

PERIMETER AND AREA WORD PROBLEMS

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

PERIMETER & AREA Perimeter and Area Word Problems — Goal and Directions

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

Ten perimeter-or-area word problems per form (five perimeter, five area): a rectangle's length and width in whole feet; 2 to 20, from two fixed sentence frames and a closed vocabulary — no drawn figures, no shape-attribute question. A labeled space above the answer box is for the work; only the final answer with its unit is scored.

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

By [annual review date], when given 10 perimeter and area word problems with the length and width given in whole feet, [Student] will write the correct answer with its unit to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored word problem 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, PERIMETER AND AREA WORD PROBLEMS, FORMS A-F, PAGE 6-13) _____

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	MEET

Giving and scoring the probe

☐ Say, "Read each problem, show your work in the box, and write the answer with its unit on the line."

☐ Correct: the final answer with its unit only — 26 feet, 40 square feet — the work shown is not scored.

☐ Only two sentence frames and ten words beyond the numbers and object noun: a, is, feet, long, and, wide, what, its, perimeter, area.

PERIMETER & AREA Perimeter & Area — Form A

My name: _____ Date: _____

Solve. Show your work.

1 A counter is 8 feet long and 18 feet wide. What is its perimeter? SHOW YOUR WORK

2 A banner is 12 feet long and 17 feet wide. What is its area? SHOW YOUR WORK

3 A garden is 18 feet long and 18 feet wide. What is its perimeter? SHOW YOUR WORK

4 A yard is 17 feet long and 4 feet wide. What is its perimeter? SHOW YOUR WORK

5 A garden is 10 feet long and 19 feet wide. What is its area? SHOW YOUR WORK

6 A banner is 20 feet long and 14 feet wide. What is its perimeter? SHOW YOUR WORK

7 A counter is 13 feet long and 12 feet wide. What is its area? SHOW YOUR WORK

8 A room is 8 feet long and 14 feet wide. What is its perimeter? SHOW YOUR WORK

9 A deck is 13 feet long and 19 feet wide. SHOW YOUR WORK

10 A room is 17 feet long and 9 feet wide. SHOW YOUR WORK

PERIMETER & AREA Perimeter and Area Word Problems — 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

Probe (week)

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

PERIMETER & AREA Perimeter and Area Word Problems — 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

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

EXAMPLE A Filled-In Data Log (Invented Student)

Priya is invented. Twelve weekly probes on perimeter and area word problems, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 perimeter and area word problems with the length and width given in whole feet, Priya will write the correct answer with its unit to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored word problem probes (Forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/9	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	answered every area problem by adding the length and width instead of multiplying them
5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: circled the question word (perimeter or area) and wrote the formula in the work space before calculating for two weeks
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: 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, 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: "answered every area problem by adding the length and width instead of multiplying them" 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.

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 forms 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

Equivalent forms, and why it matters

Every form has ten items drawn independently, with

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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. 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 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 independently, with no item repeated inside a form and no two forms alike. 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.

Perimeter and Area Word Problems — Goal and Directions

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

Ten perimeter-or-area word problems per form (five perimeter, five area): a rectangle's length and width in whole feet, 2 to 20, from two fixed sentence frames and a closed vocabulary — no drawn figure, no shape-attribute question. A labeled space above the answer box is for the work; only the final answer with its unit is scored.

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

By [annual review date], when given 10 perimeter and area word problems with the length and width given in whole feet, [Student] will write the correct answer with its unit to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored word problem probes.

BY (DATE)

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT)

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

CRITERION (SCORE OUT OF 10, OR PERCENT)

ON ____ OF ____ CONSECUTIVE PROBES

AS MEASURED BY (THIS PROBE: PERIMETER AND AREA WORD PROBLEMS, FORMS A–F, PAGE 6–11)

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

BASILINE PROBE 1	BASILINE PROBE 2	BASILINE 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 problem, show your work in the box, and write the answer with its unit on the line.”
- ☐ Correct: the final answer with its unit only — 26 feet, 40 square feet — the work shown is not scored.
- ☐ Only two sentence frames and ten words beyond the numbers and object noun: a, is, feet, long, and, wide, what, its, perimeter, area.
- ☐ 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: _____

**Solve. Show your work.**

- 1** A counter is 8 feet long and 18 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 2** A banner is 12 feet long and 17 feet wide.
What is its area?

SHOW YOUR WORK

square feet

- 3** A garden is 18 feet long and 18 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 4** A yard is 17 feet long and 4 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 5** A garden is 10 feet long and 19 feet wide.
What is its area?

SHOW YOUR WORK

square feet

- 6** A banner is 20 feet long and 14 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 7** A counter is 13 feet long and 12 feet wide.
What is its area?

SHOW YOUR WORK

square feet

- 8** A room is 8 feet long and 14 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 9** A deck is 13 feet long and 19 feet wide.
What is its area?

SHOW YOUR WORK

square feet

- 10** A room is 17 feet long and 9 feet wide.
What is its area?

SHOW YOUR WORK

square feet

My name: _____

Date: _____

**Solve. Show your work.**

- 1** A closet is 15 feet long and 13 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 2** A yard is 15 feet long and 19 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 3** A yard is 3 feet long and 12 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 4** A garden is 17 feet long and 12 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 5** A garden is 20 feet long and 17 feet wide.
What is its area?

SHOW YOUR WORK

square feet

- 6** A rug is 3 feet long and 17 feet wide. What is its area?

SHOW YOUR WORK

square feet

- 7** A counter is 15 feet long and 9 feet wide.
What is its perimeter?

SHOW YOUR WORK

feet

- 8** A patio is 8 feet long and 19 feet wide.
What is its area?

SHOW YOUR WORK

square feet

- 9** A closet is 13 feet long and 4 feet wide.
What is its area?

SHOW YOUR WORK

square feet

- 10** A garden is 2 feet long and 11 feet wide.
What is its area?

SHOW YOUR WORK

square feet

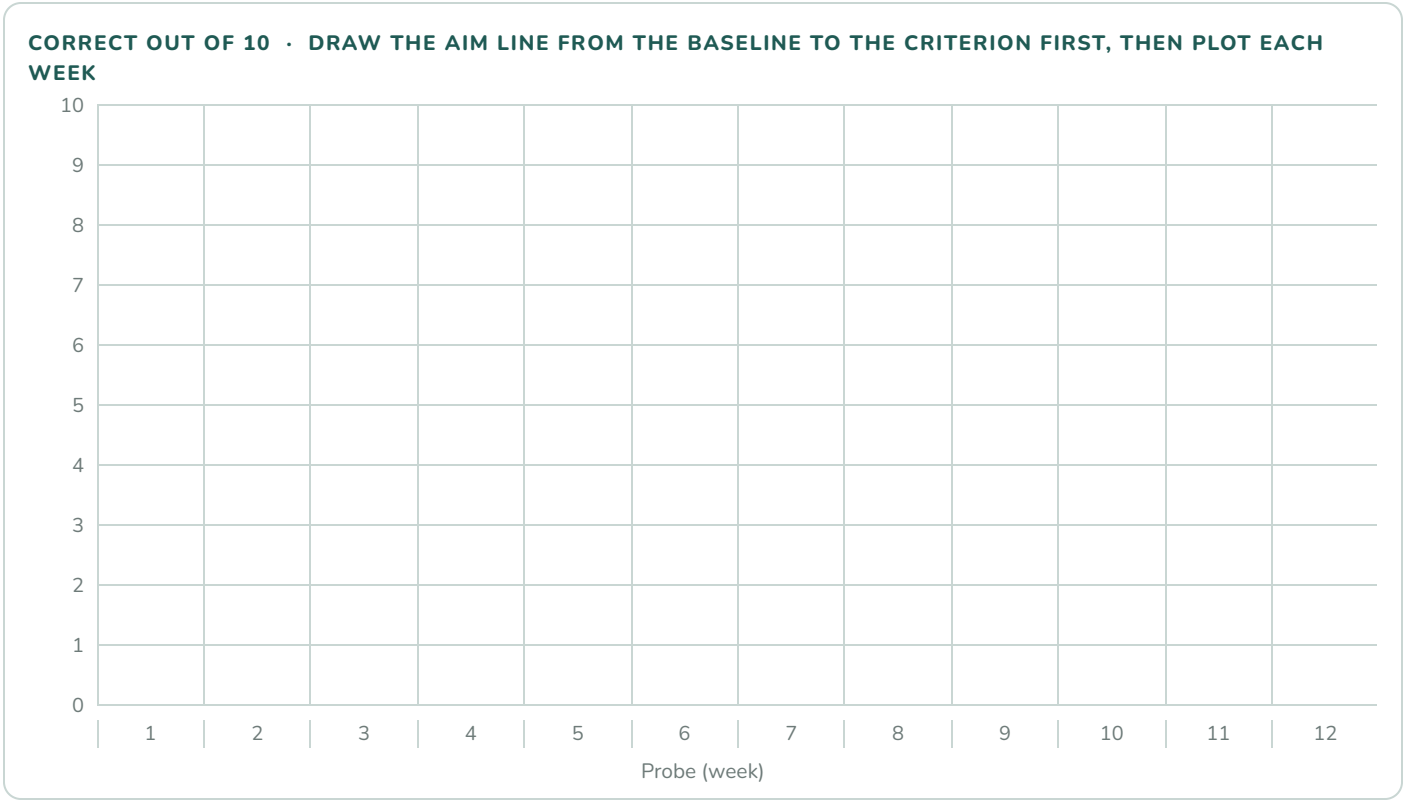
Perimeter and Area Word Problems — Data Log and Graph

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)

Perimeter and Area Word Problems — Caseload Summary

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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

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- ☐ The notes name the pattern, not just the count: “answered every area problem by adding the length and width instead of multiplying them” 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 perimeter and area word problems probes (10 items, untimed), Priya 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.