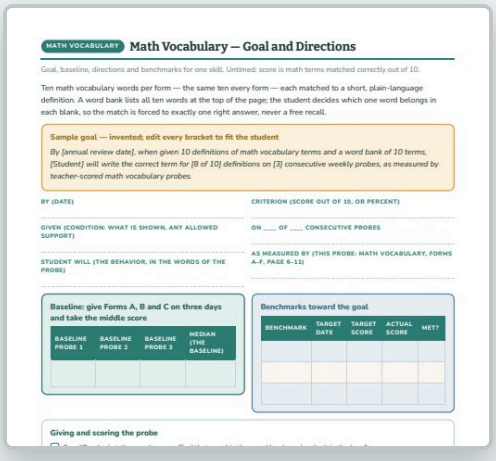
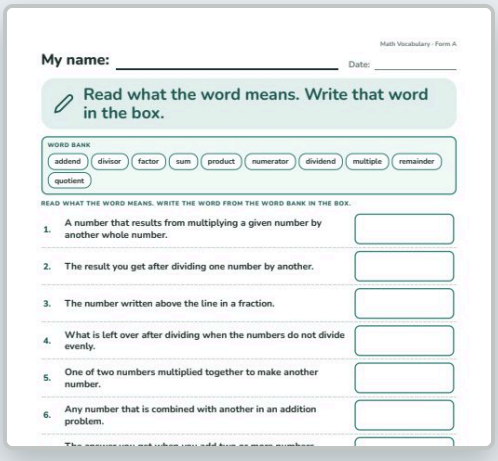
SPECIAL EDUCATION

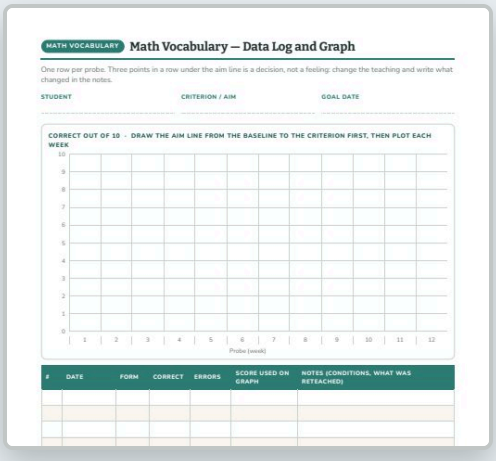
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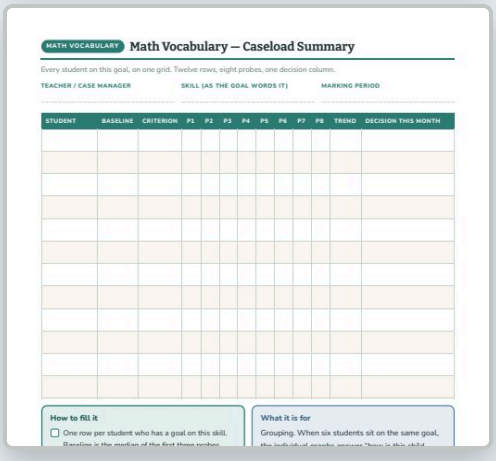
MATH VOCABULARY

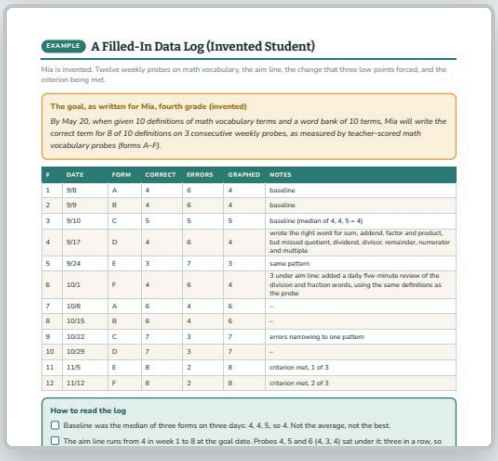
One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.

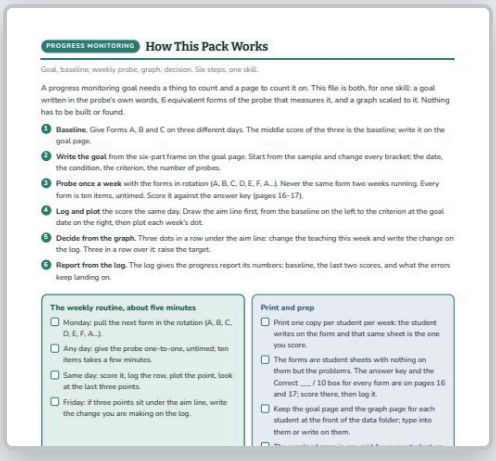












Fillable PDF | **18 Pages** | **Six Probe Forms** | **Goal + Graph**

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.

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 uses the same ten math vocabulary words — the fixed set being learned — in a different reading order each time, 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.

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MATH VOCABULARY

Math Vocabulary — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is math terms matched correctly out of 10.

Ten math vocabulary words per form — the same ten every form — each matched to a short, plain-language definition. A word bank lists all ten words at the top of the page; the student decides which one word belongs in each blank, so the match is forced to exactly one right answer, never a free recall.

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

By [annual review date], when given 10 definitions of math vocabulary terms and a word bank of 10 terms, [Student] will write the correct term for [8 of 10] definitions on [3] consecutive weekly probes, as measured by teacher-scored math vocabulary 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: MATH VOCABULARY, 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 what the word means. Find that word in the word bank, and write it in the box.”
- [ ] Correct: the exact math term from the word bank, spelled as shown there.
- [ ] The same ten math terms make up the word bank every form; what changes is the order the words and the definitions appear in.
- [ ] 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 what the word means. Write that word in the box.

WORD BANK

addend | divisor | factor | sum | product | numerator | dividend | multiple | remainder | quotient

READ WHAT THE WORD MEANS. WRITE THE WORD FROM THE WORD BANK IN THE BOX.

1. A number that results from multiplying a given number by another whole number. ☐
2. The result you get after dividing one number by another. ☐
3. The number written above the line in a fraction. ☐
4. What is left over after dividing when the numbers do not divide evenly. ☐
5. One of two numbers multiplied together to make another number. ☐
6. Any number that is combined with another in an addition problem. ☐
7. The answer you get when you add two or more numbers together. ☐
8. The number you are dividing by in a division problem. ☐
9. The number that is divided up in a division problem. ☐
10. The total you get after multiplying two or more numbers. ☐

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My name: _____ Date: _____

Read what the word means. Write that word in the box.

WORD BANK

dividend | remainder | factor | product | numerator | divisor | quotient | addend | sum | multiple

READ WHAT THE WORD MEANS. WRITE THE WORD FROM THE WORD BANK IN THE BOX.

1. A number that is multiplied by another number to make a new number. ☐
2. What you get when one number is divided by another number. ☐
3. The answer you get when you multiply two or more numbers together. ☐
4. The amount left over when a number does not divide evenly into groups. ☐
5. A number you can make by multiplying a given number by a whole number. ☐
6. One of the numbers being added together in an addition problem. ☐
7. The number being split into equal groups in a division problem. ☐
8. What you get when you combine two or more numbers through addition. ☐
9. The top number in a fraction, showing how many parts are being counted. ☐
10. The number that another number is being divided by. ☐

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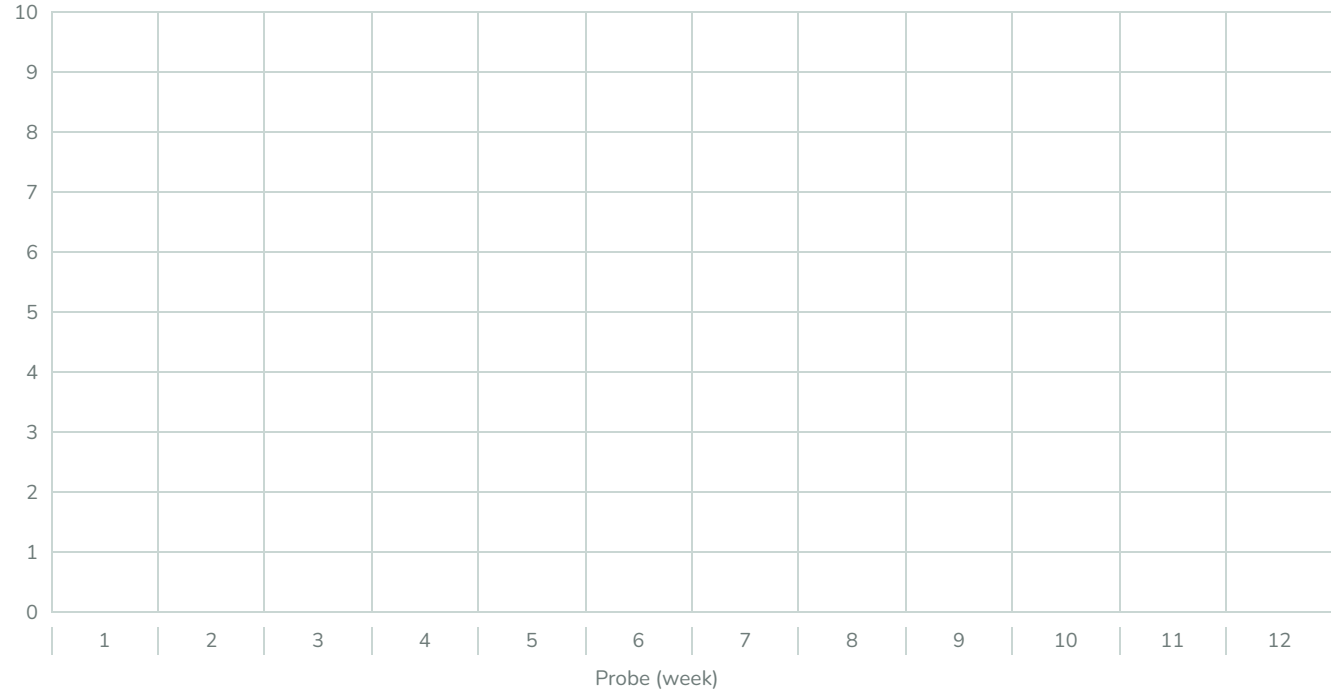
MATH VOCABULARY

Math Vocabulary — 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)

MATH VOCABULARY

Math Vocabulary — 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)

Mia is invented. Twelve weekly probes on math vocabulary, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Mia, fourth grade (invented)

By May 20, when given 10 definitions of math vocabulary terms and a word bank of 10 terms, Mia will write the correct term for 8 of 10 definitions on 3 consecutive weekly probes, as measured by teacher-scored math vocabulary probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	5	5	5	baseline (median of 4, 4, 5 = 4)
4	9/17	D	4	6	4	wrote the right word for sum, addend, factor and product, but missed quotient, dividend, divisor, remainder, numerator and multiple
5	9/24	E	3	7	3	same pattern
6	10/1	F	4	6	4	3 under aim line: added a daily five-minute review of the division and fraction words, using the same definitions as the probe
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: 4, 4, 5, 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: “wrote the right word for sum, addend, factor and product, but missed quotient, dividend, divisor, remainder, numerator and multiple” 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 math vocabulary probes (10 items, untimed), Mia 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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