS** **Fraction Word Problems, Unlike Denominators – 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 |
|---------|---------|-----------|----|----|----|----|----|----|----|----|-------|---------------------|
|         |         |           |    |    |    |    |    |    |    |    |       |                     |
|         |         |           |    |    |    |    |    |    |    |    |       |                     |
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|         |         |           |    |    |    |    |    |    |    |    |       |                     |
|         |         |           |    |    |    |    |    |    |    |    |       |                     |

**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 the percentage.

**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 different probes?" (Because that one sits flat together on a...

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

Piya is invented. Twelve weekly probes on fraction word problems, unlike denominators, the aim line, the change that three low points forced, and the criterion being met.

**The goal, as written for Piya, fifth grade (invented)**  
By May 20, when given 10 one-step fraction word problems with unlike denominators, Piya will write the correct sum or difference for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored fraction word problem 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       | found the right common denominator but combined the original numerators instead of the converted ones                    |
| 5  | 9/24  | E    | 3       | 7      | 3       | same pattern                                                                                                             |
| 6  | 10/1  | F    | 4       | 6      | 4       | 3 under aim line: practiced converting each numerator to the new denominator before adding or subtracting, 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: "found the right common denominator but combined the original numerators instead of the converted ones" is what sent the teaching somewhere specific, and a score on its own would not have said that.

**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. Score it against the answer key (pages 16-17).
- 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: 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.

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.
- ☐ 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.

# Fraction Word Problems, Unlike Denominators — Goal and Directions

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

Ten one-step fraction word problems per form (five addition, five subtraction), each built on two fractions of the SAME whole with unlike denominators (common denominator 24 or less). Every answer, once combined, is already in lowest terms. Sixty different fraction facts across the six forms, none repeated.

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

By [annual review date], when given 10 one-step fraction word problems with unlike denominators, [Student] will write the correct sum or difference for [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored fraction 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: FRACTION WORD PROBLEMS, UNLIKE DENOMINATORS, 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, show your work, write the answer, reduced, in the box.”
- ☐ Correct: the reduced fraction in the box. The work strip shows what went wrong.
- ☐ Only two sentence frames appear, every form.
- ☐ 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)**

My name: \_\_\_\_\_ Date: \_\_\_\_\_

 Read each problem. Show your work. Write the final answer in the box, already reduced.

SHOW YOUR WORK. WRITE ONLY THE FINAL ANSWER, ALREADY REDUCED, IN THE BOX

1. Zoe has  $\frac{2}{3}$  of a garden. Zoe gets  $\frac{1}{4}$  more of the garden. How much of the garden does Zoe have now?

WORK

ANSWER

2. Ana has  $\frac{1}{4}$  of a board. Ana uses  $\frac{1}{6}$  of the board. How much of the board does Ana have left?

WORK

ANSWER

3. Kai has  $\frac{1}{3}$  of a board. Kai gets  $\frac{2}{5}$  more of the board. How much of the board does Kai have now?

WORK

ANSWER

4. Mia has  $\frac{7}{8}$  of a pie. Mia uses  $\frac{1}{6}$  of the pie. How much of the pie does Mia have left?

WORK

ANSWER

5. Zoe has  $\frac{2}{5}$  of a bag of flour. Zoe uses  $\frac{1}{4}$  of the bag of flour. How much of the bag of flour does Zoe have left?

WORK

ANSWER

6. Mia has  $\frac{1}{3}$  of a pizza. Mia uses  $\frac{1}{6}$  of the pizza. How much of the pizza does Mia have left?

WORK

ANSWER

7. Zoe has  $\frac{1}{5}$  of a sheet of paper. Zoe gets  $\frac{1}{10}$  more of the sheet of paper. How much of the sheet of paper does Zoe have now?

WORK

ANSWER

8. Tom has  $\frac{1}{4}$  of a bag of flour. Tom gets  $\frac{1}{10}$  more of the bag of flour. How much of the bag of flour does Tom have now?

WORK

ANSWER

9. Kai has  $\frac{3}{8}$  of a bag of flour. Kai gets  $\frac{1}{6}$  more of the bag of flour. How much of the bag of flour does Kai have now?

WORK

ANSWER

10. Ana has  $\frac{11}{12}$  of a roll of tape. Ana uses  $\frac{7}{8}$  of the roll of tape. How much of the roll of tape does Ana have left?

WORK

ANSWER

My name: \_\_\_\_\_ Date: \_\_\_\_\_

 Read each problem. Show your work. Write the final answer in the box, already reduced.

SHOW YOUR WORK. WRITE ONLY THE FINAL ANSWER, ALREADY REDUCED, IN THE BOX

1. Ana has  $\frac{4}{5}$  of a pie. Ana uses  $\frac{3}{4}$  of the pie. How much of the pie does Ana have left?

WORK

ANSWER

2. Tom has  $\frac{1}{4}$  of a sheet of paper. Tom gets  $\frac{3}{10}$  more of the sheet of paper. How much of the sheet of paper does Tom have now?

WORK

ANSWER

3. Sam has  $\frac{4}{5}$  of a rope. Sam uses  $\frac{1}{10}$  of the rope. How much of the rope does Sam have left?

WORK

ANSWER

4. Jen has  $\frac{3}{4}$  of a garden. Jen uses  $\frac{1}{10}$  of the garden. How much of the garden does Jen have left?

WORK

ANSWER

5. Tom has  $\frac{7}{12}$  of a pizza. Tom uses  $\frac{1}{2}$  of the pizza. How much of the pizza does Tom have left?

WORK

ANSWER

6. Kai has  $\frac{1}{8}$  of a bag of flour. Kai gets  $\frac{5}{6}$  more of the bag of flour. How much of the bag of flour does Kai have now?

WORK

ANSWER

7. Eli has  $\frac{1}{8}$  of a roll of tape. Eli gets  $\frac{7}{12}$  more of the roll of tape. How much of the roll of tape does Eli have now?

WORK

ANSWER

8. Sam has  $\frac{1}{4}$  of a garden. Sam gets  $\frac{1}{8}$  more of the garden. How much of the garden does Sam have now?

WORK

ANSWER

9. Mia has  $\frac{4}{5}$  of a cake. Mia uses  $\frac{2}{3}$  of the cake. How much of the cake does Mia have left?

WORK

ANSWER

10. Leo has  $\frac{1}{3}$  of a pitcher of juice. Leo gets  $\frac{3}{8}$  more of the pitcher of juice. How much of the pitcher of juice does Leo have now?

WORK

ANSWER

# Fraction Word Problems, Unlike Denominators — Data Log and Graph

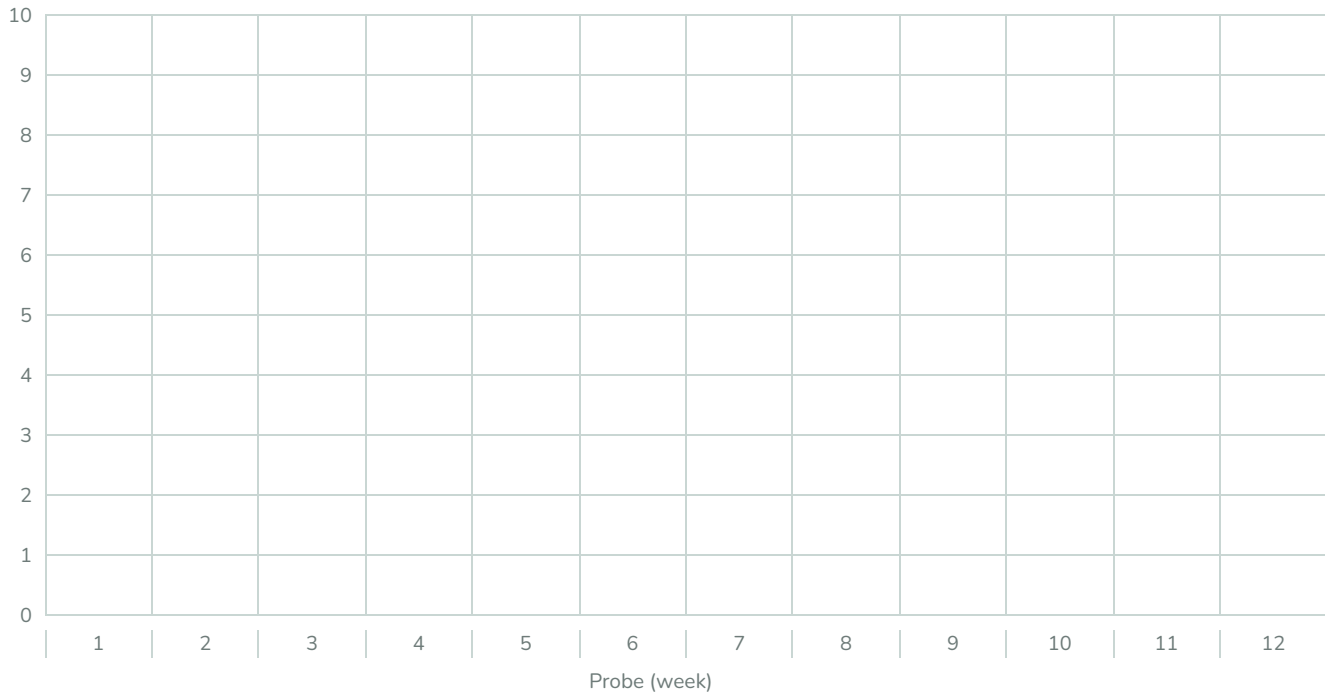
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 Word Problems, Unlike Denominators — 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)

Priya is invented. Twelve weekly probes on fraction word problems, unlike denominators, the aim line, the change that three low points forced, and the criterion being met.

### The goal, as written for Priya, fifth grade (invented)

*By May 20, when given 10 one-step fraction word problems with unlike denominators, Priya will write the correct sum or difference for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored fraction word problem 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       | found the right common denominator but combined the original numerators instead of the converted ones                    |
| 5  | 9/24  | E    | 3       | 7      | 3       | same pattern                                                                                                             |
| 6  | 10/1  | F    | 4       | 6      | 4       | 3 under aim line: practiced converting each numerator to the new denominator before adding or subtracting, 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: “found the right common denominator but combined the original numerators instead of the converted ones” 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 word problems, unlike denominators probes (10 items, untimed), Priya 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.*