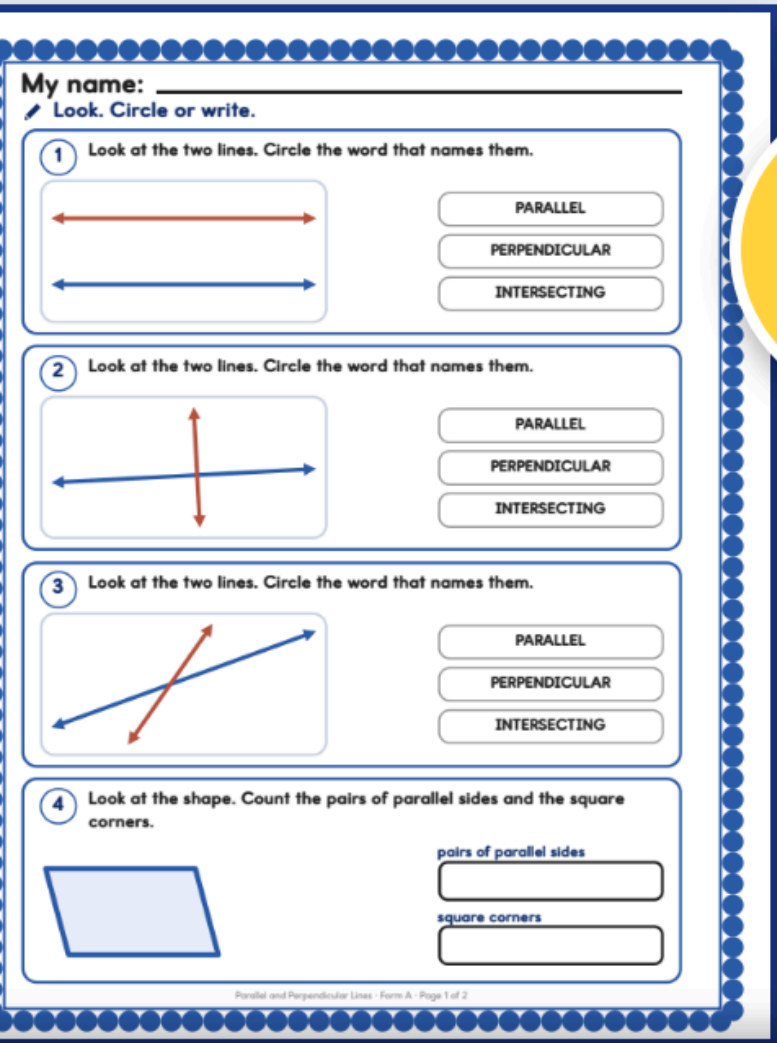
Bright Path Sped

4 FORMS


My name: _____

Look. Circle or write.

1 Look at the two lines. Circle the word that names them.

PARALLEL
PERPENDICULAR
INTERSECTING

2 Look at the two lines. Circle the word that names them.

PARALLEL
PERPENDICULAR
INTERSECTING

3 Look at the two lines. Circle the word that names them.

PARALLEL
PERPENDICULAR
INTERSECTING

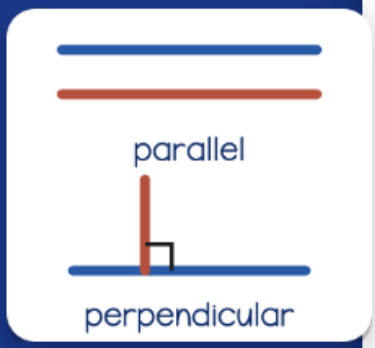
4 Look at the shape. Count the pairs of parallel sides and the square corners.

pairs of parallel sides

square corners

Parallel and Perpendicular Lines · Form A · Page 1 of 2

GR. 3-5



PARALLEL AND PERPENDICULAR LINES

PROGRESS MONITORING PROBES

Terms of Use

Please read before you print and fill in your first form.

One classroom license

- This file is for one classroom: one teacher, one caseload.
- Please do not share it, post it online, or sell it.
- Extra licenses for a team or a school are available on the product page.

This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- Print one copy of both pages of a form per student per week: the student writes on the form and that same sheet is the one you score.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Student data

Completed pages carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

Need help?

If a field will not behave, a page will not print the way you expect, or anything here looks wrong, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update — re-download it any time from My Purchases.

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PREVIEW

Binder Cover, Spine Label & Divider Tabs

A binder cover, six divider tabs, and a short setup list.

Binder cover & spine label

Student _____ Case manager _____ School year _____

Goal start date _____ Next review date _____

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

Divider tabs — print and cut

01 Start Here
The six-step routine, one page.

02 The Goal
The written goal, directions, and where forms A–D fit.

03 Probe Forms
The 4 rotating forms, two pages each, one form per week.

04 Graph & Decision
The aim line, the weekly plot, the three-in-a-row rule.

05 Caseload Summary
Every student on this goal, one grid, once a month.

06 Family Update
The note home and the handoff sheet, ready to fill in.

Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Give the baseline: three forms, three different days, before the first plotted point.
- Share the rotation (A, B, C, D) with anyone else who might give a form.

PREVIEW

Giving and Scoring the Probe

The same way every week, so a change in the score is a change in the student.

Giving the probe

- Say: "Look at each picture. Circle your answer, or write the number. Do the best you can."
- Correct: on a name-the-pair or which-pair problem, the circle is right; on a shape problem, both numbers are right. Your team decides whether partial credit counts. Write that rule on the goal page before the baseline.
- Note which kind of problem each miss falls on (the key names it): name the pair, which pair is, or the shape.
- Untimed. Let the student finish all eight.

What is on every form

- Two student pages, four problems a page, 8 problems in all.
- Three name-the-pair problems, three which-pair-is problems and two shape problems, in the same places on every form.
- Every pair of lines is drawn at its own angle: some level, some tilted. No pair is drawn twice anywhere in the pack.
- Eight different shapes across the four forms, two a form. The key counts the pairs of parallel sides and the square corners.
- Intersecting here means lines that cross but do NOT make a square corner. Perpendicular lines cross too, but the forms ask for the exact word. If your team uses the words differently, write that on the goal page.

Name the pair

Problems 1, 2, 3 on every form. Two drawn lines. The student circles PARALLEL, PERPENDICULAR or INTERSECTING. Each word is right once on every form.

Which pair is ...?

Problems 5, 6, 7. Three pictures, A, B and C, and a word. The student circles the letter of the picture that shows that word. The right letter is A, B and C equally often across the four forms.

Scoring each problem

- Name the pair and which pair is: right when the circle is right. Self-corrections count.
- Shape: right when both numbers are right: the pairs of parallel sides and the square corners.
- Score out of 8 and write it on the log the same day.

If the student needs the problems read aloud, or other help

Follow the supports in the student's IEP, give them the same way each week, and write them on the goal page so the next person gives the probe the same way. The side-by-side page (page 18) can be printed as a reference sheet if your team allows one.

PREVIEW

My name: _____

Look. Circle or write.

1 Look at the two lines. Circle the word that names them.

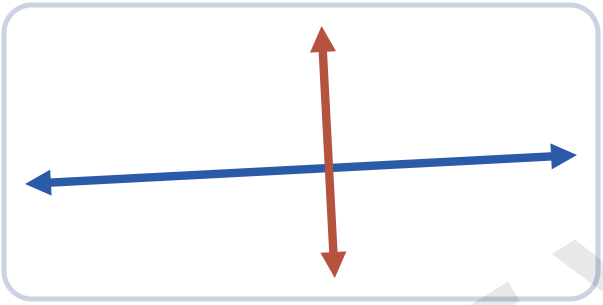


PARALLEL

PERPENDICULAR

INTERSECTING

2 Look at the two lines. Circle the word that names them.

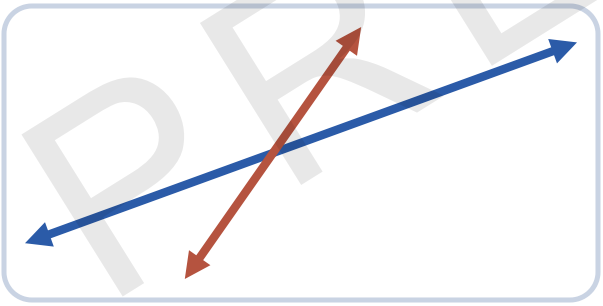


PARALLEL

PERPENDICULAR

INTERSECTING

3 Look at the two lines. Circle the word that names them.



PARALLEL

PERPENDICULAR

INTERSECTING

4 Look at the shape. Count the pairs of parallel sides and the square corners.



pairs of parallel sides

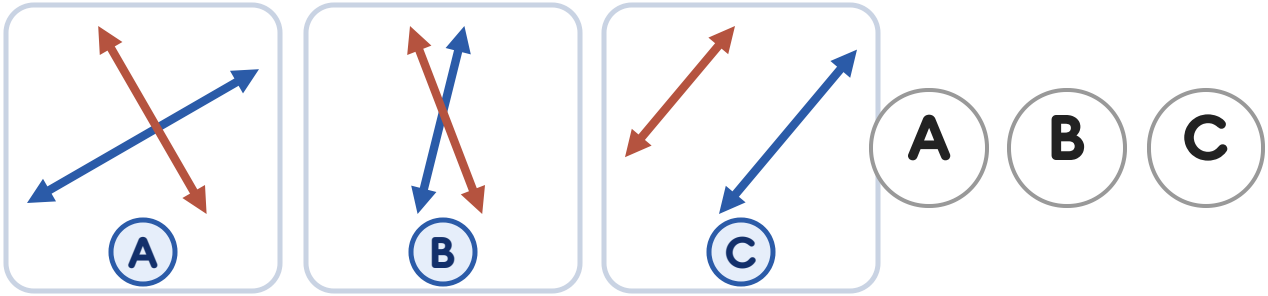
square corners

PREVIEW

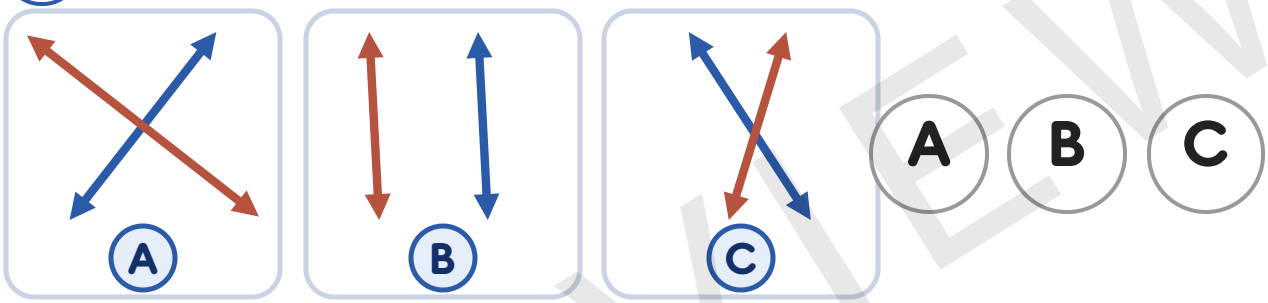
My name: _____

Look. Circle or write.

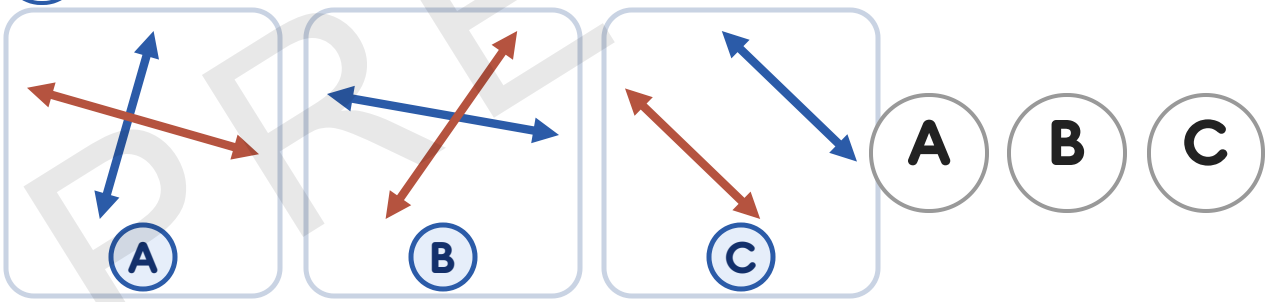
5 Which pair is PARALLEL? Circle A, B or C.



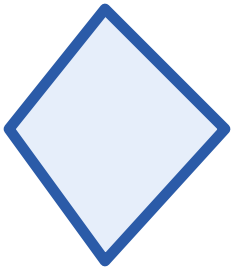
6 Which pair is PERPENDICULAR? Circle A, B or C.



7 Which pair is INTERSECTING? Circle A, B or C.



8 Look at the shape. Count the pairs of parallel sides and the square corners.



pairs of parallel sides

square corners

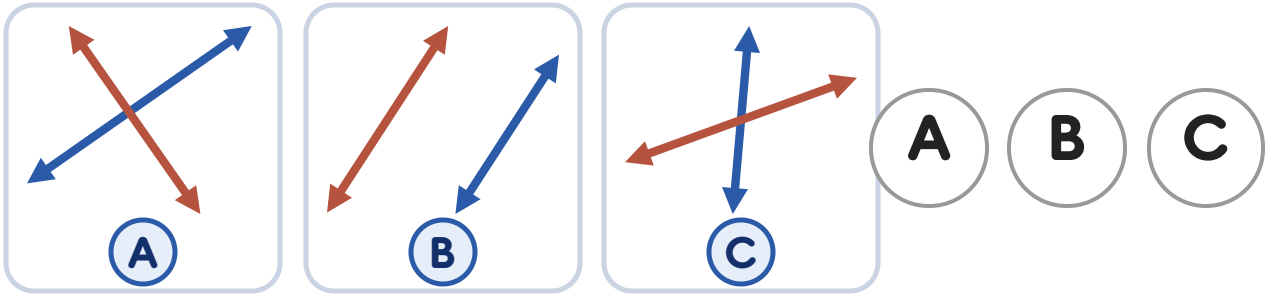
Color a star when you finish!

PREVIEW

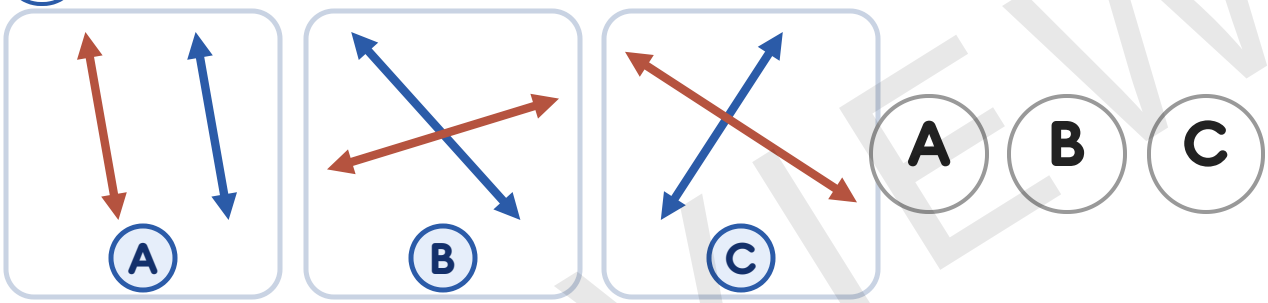
My name: _____

Look. Circle or write.

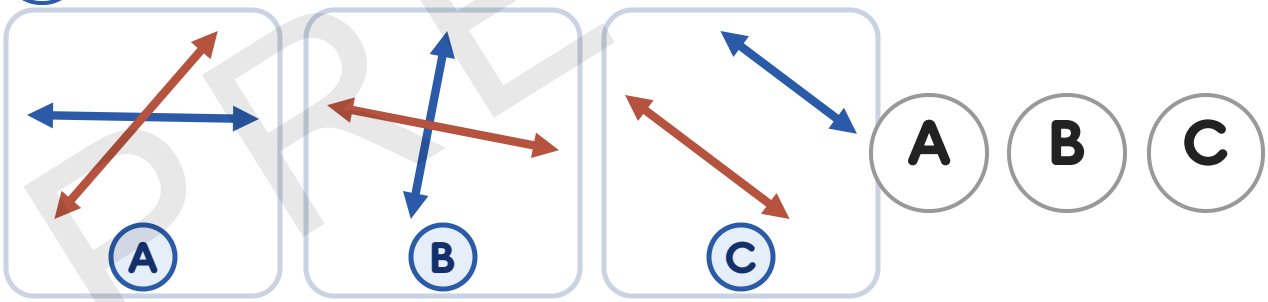
5 Which pair is PERPENDICULAR? Circle A, B or C.



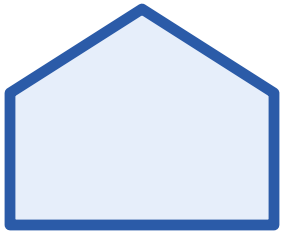
6 Which pair is INTERSECTING? Circle A, B or C.



7 Which pair is PARALLEL? Circle A, B or C.



8 Look at the shape. Count the pairs of parallel sides and the square corners.



pairs of parallel sides

square corners

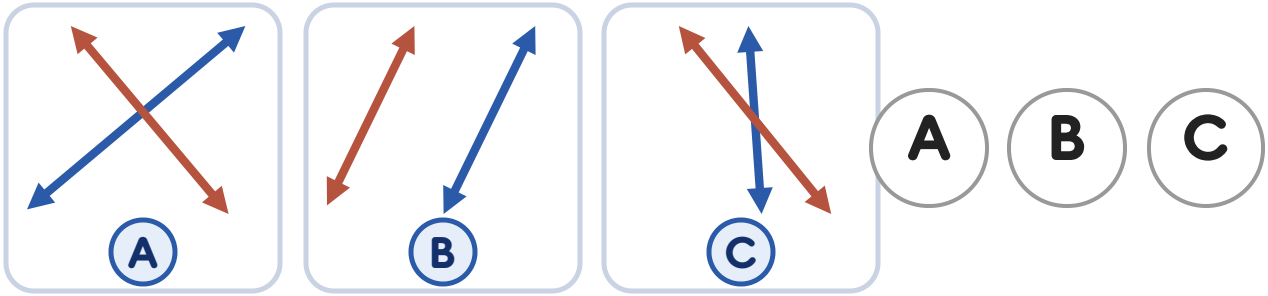
Color a star when you finish!

PREVIEW

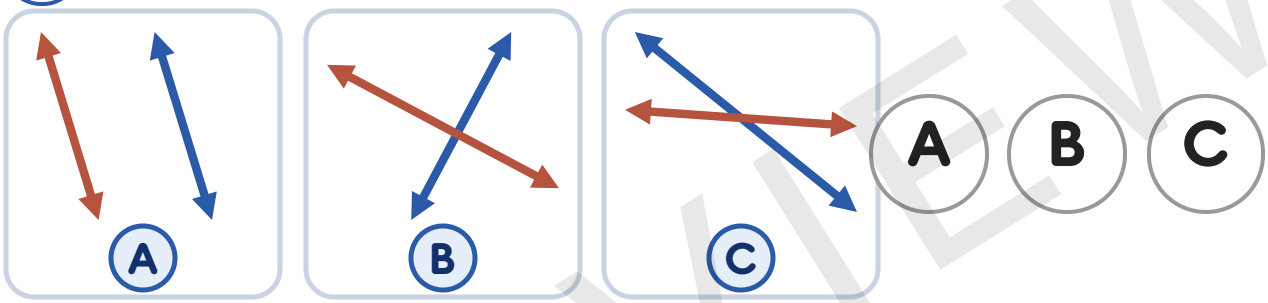
My name: _____

Look. Circle or write.

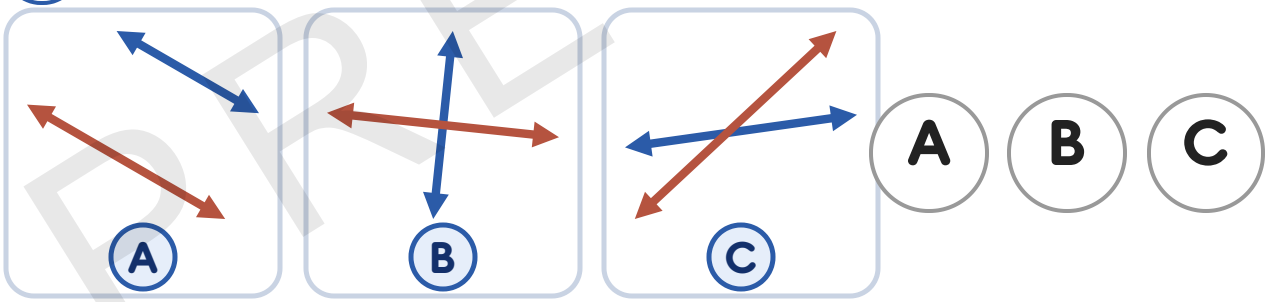
5 Which pair is INTERSECTING? Circle A, B or C.



6 Which pair is PERPENDICULAR? Circle A, B or C.



7 Which pair is PARALLEL? Circle A, B or C.



8 Look at the shape. Count the pairs of parallel sides and the square corners.



pairs of parallel sides

square corners

Color a star when you finish!

PREVIEW

Teacher Notes - Reading the Misses

Which kind of problem is missed, and which word the student picks instead, tells you what to teach next.

What this probe measures

- Whether a student can tell parallel, perpendicular and intersecting lines apart in a drawing, pick the pair that shows a given word, and count parallel sides and square corners in a shape.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

Only level lines look parallel

- Every form has parallel pairs drawn at different angles. A student who calls a tilted pair intersecting is reading the page, not the lines.
- Teach: turn the page. Parallel lines stay the same distance apart.

Every crossing is perpendicular

- Intersecting pairs cross at 35 to 65 degrees or 115 to 145 degrees, never near a square corner. Calling them perpendicular means the student has not checked the corner.
- Teach: lay the corner of a sticky note on the crossing.

Shapes: counting the same pair twice

- A pair of parallel sides is two sides. A rectangle has 2 pairs, not 4. A student who writes 4 is counting sides.
- A square corner is a corner, not a side: a rectangle has 4, a house shape has 2, a parallelogram has none.
- A trapezoid has one pair, a kite has none. Have the student run a finger along each side and ask whether another side points the same way.

Misses that cluster on one kind of problem

- Name the pair: problems 1, 2, 3. Which pair is: problems 5, 6, 7. Shapes: problems 4, 8. These positions are the same on all four forms.
- A student who passes name-the-pair and misses which-pair-is may know the pictures but not the words, or the other way round.
- Several misses on one kind across two forms: teach that kind with a worked example before more probes.

The student cannot start

- Do the first problem together, aloud, and let the student do the second. Fade the help and write what you changed on the log.

PREVIEW

My name: _____

Draw each one. Use a ruler.

1. Draw two parallel lines.

2. Draw two perpendicular lines.

3. Draw two lines that cross, but not at a square corner.

4. Draw a shape with 2 pairs of parallel sides and 4 square corners.

PREVIEW

Parallel and Perpendicular Lines - Caseload Summary

Every student on this goal, on one grid. Eleven rows, eight probes, one decision column.

Teacher / case manager _____ Skill _____ Marking period _____

Student	Base	Crit	P1	P2	P3	P4	P5	P6	P7	P8	Trend	Decision

How to fill it

- One row per student on this skill. Baseline is the median of the first three probes.
- One column per weekly probe; write the score out of 8, not a percent.
- Trend: up, flat or down over the last four probes.
- Decision: keep going, change the teaching, or raise the target.
- Leave a cell blank rather than guess; a gap is more honest than a filled-in score.

What it is for

Grouping. 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.

PREVIEW

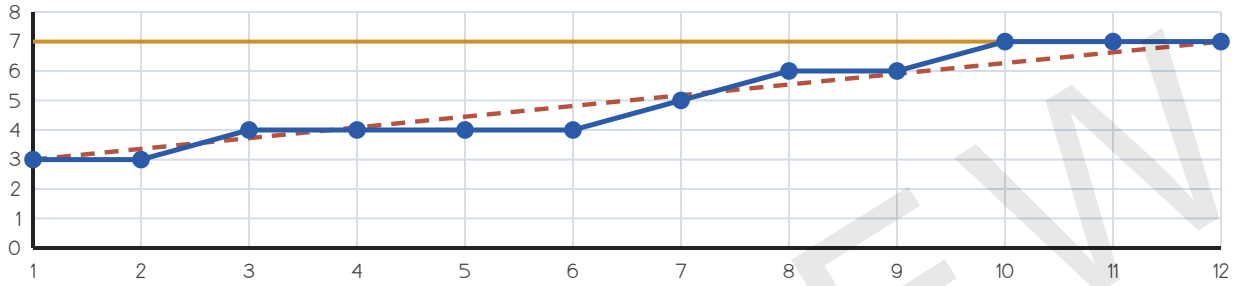
A Filled-In Data Log (Invented Student)

Maya is invented. Twelve weekly probes, the aim line, the change three low points forced, and the criterion being met.

The goal, as written for Maya, fourth grade (invented)

By November 20, when given 8 problems about parallel and perpendicular lines (name a pair, pick the pair, count parallel sides and square corners), Maya will answer 7 of 8 problems correctly on 3 consecutive weekly probes, as measured by teacher-scored parallel and perpendicular lines probes (forms A–D).

Maya's graph (invented): dots are the weekly scores, dashed is the aim line, gold is the criterion of 7



#	Date	Form	Correct	Errors	Graphed	Notes
1	9/8	A	3	5	3	baseline
2	9/9	B	3	5	3	baseline
3	9/10	C	4	4	4	baseline (median of 3, 3, 4 = 3)
4	9/17	D	4	4	4	calls tilted pairs intersecting
5	9/24	A	4	4	4	same: only level lines count as parallel
6	10/1	B	4	4	4	3 under the aim line: draw a long line through each pair first
7	10/8	C	5	3	5	tilted parallel pairs named right
8	10/15	D	6	2	6	calls every crossing perpendicular
9	10/22	A	6	2	6	square-corner check added
10	10/29	B	7	1	7	criterion score, first time
11	11/5	C	7	1	7	second in a row at 7
12	11/12	D	7	1	7	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 3, 3, 4, so 3. Not the average, not the best.
- The aim line runs from 3 at probe 1 to 7 at probe 12. Probes 4, 5 and 6 (4, 4, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name the misses: Maya called tilted pairs intersecting, then every crossing perpendicular. A score alone would not say that.
- Criterion was met on probes 10, 11 and 12 (7, 7, 7): three in a row at 7 of 8 or better.

The progress report sentence this log produces

On weekly parallel and perpendicular lines probes (8 problems, untimed), Maya scored 3 of 8 at baseline and 7, 7 and 7 of 8 on the last three probes, meeting the criterion of 7 of 8 on 3 consecutive probes.

PREVIEW