

LINE PLOTS WITH FRACTIONAL UNITS

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

LINE PLOTS WITH FRACTIONS Line Plots with Fractional Units – Goal and Directions

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

Ten line-plot problems per form, the same fixed split every form: Items 1-3 ask how many data points sit at one named mark, 4-6 ask how many more data points sit at one mark than another, 7-9 ask how many data points show a length greater than a named mark, and 9-10 ask for the total number of data points. Every line plot runs from $\frac{1}{8}$ inch to 1 inch in eighths, so every mark is a half, a quarter, or an eighth of an inch, never a whole-number count.

Sample goal — Invented; edit every bracket to fit the student.
By [annual review date], when given 10 line plots showing a data set measured in halves, quarters, and eighths of an inch, [Student] will answer the question about the line plot correctly for 8 of 10 line plots on [3] consecutive weekly probes, as measured by teacher-scored line plot 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: LINE PLOTS WITH FRACTIONAL UNITS, FORMS A-F; PAGE 6-11)

Baseline: give Forms A, B and C on three days and take the middle score

BASILINE PROBE 1	BASILINE PROBE 2	BASILINE PROBE 3	MEDIAN (THE BASILINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MEET?

Giving and scoring the probe

☐ Say: "Look at the line plot. Answer the question about it. Write the number in the box."

☐ Correct: the exact number the question asks for.

Line Plots with Fractions - Form A

My name: _____ Date: _____

Look at the line plot. Write the number in the box.

EACH X ABOVE THE LINE = ONE MEASUREMENT, TO THE NEAREST EIGHTH OF AN INCH. WRITE THE NUMBER IN THE BOX

1. **COUNT** How many data points are at $\frac{1}{8}$ inch? →

2. **COUNT** How many data points are at $\frac{1}{8}$ inch? →

3. **COUNT** How many data points are at $\frac{1}{8}$ inch? →

4. **DIFF** How many more data points are at $\frac{3}{8}$ inch than at $\frac{1}{8}$ inch? →

5. **DIFF** How many more data points are at $\frac{3}{8}$ inch than at $\frac{1}{8}$ inch? →

6. **DIFF** How many more data points are at $\frac{1}{8}$ inch than at $\frac{7}{8}$ inch? →

7. **MORE** How many data points show a length of more than $\frac{3}{8}$ inch? →

8. **MORE** How many data points show a length of more than $\frac{1}{8}$ inch? →

9. **TOTAL** How many data points are on the line plot in all? →

LINE PLOTS WITH FRACTIONS Line Plots with Fractional Units – 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

Probe (week)

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

LINE PLOTS WITH FRACTIONS Line Plots with Fractional Units – 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	BASILINE	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 months.

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.

EXAMPLE A Filled-In Data Log (Invented Student)

Priya is invented. Twelve weekly probes on line plots with fractional units, 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 line plots showing a data set measured in halves, quarters, and eighths of an inch, Priya will answer the question about the line plot correctly for 8 of 10 line plots on 3 consecutive weekly probes, as measured by teacher-scored line plot probes (Forms A-F).

#	DATE	FORM	CORRECT	ERROES	NOTES
1	9/9	A	3	7	3
2	9/9	B	4	6	4
3	9/10	C	3	7	3
4	9/17	D	2	8	2
5	9/24	E	3	7	3
6	10/1	F	2	8	2
7	10/8	A	5	5	5
8	10/15	B	6	4	6
9	10/22	C	7	3	7
10	10/29	D	7	3	7
11	11/5	E	8	2	8
12	11/12	F	8	2	8

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 8 at the goal date. Probes 4, 5 and 6 (2, 3, 2) 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: "read the number-line marks correctly but subtracted the smaller count from the larger on the difference items and missed the 'more than' items by including the named mark itself in the sum" 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.

What this probe is not Equivalent forms, and why it matters

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 the same 3/3/2/2 split of point-count, point-difference, more-than and total items, so a score means the same thing on every form. 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.

Line Plots with Fractional Units — Goal and Directions

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

Ten line-plot problems per form: items 1-3 ask the count at one named mark, 4-6 ask how many more data points sit at one mark than another, 7-8 ask how many data points show a length greater than a named mark, and 9-10 ask for the total. Every line plot runs $\frac{1}{8}$ to 1 inch in eighths, so every mark is a half, quarter, or eighth of an inch.

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

By [annual review date], when given 10 line plots showing a data set measured in halves, quarters, and eighths of an inch, [Student] will answer the question about the line plot correctly for [8 of 10] line plots on [3] consecutive weekly probes, as measured by teacher-scored line plot 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: LINE PLOTS WITH FRACTIONAL UNITS, FORMS A-F, PAGE 6–11)

Baseline: give Forms A, B and C on three days and take the middle score

BASILINE PROBE 1	BASILINE PROBE 2	BASILINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: “Look at the line plot. Answer the question about it. Write the number in the box.”
- ☐ Correct: the exact number the question asks for.
- ☐ Each X above the line stands for one data point; the number line runs in eighths of an inch.
- ☐ 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: _____



Look at the line plot. Write the number in the box.

EACH X ABOVE THE LINE = ONE MEASUREMENT, TO THE NEAREST EIGHTH OF AN INCH · WRITE THE NUMBER IN THE BOX

1. **COUNT**  How many data points are at 1 inch? →
2. **COUNT**  How many data points are at 1 inch? →
3. **COUNT**  How many data points are at 1 inch? →
4. **DIFF**  How many more data points are at 3/8 inch than at 1/8 inch? →
5. **DIFF**  How many more data points are at 3/8 inch than at 1/8 inch? →
6. **DIFF**  How many more data points are at 1 inch than at 7/8 inch? →
7. **MORE**  How many data points show a length of more than 3/8 inch? →
8. **MORE**  How many data points show a length of more than 1/8 inch? →
9. **TOTAL**  How many data points are on the line plot in all? →
10. **TOTAL**  How many data points are on the line plot in all? →

My name: _____

Date: _____



Look at the line plot. Write the number in the box.

EACH X ABOVE THE LINE = ONE MEASUREMENT, TO THE NEAREST EIGHTH OF AN INCH · WRITE THE NUMBER IN THE BOX

1. **COUNT**  How many data points are at $\frac{7}{8}$ inch? →
2. **COUNT**  How many data points are at $\frac{7}{8}$ inch? →
3. **COUNT**  How many data points are at $\frac{3}{4}$ inch? →
4. **DIFF**  How many more data points are at $\frac{5}{8}$ inch than at $\frac{1}{4}$ inch? →
5. **DIFF**  How many more data points are at $\frac{1}{4}$ inch than at $\frac{5}{8}$ inch? →
6. **DIFF**  How many more data points are at 1 inch than at $\frac{1}{4}$ inch? →
7. **MORE**  How many data points show a length of more than $\frac{3}{8}$ inch? →
8. **MORE**  How many data points show a length of more than $\frac{1}{8}$ inch? →
9. **TOTAL**  How many data points are on the line plot in all? →
10. **TOTAL**  How many data points are on the line plot in all? →

Line Plots with Fractional Units — Data Log and Graph

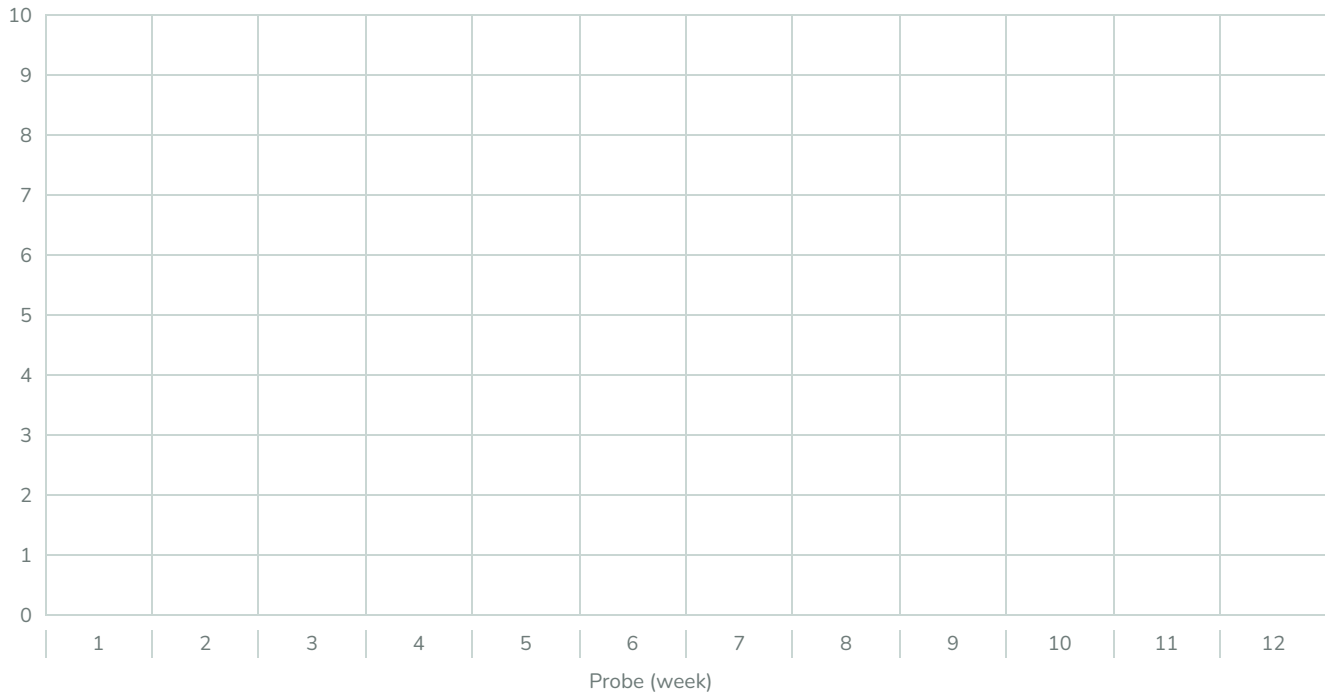
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Line Plots with Fractional Units — 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 line plots with fractional units, 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 line plots showing a data set measured in halves, quarters, and eighths of an inch, Priya will answer the question about the line plot correctly for 8 of 10 line plots on 3 consecutive weekly probes, as measured by teacher-scored line plot 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	3	7	3	baseline (median of 3, 4, 3 = 3)
4	9/17	D	2	8	2	subtracted in the wrong order on the difference items and included the named mark itself when adding up the more-than items
5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: pointed to each named mark and circled whether it counted before writing a number
7	10/8	A	5	5	5	–
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, 3, so 3. Not the average, not the best.
- ☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (2, 3, 2) 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: “subtracted in the wrong order on the difference items and included the named mark itself when adding up the more-than items” 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 line plots with fractional units probes (10 items, untimed), Priya scored 3 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.