

NUMBER BONDS TO 20

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

BONDS TO 20 Number Bonds to 20 – 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 from 1 to 19 and a blank that together make twenty, with the trivial 0 and 20 left out. The blank falls on the left as well as on the right, so a student who can answer 13 and ... but not ... and 13 is reciting a sequence rather than holding the bond.

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

By [annual review date], when given 10 number bonds to 20 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

AS MEASURED BY (THIS PROBE: BONDS TO 20, FORMS A-F, PAGE 9-10)

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBE)

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 twenty." Do the first one together if the format is new.
- ☐ Correct: the right numeral, legible, in the box.

BONDS TO 20 Number Bonds to 20 – 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 20 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 13 make 20	and 7 make 20
and 10 make 20	5 and make 20
and 5 make 20	and 16 make 20
15 and make 20	11 and make 20
4 and make 20	8 and make 20

BONDS TO 20 Number Bonds to 20 – 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 20 Number Bonds to 20 – 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	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)

Deja is invented. Twelve weekly probes on number bonds to 20, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 number bonds to 20 with one part missing, Deja 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	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	4	6	4	counted on by ones from every number instead of making a ten first
5	9/24	E	4	6	4	same pattern
6	10/1	F	5	5	5	3 under aim line: built the missing ten with counters before finishing to twenty
7	10/8	A	6	4	6	—
8	10/15	B	7	3	7	—
9	10/22	C	7	3	7	—
10	10/29	D	7	3	7	errors narrowing 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: 2, 3, 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 (4, 4, 5) 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: "counted on by ones from every number instead of making a ten first" 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.
- 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 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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- 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.
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- ☐ 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.
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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 from 1 to 19 and a blank that together make twenty, with the trivial 0 and 20 left out. The blank falls on the left as well as the right, so a student who can answer 13 and __ but not __ and 13 is reciting a sequence rather than holding the bond.

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

By [annual review date], when given 10 number bonds to 20 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 20, 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 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 twenty." Do the first one together if the format is new.
- ☐ Correct: the right numeral, legible, in the box.
- ☐ Watch for the student who counts on by ones instead of making a ten: 13 and __ solved as 14, 15, 16...20 one at a time rather than as 10 and 3, so 7 finishes the ten and the ten finishes twenty.
- ☐ 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 20 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 **13** make 20 and **7** make 20 and **10** make 20**5** and make 20 and **5** make 20 and **16** make 20**15** and make 20**11** and make 20**4** and make 20**8** and make 20**TEACHER COPY: MARK EACH ITEM ✓ OR ✗, 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 20 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 **13** make 20 and **5** make 20**11** and make 20**15** and make 20**5** and make 20 and **2** make 20**12** and make 20 and **7** make 20**10** and make 20 and **18** make 20**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 20 — Data Log and Graph

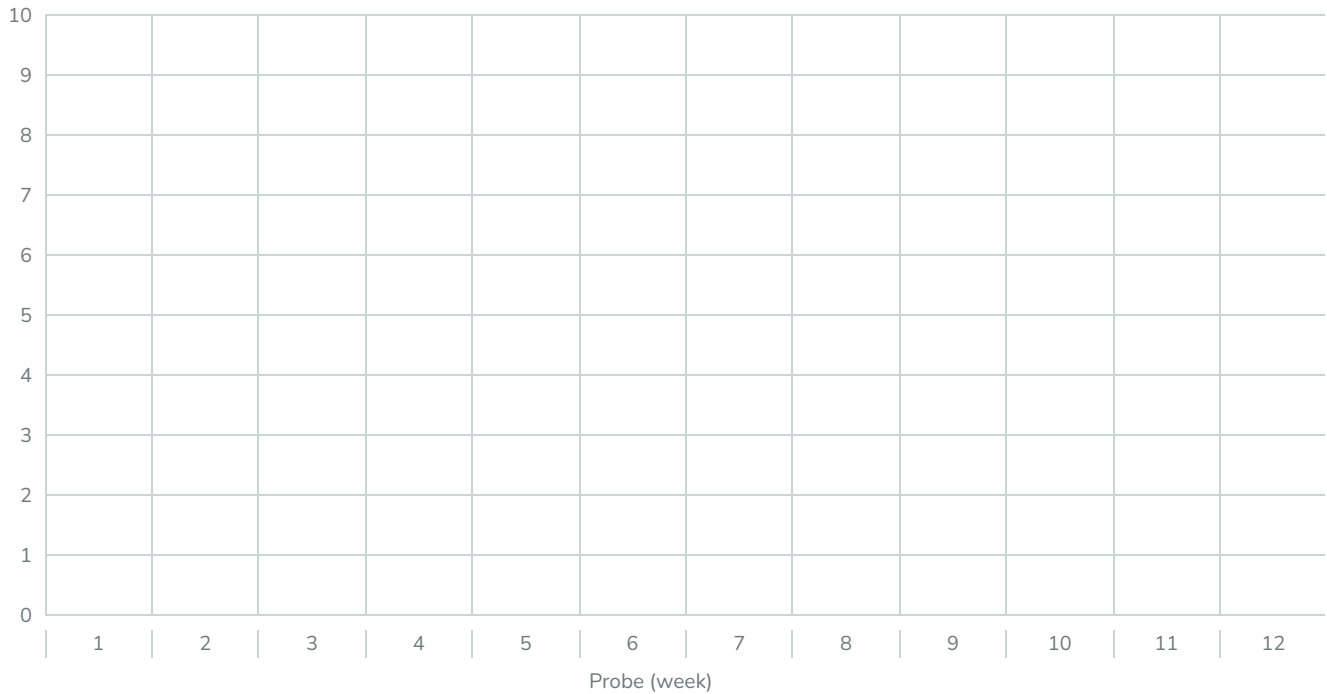
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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

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)

Deja is invented. Twelve weekly probes on number bonds to 20, the aim line, the change that three low points forced, and the criterion being met.

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

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- ☐ The notes name the pattern, not just the count: “counted on by ones from every number instead of making a ten first” 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 20 probes (10 items, untimed), Deja 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.