

ORDINAL NUMBERS 1ST-10TH

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

Ordinal Numbers (1st-10th) – Goal and Directions

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

Every item gives a number from 1 to 10 one of three ways -- a numeral, a number word, or a short word problem about a position in a line -- and the student writes the matching ordinal number (1st-10th) in a box. Ten items per form, one for every number 1 through 10, the same full range every form, so a missed item names exactly which number is not yet solid instead of hiding inside an average score.

Sample goal — invented; edit every bracket to fit the student.
By [annual review date], when given 10 items naming a number from 1 to 10 as a numeral, a number word, or a position in a line, [Student] will write the correct ordinal number for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored ordinal 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: ORDINAL NUMBERS 1ST-10TH, FORMS A-F, PAGE 6-11) _____

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: "Read each line. Write the ordinal number in the box, like 1st or 2nd."

☐ Correct: the ordinal written with its letters (1st, 2nd, 3rd, and so on). A bare numeral with its letters is a different answer, not a different score -- writing the ordinal form is the skill this probe measures.

Ordinal Numbers - Form A

My name: _____ Date: _____

Write the ordinal number, like 1st or 2nd.

WRITE THE ORDINAL NUMBER - 1ST THROUGH 10TH

- Theo is standing 3rd in line. Kian is two places behind Theo. What position is Kian?
- Kian picked card number one from the stack. Write one as an ordinal number.
- Diego finished the race in place number 7. Write 7 as an ordinal number.
- Maya is standing 3rd in line. Noah is right in front of Maya. What position is Noah?
- Luz is standing 2nd in line. Nadia is two places behind Luz. What position is Nadia?
- Diego is standing 8th in line. Noah is two places behind Diego. What position is Noah?
- Write the number 9 as an ordinal number.
- Priya is standing 4th in line. Ella is two places behind Priya. What position is Ella?

Ordinal Numbers (1st-10th) – 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												

Probe (week)

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

Ordinal Numbers (1st-10th) – 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 of 10, not a percent, so the rows compare.

☐ Trend up, flat or down over the last four probes.

☐ The trend, not the last score, is what the decision is based on.

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.

Trend: up, flat or down over the last four probes. Take this page to the data meeting instead of ten.

EXAMPLE A Filled-In Data Log (Invented Student)

Theo is invented. Twelve weekly probes on ordinal numbers 1st-10th, 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 items naming a number from 1 to 10 as a numeral, a number word, or a position in a line, Theo will write the correct ordinal number for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored ordinal number probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	REPLACED	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	3	7	3	wrote the correct number but left off the ordinal ending on several items (wrote 7 instead of 7th), and missed every word problem item that asked for a position other than the one named in the sentence
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	2 under aim line: practiced saying and writing the ordinal ending for each number 1-10 before returning to the word problems that ask for a different position
7	10/8	A	5	5	5	—
8	10/15	B	6	4	4	—
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: 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 (3, 2, 3) 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 correct number but left off the ordinal ending on several items (wrote 7 instead of 7th), and missed every word problem item that asked for a position other than the one named in the sentence." Just count the teaching changes, not specific, and a row on the log would not be needed.

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. Score it against the answer key (pages 16-17).
- 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 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 4.

☐ 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

Equivalent forms, and why it matters

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- ☐ 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.
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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, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six forms. 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 ordinal numbers correct out of 10.

Every item gives a number from 1 to 10 one of three ways -- a numeral, a number word, or a short word problem about a position in a line -- and the student writes the matching ordinal number (1st-10th) in a box. Ten items per form, one for every number 1 through 10, the same full range every form, so a missed item names exactly which number is not yet solid instead of hiding inside an average score.

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

By [annual review date], when given 10 items naming a number from 1 to 10 as a numeral, a number word, or a position in a line, [Student] will write the correct ordinal number for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored ordinal 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: ORDINAL NUMBERS 1ST-10TH, 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 each line. Write the ordinal number in the box, like 1st or 2nd."
- ☐ Correct: the ordinal written with its letters (1st, 2nd, 3rd...); a bare numeral alone is a different answer, not a different score.
- ☐ Items mix three ways to give the number: a numeral, a number word, or a line-position word problem.
- ☐ 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)

My name: _____ Date: _____



Write the ordinal number, like 1st or 2nd.

WRITE THE ORDINAL NUMBER · 1ST THROUGH 10TH

1. Theo is standing 3rd in line. Kian is two places behind Theo. What position is Kian?

2. Kian picked card number one from the stack. Write one as an ordinal number.

3. Diego finished the race in place number 7. Write 7 as an ordinal number.

4. Maya is standing 3rd in line. Noah is right in front of Maya. What position is Noah?

5. Luz is standing 2nd in line. Nadia is two places behind Luz. What position is Nadia?

6. Diego is standing 8th in line. Noah is two places behind Diego. What position is Noah?

7. Write the number 9 as an ordinal number.

8. Priya is standing 4th in line. Ella is two places behind Priya. What position is Ella?

9. Nadia is standing 2nd in line. Luz is right behind Nadia. What position is Luz?

10. Nadia is standing 9th in line. Maya is right in front of Nadia. What position is Maya?

My name: _____ Date: _____



Write the ordinal number, like 1st or 2nd.

WRITE THE ORDINAL NUMBER · 1ST THROUGH 10TH

1. Theo is standing 7th in line. Priya is right behind Theo. What position is Priya?

2. Maya is standing 3rd in line. Ella is right behind Maya. What position is Ella?

3. Omar is standing 3rd in line. Nadia is right in front of Omar. What position is Nadia?

4. Omar's raffle ticket number is 3. Write 3 as an ordinal number.

5. Andre is standing 7th in line. Nadia is right in front of Andre. What position is Nadia?

6. Kian is standing 3rd in line. Ravi is two places behind Kian. What position is Ravi?

7. Kian is standing 6th in line. Nadia is right behind Kian. What position is Nadia?

8. Ravi's raffle ticket number is 9. Write 9 as an ordinal number.

9. Andre is standing at position number 1 in the lunch line. Write 1 as an ordinal number.

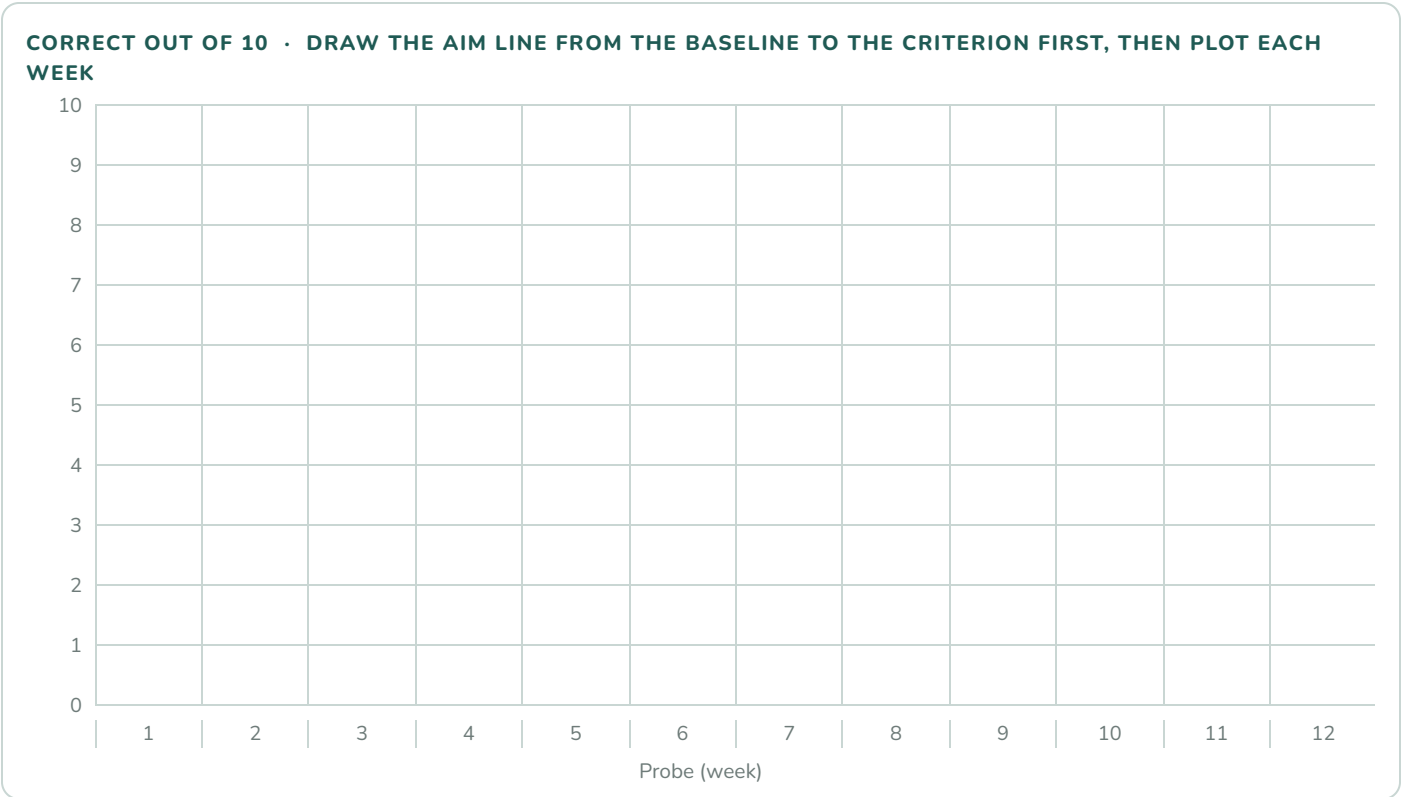
10. Priya picked card number ten from the stack. Write ten as an ordinal number.

ORDINAL NUMBERS

Ordinal Numbers (1st-10th) — 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



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

TEACHER / CASE MANAGER

MARKING PERIOD

How to fill it

- ### What it is for

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EXAMPLE

A Filled-In Data Log (Invented Student)

Theo is invented. Twelve weekly probes on ordinal numbers 1st-10th, 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 items naming a number from 1 to 10 as a numeral, a number word, or a position in a line, Theo will write the correct ordinal number for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored ordinal number probes (forms A–F).

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4	9/17	D	3	7	3	answered every numeral and number-word item correctly, but missed each word problem that asked for a position other than the one named
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: practiced the word problems that ask for a different position after naming a line position correctly from a numeral and a number word
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: 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 (3, 2, 3) 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: “answered every numeral and number-word item correctly, but missed each word problem that asked for a position other than the one named” 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 ordinal numbers 1st-10th probes (10 items, untimed), Theo 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.