

# NUMBER BONDS TO 10

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

## BONDS TO 10 Number Bonds to 10 – Goal and Directions

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

Ten items per form: a number and a blank that together make ten. There are only nine bonds to ten, so at least one number appears twice on every form—once with the blank on the left and once on the right. The same item never appears twice. A student who can only answer in one direction is caught by that pair.

**Sample goal — Invented; edit every bracket to fit the student.**  
By [annual review date], when given 10 number bonds to 10 with one part missing, [Student] will write the missing part correctly for 8 of 10 bonds on 3 consecutive weekly probes, as measured by teacher-scored number bond 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: BONDS TO 10, FORMS A-F, PAGE 5-10)

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

Giving and scoring the probe

- ☐ Say, "Write the number that goes with it to make ten." Do the first one together if the format is new.
- ☐ Correct the right number, legible, in the box.

## BONDS TO 10 Number Bonds to 10 – Form A

Write the number that completes each bond. - Untimed.

NAME DATE FORM A Untimed - 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 number bonds to 10 with one part missing, [Student] will write the missing part correctly for 8 of 10 bonds on 3 consecutive weekly probes, as measured by teacher-scored number bond probes. GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

|                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="text"/> and 4 make 10 | <input type="text"/> and 5 make 10 |
| <input type="text"/> and 2 make 10 | 8 and <input type="text"/> make 10 |
| 2 and <input type="text"/> make 10 | 4 and <input type="text"/> make 10 |
| 6 and <input type="text"/> make 10 | <input type="text"/> and 7 make 10 |
| <input type="text"/> and 9 make 10 | 1 and <input type="text"/> make 10 |

## BONDS TO 10 Number Bonds to 10 – 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 RETEACHING) |
|----|------|------|---------|--------|---------------------|-----------------------------------------|
| 1  |      |      |         |        |                     |                                         |
| 2  |      |      |         |        |                     |                                         |
| 3  |      |      |         |        |                     |                                         |
| 4  |      |      |         |        |                     |                                         |
| 5  |      |      |         |        |                     |                                         |
| 6  |      |      |         |        |                     |                                         |
| 7  |      |      |         |        |                     |                                         |
| 8  |      |      |         |        |                     |                                         |
| 9  |      |      |         |        |                     |                                         |
| 10 |      |      |         |        |                     |                                         |
| 11 |      |      |         |        |                     |                                         |
| 12 |      |      |         |        |                     |                                         |

## BONDS TO 10 Number Bonds to 10 – 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)

Kwame is invented. Twelve weekly probes on number bonds to 10, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Kwame, first grade (invented)  
By May 20, when given 10 number bonds to 10 with one part missing, Kwame will write the missing part correctly for 8 of 10 bonds on 3 consecutive weekly probes, as measured by teacher-scored number bond probes (forms A-F).

| #  | DATE  | FORM | CORRECT | ERRORS | GRAPHED | NOTES                                                                   |
|----|-------|------|---------|--------|---------|-------------------------------------------------------------------------|
| 1  | 9/1   | A    | 4       | 6      | 4       | baseline                                                                |
| 2  | 9/9   | B    | 4       | 6      | 4       | baseline                                                                |
| 3  | 9/10  | C    | 3       | 7      | 3       | baseline (median of 4, 4, 3 = 4)                                        |
| 4  | 9/17  | D    | 4       | 6      | 4       | right every time with the blank on the right, wrong with it on the left |
| 5  | 9/24  | E    | 5       | 5      | 5       | same pattern                                                            |
| 6  | 10/1  | F    | 4       | 6      | 4       | 3 under aim line: worked the bond both ways on a part-part-whole mat    |
| 7  | 10/8  | A    | 6       | 4      | 6       | -                                                                       |
| 8  | 10/15 | B    | 6       | 4      | 6       | -                                                                       |
| 9  | 10/22 | C    | 7       | 3      | 7       | -                                                                       |
| 10 | 10/29 | D    | 7       | 3      | 7       | errors reversing to one pattern                                         |
| 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, 3, 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, 5, 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: "right every time with the blank on the right, wrong with it on the left" is what sent the teaching somewhere specific, and a score on its own would not have said that.

## PROCESS 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, J). 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 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, J).
- ☐ 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 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.

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

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- 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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## 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, with no item repeated inside a form and no two forms alike. Forms are drawn independently, so an item can recur across the set — on a fact probe that is the point, because the facts themselves are the fixed set being learned. 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.

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

Ten items per form: a number and a blank that together make ten. There are only nine bonds to ten, so at least one number appears twice on every form — once with the blank on the left and once on the right. The same item never appears twice. A student who can only answer in one direction is caught by that pair.

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

By [annual review date], when given 10 number bonds to 10 with one part missing, [Student] will write the missing part correctly for [8 of 10] bonds on [3] consecutive weekly probes, as measured by teacher-scored number bond 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: BONDS TO 10, FORMS A–F, PAGE 5–10)

**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: “Write the number that goes with it to make ten.” Do the first one together if the format is new.
- ☐ Correct: the right numeral, legible, in the box.
- ☐ Watch the items where the blank comes first. A student who can do 7 and \_\_ but not \_\_ and 7 is reciting a sequence, not holding the bond.
- ☐ 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)**

.....

.....

.....

Write the number that completes each bond. · Untimed.

NAME

DATE

FORM

A untimed · 10 items

**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when given 10 number bonds to 10 with one part missing, [Student] will write the missing part correctly for [8 of 10] bonds on [3] consecutive weekly probes, as measured by teacher-scored number bond probes.

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

 and 4 make 10 and 5 make 10 and 2 make 108 and  make 102 and  make 104 and  make 106 and  make 10 and 7 make 10 and 9 make 101 and  make 10**TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL**

1

2

3

4

5

6

7

8

9

10

Bonds correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct \_\_\_\_\_ / 10

Write the number that completes each bond. · Untimed.

NAME

DATE

FORM

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

Sample: By [annual review date], when given 10 number bonds to 10 with one part missing, [Student] will write the missing part correctly for [8 of 10] bonds on [3] consecutive weekly probes, as measured by teacher-scored number bond probes.

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

3 and  make 10

and 2 make 10

and 8 make 10

and 5 make 10

2 and  make 10

4 and  make 10

7 and  make 10

and 7 make 10

and 4 make 10

6 and  make 10

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

1

2

3

4

5

6

7

8

9

10

Bonds correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct \_\_\_\_\_ / 10

# Number Bonds to 10 – Data Log and Graph

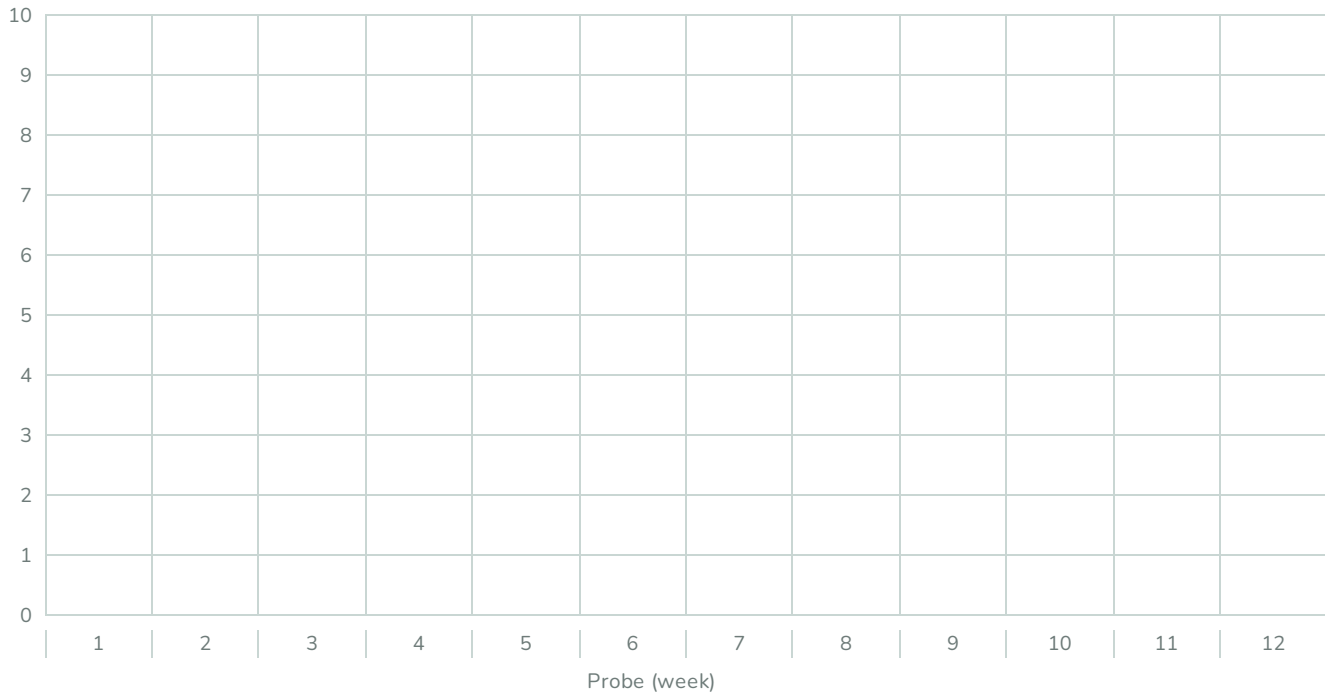
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 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)

Kwame is invented. Twelve weekly probes on number bonds to 10, the aim line, the change that three low points forced, and the criterion being met.

### The goal, as written for Kwame, first grade (invented)

*By May 20, when given 10 number bonds to 10 with one part missing, Kwame will write the missing part correctly for 8 of 10 bonds on 3 consecutive weekly probes, as measured by teacher-scored number bond 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    | 3       | 7      | 3       | baseline (median of 4, 4, 3 = 4)                                        |
| 4  | 9/17  | D    | 4       | 6      | 4       | right every time with the blank on the right, wrong with it on the left |
| 5  | 9/24  | E    | 5       | 5      | 5       | same pattern                                                            |
| 6  | 10/1  | F    | 4       | 6      | 4       | 3 under aim line: worked the bond both ways on a part-part-whole mat    |
| 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, 3, 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, 5, 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: “right every time with the blank on the right, wrong with it on the left” 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 number bonds to 10 probes (10 items, untimed), Kwame 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.*