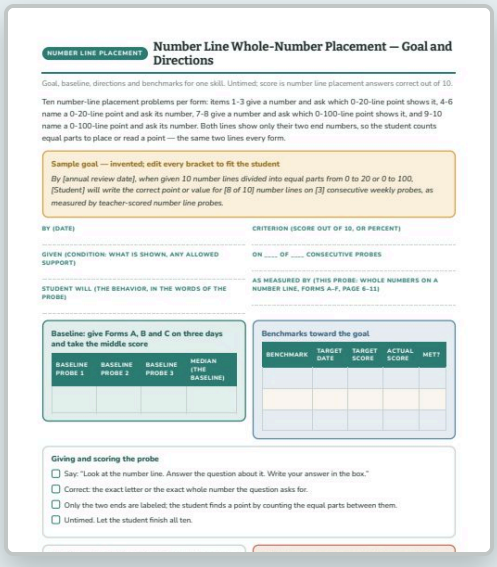
SPECIAL EDUCATION

EDITABLE

WHOLE-NUMBER PLACEMENT ON A NUMBER LINE

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


NUMBER LINE PLACEMENT

Number Line Whole-Number Placement — Goal and Directions

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

Ten number-line placement problems per form: items 1–3 give a number and ask which 0–20-line point shows it, 4–6 name a 0–20-line point and ask its number, 7–8 give a number and ask which 0–100-line point shows it, and 9–10 name a 0–100-line point and ask its number. Both lines show only their two end numbers, so the student counts equal parts to place or read a point — the same two lines every form.

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

By [annual review date], when given 10 number lines divided into equal parts from 0 to 20 or 0 to 100, [Student] will write the correct point or value for [8 of 10] number lines on [3] consecutive weekly probes, as measured by teacher-scored number line 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: WHOLE NUMBERS ON A NUMBER LINE, FORMS A–F, PAGE 6–11)

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

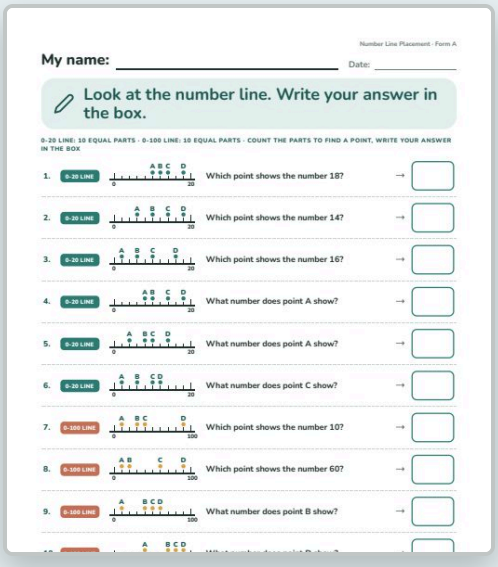
BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Look at the number line. Answer the question about it. Write your answer in the box."
- ☐ Correct: the exact letter or the exact whole number the question asks for.
- ☐ Only the two ends are labeled; the student finds a point by counting the equal parts between them.
- ☐ Untimed. Let the student finish all ten.

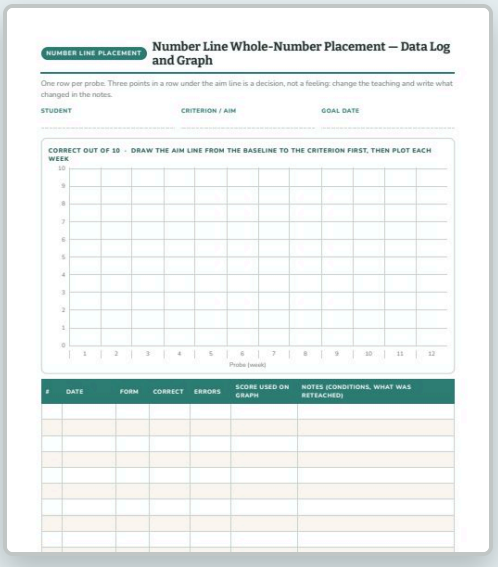

Number Line Placement · Form A

My name: _____ Date: _____

Look at the number line. Write your answer in the box.

0–20 LINE: 10 EQUAL PARTS · 0–100 LINE: 10 EQUAL PARTS · COUNT THE PARTS TO FIND A POINT, WRITE YOUR ANSWER IN THE BOX

1. 0–20 LINE — Which point shows the number 18? →
2. 0–20 LINE — Which point shows the number 14? →
3. 0–20 LINE — Which point shows the number 16? →
4. 0–20 LINE — What number does point A show? →
5. 0–20 LINE — What number does point A show? →
6. 0–20 LINE — What number does point C show? →
7. 0–100 LINE — Which point shows the number 10? →
8. 0–100 LINE — Which point shows the number 60? →
9. 0–100 LINE — What number does point B show? →


NUMBER LINE PLACEMENT

Number Line Whole-Number Placement — Data Log and Graph

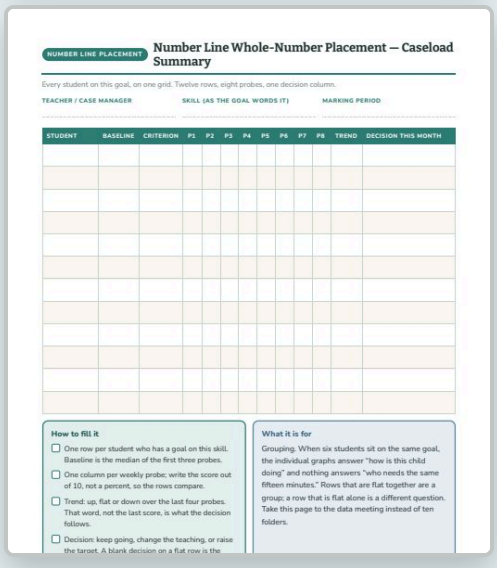
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

STUDENT | CRITERION / AIM | GOAL DATE

CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK

Probe (week)

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


NUMBER LINE PLACEMENT

Number Line Whole-Number Placement — 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

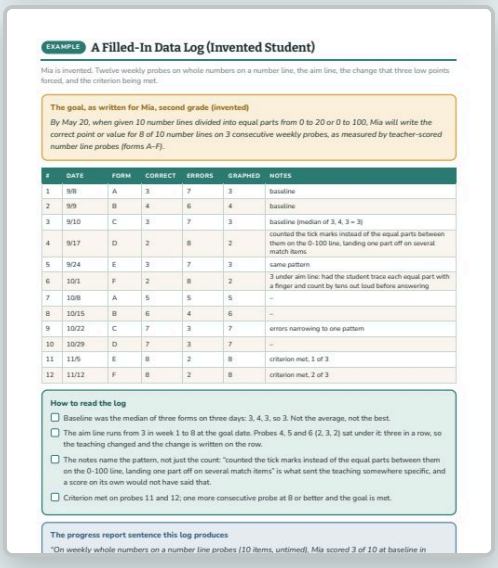
STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

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

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)

Mia is invented. Twelve weekly probes on whole numbers on a number line, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 number lines divided into equal parts from 0 to 20 or 0 to 100, Mia will write the correct point or value for 8 of 10 number lines on 3 consecutive weekly probes, as measured by teacher-scored number line probes (forms A–F).

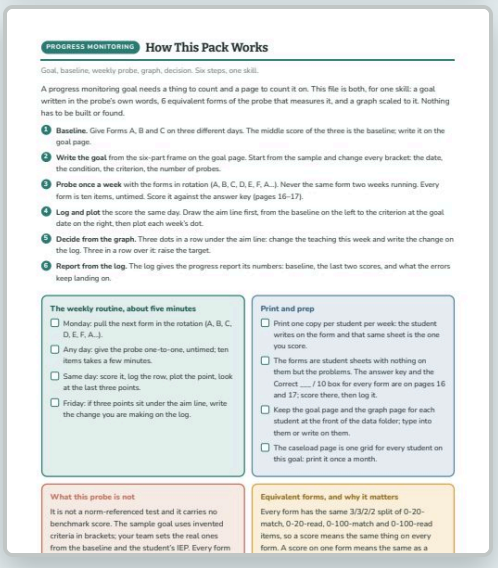
#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	3	7	3	baseline (median of 3, 4, 3 = 3)
4	9/17	D	2	8	2	counted the tick marks instead of the equal parts between them on the 0-100 line, landing one part off on several match items
5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line; had the student trace each equal part with a finger and count by tens out loud before answering
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: "counted the tick marks instead of the equal parts between them on the 0-100 line, landing one part off on several match 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 whole numbers on a number line probes (10 items, untimed), Mia scored 3 of 10 at baseline in


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

Equivalent forms, and why it matters

Every form has the same 3/3/2/2 split of 0-20-match, 0-20-read, 0-100-match and 0-100-read items, so a score means the same thing on every form. A score on one form means the same as a

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

BRIGHT PATH SPED

PROGRESS MONITORING

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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).
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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 0-20-match, 0-20-read, 0-100-match and 0-100-read 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.

NUMBER LINE PLACEMENT

Number Line Whole-Number Placement — Goal and Directions

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

Ten number-line placement problems per form: items 1-3 give a number and ask which 0-20-line point shows it, 4-6 name a 0-20-line point and ask its number, 7-8 give a number and ask which 0-100-line point shows it, and 9-10 name a 0-100-line point and ask its number. Both lines show only their two end numbers, so the student counts equal parts to place or read a point — the same two lines every form.

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

By [annual review date], when given 10 number lines divided into equal parts from 0 to 20 or 0 to 100, [Student] will write the correct point or value for [8 of 10] number lines on [3] consecutive weekly probes, as measured by teacher-scored number line 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: WHOLE NUMBERS ON A NUMBER LINE, 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: “Look at the number line. Answer the question about it. Write your answer in the box.”
- [ ] Correct: the exact letter or the exact whole number the question asks for.
- [ ] Only the two ends are labeled; the student finds a point by counting the equal parts between them.
- [ ] 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: _____

Look at the number line. Write your answer in the box.

0-20 LINE: 10 EQUAL PARTS · 0-100 LINE: 10 EQUAL PARTS · COUNT THE PARTS TO FIND A POINT, WRITE YOUR ANSWER IN THE BOX

1. 0-20 LINE 

Which point shows the number 18? → ☐

2. 0-20 LINE 

Which point shows the number 14? → ☐

3. 0-20 LINE 

Which point shows the number 16? → ☐

4. 0-20 LINE 

What number does point A show? → ☐

5. 0-20 LINE 

What number does point A show? → ☐

6. 0-20 LINE 

What number does point C show? → ☐

7. 0-100 LINE 

Which point shows the number 10? → ☐

8. 0-100 LINE 

Which point shows the number 60? → ☐

9. 0-100 LINE 

What number does point B show? → ☐

10. 0-100 LINE 

What number does point D show? → ☐

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My name: _____ Date: _____

Look at the number line. Write your answer in the box.

0-20 LINE: 10 EQUAL PARTS · 0-100 LINE: 10 EQUAL PARTS · COUNT THE PARTS TO FIND A POINT, WRITE YOUR ANSWER IN THE BOX

1. 0-20 LINE 

Which point shows the number 16? → ☐

2. 0-20 LINE 

Which point shows the number 14? → ☐

3. 0-20 LINE 

Which point shows the number 12? → ☐

4. 0-20 LINE 

What number does point B show? → ☐

5. 0-20 LINE 

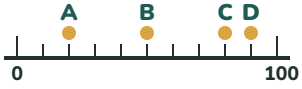
What number does point A show? → ☐

6. 0-20 LINE 

What number does point B show? → ☐

7. 0-100 LINE 

Which point shows the number 10? → ☐

8. 0-100 LINE 

Which point shows the number 80? → ☐

9. 0-100 LINE 

What number does point D show? → ☐

10. 0-100 LINE 

What number does point C show? → ☐

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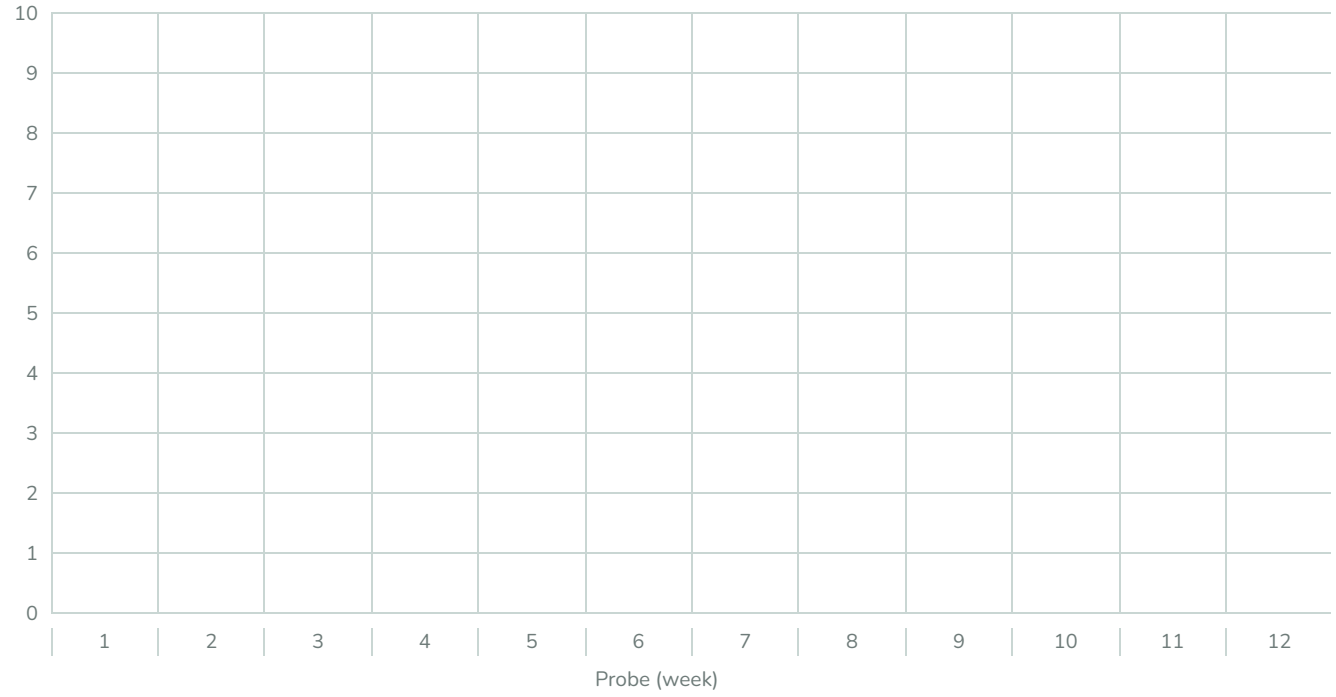
NUMBER LINE PLACEMENT

Number Line Whole-Number Placement — 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)

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NUMBER LINE PLACEMENT

Number Line Whole-Number Placement — 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.
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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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The goal, as written for Mia, second grade (invented)

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#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
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4	9/17	D	2	8	2	counted the tick marks instead of the equal parts between them on the 0-100 line, landing one part off on several match items
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6	10/1	F	2	8	2	3 under aim line: had the student trace each equal part with a finger and count by tens out loud before answering
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
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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.
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- [ ] 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 whole numbers on a number line probes (10 items, untimed), Mia 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.