

MISSING NUMBERS TO 30

One skill, start to finish: the IEP goal, six ten-item probe forms, and a graph scaled to the probe. Count on and count back, untimed. Fillable PDF.

MISSING NUMBERS Missing Numbers to 30 – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is missing numbers written correctly out of 10.

Ten runs of three consecutive numbers between 0 and 30 with one number missing; the missing number is first, middle or last at random, so the student has to count on and count back, not just add one.

Sample goal — Invented; edit every bracket to fit the student.

By [annual review date], when given 10 number sequences between 0 and 30 with one number missing, [Student] will write 8 of 10 missing numbers correctly on 10 consecutive weekly probes, as measured by teacher-scored missing number 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: MISSING NUMBERS, FORMS A-F, PAGE 9-10) _____

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	MEET

Giving and scoring the probe

☐ Say: "Each row counts up by one. One number is missing. Write it in the box." Do the first item together if the format is new.

☐ Correct the right numeral, locable, in the box. A reversed digit is correct if the number is unambiguous; write your

MISSING NUMBERS Missing Numbers to 30 – Form A

Write the missing number in each box. Untimed.

NAME _____ DATE _____ FORM A untimed - 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 number sequences between 0 and 30 with one number missing, [Student] will write 8 of 10 missing numbers correctly on 10 consecutive weekly probes, as measured by teacher-scored missing number probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

19 20	28 29
27 29	22 23
25 26	7 8
24 26	11 13

MISSING NUMBERS Missing Numbers to 30 – 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												
11												
12												

Probe (week)

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

MISSING NUMBERS Missing Numbers to 30 – 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

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

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

EXAMPLE A Filled-In Data Log (Invented Student)

This is invented. Twelve weekly probes on missing numbers to 30, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Theo, first grade (invented)

By May 20, when given 10 number sequences between 0 and 30 with one number missing, Theo will write 8 of 10 missing numbers correctly on 3 consecutive weekly probes, as measured by teacher-scored missing number probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	5	5	5	baseline
3	9/10	C	4	6	4	baseline (median of 4, 5, 4 = 4)
4	9/17	D	5	5	5	every miss is a blank in the FIRST position
5	9/24	E	4	6	4	same count back theme
6	10/1	F	5	5	5	3 under aim line; counting back from a number on a number line, daily
7	10/8	A	6	4	6	-
8	10/15	B	7	3	7	-
9	10/22	C	7	3	7	misses now only where the run crosses a decade
10	10/29	D	8	2	8	-
11	11/6	E	8	2	8	criterion met, 1 of 3
12	11/12	F	9	1	9	criterion met, 2 of 3

How to read the log

☐ Baseline was the median of three forms on three days: 4, 5, 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 (5, 4, 5) sat under it three in a row, so the teaching changed and the change is written on the row.

☐ The blank falls first, middle or last at random, which is the point, a student who can only count forward scores about seven of ten and the notes say which three he missed.

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.
- 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 whether the misses are the count-back items.

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 the missing numbers on the form and that same sheet is the one you score.

☐ The teacher copy is the one you mark on; the student copy stays clean.

☐ 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.

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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.
- 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.
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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 the missing numbers on the form and that same sheet is the one you score.
- ☐ The teacher copy is the one you mark on; the student copy stays clean.
- ☐ 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 runs drawn the same way, with the blank falling first, middle or last at random and no run repeated within a form. Forms are drawn independently, so a run can recur across the set. 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.

Missing Numbers to 30 – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is missing numbers written correctly out of 10.

Ten runs of three consecutive numbers between 0 and 30 with one number missing; the missing number is first, middle or last at random, so the student has to count on and count back, not just add one.

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

By [annual review date], when given 10 number sequences between 0 and 30 with one number missing, [Student] will write [8 of 10] missing numbers correctly on [3] consecutive weekly probes, as measured by teacher-scored missing number 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: MISSING NUMBERS, FORMS A–F, PAGE 5–10)

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: "Each row counts up by one. One number is missing. Write it in the box." Do the first item together if the format is new.
- ☐ Correct: the right numeral, legible, in the box. A reversed digit is correct if the number is unambiguous; write your rule below.
- ☐ Untimed. Let the student finish all ten.
- ☐ A number line is an accommodation, not part of the probe; if the IEP gives it, note it in the conditions of the goal.

Scoring rules for this student (accepted answers, reversals, supports allowed)

.....

.....

.....

What the errors say to reteach (carry over from the log)

.....

.....

.....

Write the missing number in each box. · Untimed.

NAME

DATE

FORM

A untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when given 10 number sequences between 0 and 30 with one number missing, [Student] will write [8 of 10] missing numbers correctly on [3] consecutive weekly probes, as measured by teacher-scored missing number probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

 19 2028 29 27 29 22 2325 26 7 824 2611 1317 1920 21 **TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL**

1

2

3

4

5

6

7

8

9

10

Missing numbers written correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Write the missing number in each box. · Untimed.

NAME

DATE

FORM

B untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 number sequences between 0 and 30 with one number missing, [Student] will write [8 of 10] missing numbers correctly on [3] consecutive weekly probes, as measured by teacher-scored missing number probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

 10 11

14 15
 6 7

 14 15

6 8

10 11

11 12

3 4

27 28

15 16

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Missing numbers written correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

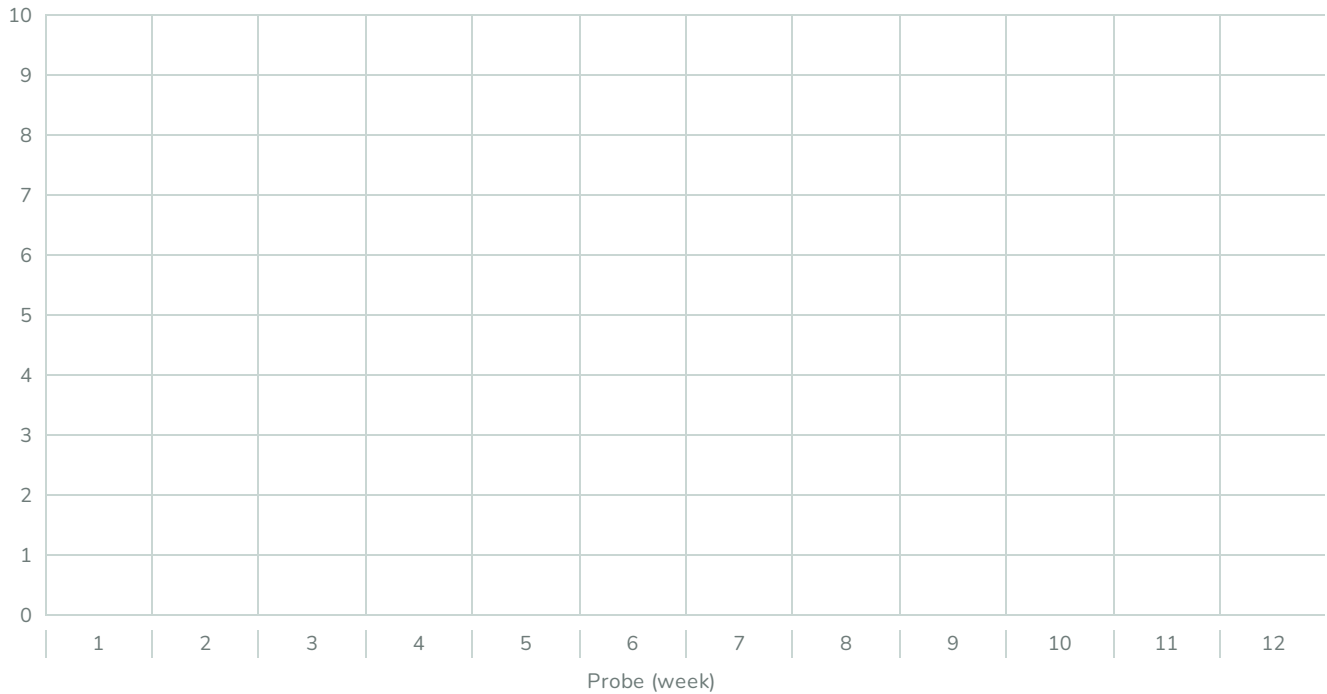
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 RETEACHING)

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

[illegible]

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)

Theo is invented. Twelve weekly probes on missing numbers to 30, the aim line, the change that three low points forced, and the criterion being met.

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6	10/1	F	5	5	5	3 under aim line: counting back from a number on a number line, daily
7	10/8	A	6	4	6	–
8	10/15	B	7	3	7	–
9	10/22	C	7	3	7	misses now only where the run crosses a decade
10	10/29	D	8	2	8	–
11	11/5	E	8	2	8	criterion met, 1 of 3
12	11/12	F	9	1	9	criterion met, 2 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 4, 5, 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 (5, 4, 5) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ The blank falls first, middle or last at random, which is the point: a student who can only count forward scores about seven of ten and the notes say which three he missed.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met. The next goal is addition within 10.

The progress report sentence this log produces

“On weekly missing number probes (10 three-number runs between 0 and 30, untimed), Theo wrote 4 of 10 missing numbers correctly at baseline in September and 8 and 9 of 10 on the two most recent probes in November. Errors at baseline were entirely items requiring counting back. 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.