

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

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 point to count it on. This file is both, for one skill; a goal written in the probe's own words, its equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or taught.

- 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 decision, criterion, the number of probes.
- Probe once** with the forms in rotation (A, B, C, D, E, F, A.) Never the same form two weeks running. Every form is ten items. Write the goal. It against the answer log. 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 data.
- Decide from the graph.** Three dates 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 are 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: plot 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: scan it, row the log, 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 are on pages 16 and 17, score there, then log it.
- ☐ Keep the goal page and the graph paper for each student at the front of the data folder; type into

BRIGHT PATH SPEED

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 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.

Ratio and Proportion Word Problems, Single-Step — Goal and Directions

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

Ten one-step ratio word problems per form (five recipe, five classroom-group), from two fixed sentence frames and a ratio already in lowest terms.

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

By [annual review date], given 10 one-step ratio word problems with a stated ratio, [Student] will write the correct answer to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored ratio 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: RATIO AND PROPORTION WORD PROBLEMS, 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 problem. Write only the missing number in the box." If reading is not the goal, read it aloud instead and note that on the log.
- ☐ Correct: the right number only; the scaling step is not scored, so there is no work line.
- ☐ Two sentence frames only: a recipe (two ingredients) and a classroom group (two kinds of items).
- ☐ 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: _____

**Read each problem. Write the answer in the box.**

WRITE ONLY THE ANSWER IN THE BOX

1. Eli has a classroom with 4 stickers for every 5 stamps. If the classroom has 32 stickers, how many stamps are there?

2. A recipe uses 2 cups of sugar for every 3 cups of butter. Sam uses 4 cups of sugar. How many cups of butter does Sam need?

3. Ivy has a classroom with 3 striped folders for every 7 plain folders. If the classroom has 9 striped folders, how many plain folders are there?

4. A recipe uses 4 cups of rice for every 7 cups of beans. Zoe uses 32 cups of rice. How many cups of beans does Zoe need?

5. A recipe uses 4 cups of flour for every 7 cups of sugar. Mia uses 16 cups of flour. How many cups of sugar does Mia need?

6. Max has a classroom with 6 math workbooks for every 7 science workbooks. If the classroom has 48 math workbooks, how many science workbooks are there?

7. A recipe uses 4 cups of flour for every 9 cups of water. Jen uses 20 cups of flour. How many cups of water does Jen need?

8. Ivy has a classroom with 8 math workbooks for every 9 science workbooks. If the classroom has 40 math workbooks, how many science workbooks are there?

9. Ivy has a classroom with 6 math workbooks for every 7 science workbooks. If the classroom has 18 math workbooks, how many science workbooks are there?

10. A recipe uses 4 cups of rice for every 5 cups of beans. Ana uses 12 cups of rice. How many cups of beans does Ana need?

My name: _____

Date: _____

**Read each problem. Write the answer in the box.**

WRITE ONLY THE ANSWER IN THE BOX

1. Mia has a classroom with 5 red counters for every 6 blue counters. If the classroom has 40 red counters, how many blue counters are there?

2. Ben has a classroom with 5 red counters for every 7 blue counters. If the classroom has 35 red counters, how many blue counters are there?

3. A recipe uses 4 cups of oats for every 5 cups of raisins. Zoe uses 28 cups of oats. How many cups of raisins does Zoe need?

4. A recipe uses 2 cups of milk for every 3 cups of flour. Max uses 12 cups of milk. How many cups of flour does Max need?

5. A recipe uses 5 cups of flour for every 6 cups of water. Ben uses 15 cups of flour. How many cups of water does Ben need?

6. Ana has a classroom with 4 striped folders for every 7 plain folders. If the classroom has 20 striped folders, how many plain folders are there?

7. A recipe uses 3 cups of flour for every 8 cups of oats. Ana uses 15 cups of flour. How many cups of oats does Ana need?

8. Ana has a classroom with 2 red beads for every 9 yellow beads. If the classroom has 6 red beads, how many yellow beads are there?

9. Sam has a classroom with 2 red beads for every 7 yellow beads. If the classroom has 8 red beads, how many yellow beads are there?

10. A recipe uses 4 cups of flour for every 9 cups of oats. Tom uses 12 cups of flour. How many cups of oats does Tom need?

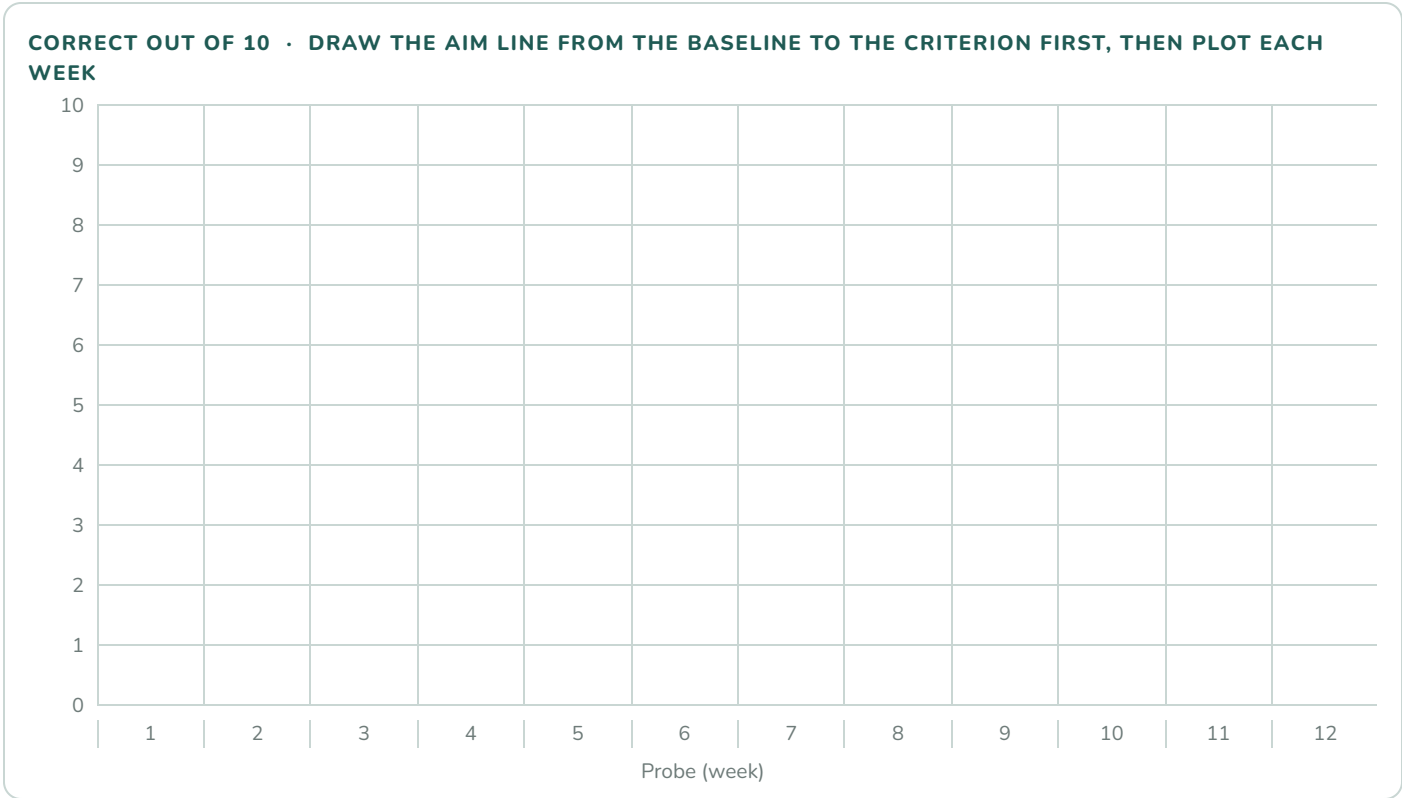
Ratio and Proportion Word Problems, Single-Step – Data Log and Graph

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)

Ratio and Proportion Word Problems, Single-Step — 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 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)

Kai is invented. Twelve weekly probes on ratio and proportion word problems, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Kai, seventh grade (invented)

By May 20, given 10 one-step ratio word problems with a stated ratio, Kai will write the correct answer to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored ratio 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	4	6	4	baseline (median of 3, 4, 4 = 4)
4	9/17	D	4	6	4	added the scale amount to the given quantity instead of multiplying it, on every missed item
5	9/24	E	3	7	3	same pattern
6	10/1	F	4	6	4	3 under aim line: circled the ratio in the first sentence and wrote the scale factor before solving each problem for two weeks
7	10/8	A	6	4	6	–
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, 4, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 3, 4) 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: “added the scale amount to the given quantity instead of multiplying it, on every missed item” 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 ratio and proportion word problems probes (10 items, untimed), Kai scored 4 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.