

SIMPLE INTEREST

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

SIMPLE INTEREST Simple Interest – Goal and Directions

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

Ten simple-interest word problems per form: a savings account, a CD, a savings bond, a loan, a class fund or a store credit plan; each solved with $I = P \times R \times T$. Every principal, rate and time is chosen so the interest is always an exact, whole-dollar amount.

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

By [annual review date], when given 10 word problems applying the simple interest formula $I = P \times R \times T$ to a principal, rate and time, [Student] will write the correct interest amount for 8 of 10 problems on [3] consecutive weekly probes, as measured by teacher-scored simple interest 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, SIMPLE INTEREST WORD PROBLEMS, 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 BASELINE)

Benchmarks toward the goal.

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MEET

Simple Interest – Form A

My name: _____ Date: _____

Solve. Use $I = P \times R \times T$. Write the interest in dollars and cents in the box.

SOLVE. USE $I = P \times R \times T$. WRITE THE INTEREST IN DOLLARS AND CENTS IN THE BOX.

- 1. GET** Kai charges 200.00 to a store credit plan that charges 4% simple interest per year. How much interest will Kai owe after 5 years? WRITE _____
- 2. GET** Jen opens a 5-year certificate of deposit for 800.00 that pays 5% simple interest per year. How much interest will it earn? WRITE _____
- 3. GET** Ivy puts 100.00 in a savings account that pays 5% simple interest per year. How much interest will the account earn in 4 years? WRITE _____
- 4. GET** Eli buys a savings bond for 800.00 that pays 10% simple interest per year. How much interest will the bond earn in 2 years? WRITE _____
- 5. GET** Kai opens a 1-year certificate of deposit for 500.00 that pays 6% simple interest per year. How much interest will it earn? WRITE _____
- 6. GET** Mia borrows 100.00 from a family member at 3% simple interest per year. How much interest will Mia owe after 5 years? WRITE _____

SIMPLE INTEREST Simple Interest – 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)

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

SIMPLE INTEREST Simple Interest – 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 _____ What it is for _____

EXAMPLE A Filled-In Data Log (Invented Student)

Pritya is invented. Twelve weekly probes on simple interest word problems, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Pritya, eighth grade (invented)

By May 20, when given 10 word problems applying the simple interest formula $I = P \times R \times T$ to a principal, rate and time, Pritya will write the correct interest amount for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored simple interest probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	5	5	5	baseline (median of 4, 4, 5 = 4)
4	9/17	D	4	6	4	used the rate as a whole number instead of converting it to a decimal first, making every answer 100 times too large
5	9/24	E	3	7	3	same pattern
6	10/1	F	4	6	4	3 under aim line: practical writing the rate as a decimal before multiplying, with each value labeled in the Work strip
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: 4, 4, 5, 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

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

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

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- ☐ Same day: score it, log the row, plot the point, look at the last three points.
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- ☐ 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.

Simple Interest — Goal and Directions

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

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

By [annual review date], when given 10 word problems applying the simple interest formula ($I = P \times R \times T$) to a principal, rate and time, [Student] will write the correct interest amount for [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored simple interest 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: SIMPLE INTEREST WORD PROBLEMS, 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 BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read each problem, multiply the principal, the rate and the time, then write the interest in dollars and cents in the box."
- ☐ Every principal, rate and time here is chosen so the interest always lands exactly on the dollar -- never round.
- ☐ Convert the rate to a decimal first ($5\% = 0.05$) before multiplying -- using the whole number instead is the most common wrong-answer pattern on this skill.
- ☐ 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. Use $I = P \times R \times T$. Write the interest in dollars and cents in the box.

SOLVE. USE $I = P \times R \times T$. WRITE THE INTEREST IN DOLLARS AND CENTS IN THE BOX.

- | | | | | |
|---|------------|---|------|---|
| 1. | INT | Kai charges 200.00 to a store credit plan that charges 4% simple interest per year. How much interest will Kai owe after 5 years? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |
| <hr style="border-top: 1px dotted black;"/> | | | | |
| 2. | INT | Jen opens a 5-year certificate of deposit for 800.00 that pays 5% simple interest per year. How much interest will it earn? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |
| <hr style="border-top: 1px dotted black;"/> | | | | |
| 3. | INT | Ivy puts 100.00 in a savings account that pays 5% simple interest per year. How much interest will the account earn in 4 years? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |
| <hr style="border-top: 1px dotted black;"/> | | | | |
| 4. | INT | Eli buys a savings bond for 800.00 that pays 10% simple interest per year. How much interest will the bond earn in 2 years? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |
| <hr style="border-top: 1px dotted black;"/> | | | | |
| 5. | INT | Kai opens a 1-year certificate of deposit for 500.00 that pays 6% simple interest per year. How much interest will it earn? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |
| <hr style="border-top: 1px dotted black;"/> | | | | |
| 6. | INT | Mia borrows 100.00 from a family member at 3% simple interest per year. How much interest will Mia owe after 5 years? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |
| <hr style="border-top: 1px dotted black;"/> | | | | |
| 7. | INT | Ivy buys a savings bond for 400.00 that pays 4% simple interest per year. How much interest will the bond earn in 2 years? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |
| <hr style="border-top: 1px dotted black;"/> | | | | |
| 8. | INT | The class fundraising club invests 300.00 in an account that pays 8% simple interest per year. How much interest will the club earn in 4 years? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |
| <hr style="border-top: 1px dotted black;"/> | | | | |
| 9. | INT | Max borrows 500.00 from a family member at 2% simple interest per year. How much interest will Max owe after 3 years? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |
| <hr style="border-top: 1px dotted black;"/> | | | | |
| 10. | INT | Kai puts 200.00 in a savings account that pays 6% simple interest per year. How much interest will the account earn in 2 years? | WORK | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> |

My name: _____

Date: _____



Solve. Use $I = P \times R \times T$. Write the interest in dollars and cents in the box.

SOLVE. USE $I = P \times R \times T$. WRITE THE INTEREST IN DOLLARS AND CENTS IN THE BOX.

- | | | | | |
|-------|------------|--|------|--|
| 1. | INT | Max puts 100.00 in a savings account that pays 10% simple interest per year. How much interest will the account earn in 3 years? | WORK | |
| <hr/> | | | | |
| 2. | INT | Ben borrows 700.00 from a family member at 5% simple interest per year. How much interest will Ben owe after 5 years? | WORK | |
| <hr/> | | | | |
| 3. | INT | Ana opens a 5-year certificate of deposit for 900.00 that pays 10% simple interest per year. How much interest will it earn? | WORK | |
| <hr/> | | | | |
| 4. | INT | Ben buys a savings bond for 300.00 that pays 4% simple interest per year. How much interest will the bond earn in 2 years? | WORK | |
| <hr/> | | | | |
| 5. | INT | Sam puts 300.00 in a savings account that pays 4% simple interest per year. How much interest will the account earn in 1 year? | WORK | |
| <hr/> | | | | |
| 6. | INT | Jen buys a savings bond for 500.00 that pays 8% simple interest per year. How much interest will the bond earn in 3 years? | WORK | |
| <hr/> | | | | |
| 7. | INT | Jen charges 800.00 to a store credit plan that charges 2% simple interest per year. How much interest will Jen owe after 4 years? | WORK | |
| <hr/> | | | | |
| 8. | INT | Leo borrows 800.00 from a family member at 3% simple interest per year. How much interest will Leo owe after 5 years? | WORK | |
| <hr/> | | | | |
| 9. | INT | Jen opens a 3-year certificate of deposit for 900.00 that pays 5% simple interest per year. How much interest will it earn? | WORK | |
| <hr/> | | | | |
| 10. | INT | The class fundraising club invests 700.00 in an account that pays 10% simple interest per year. How much interest will the club earn in 4 years? | WORK | |

Simple Interest — Data Log and Graph

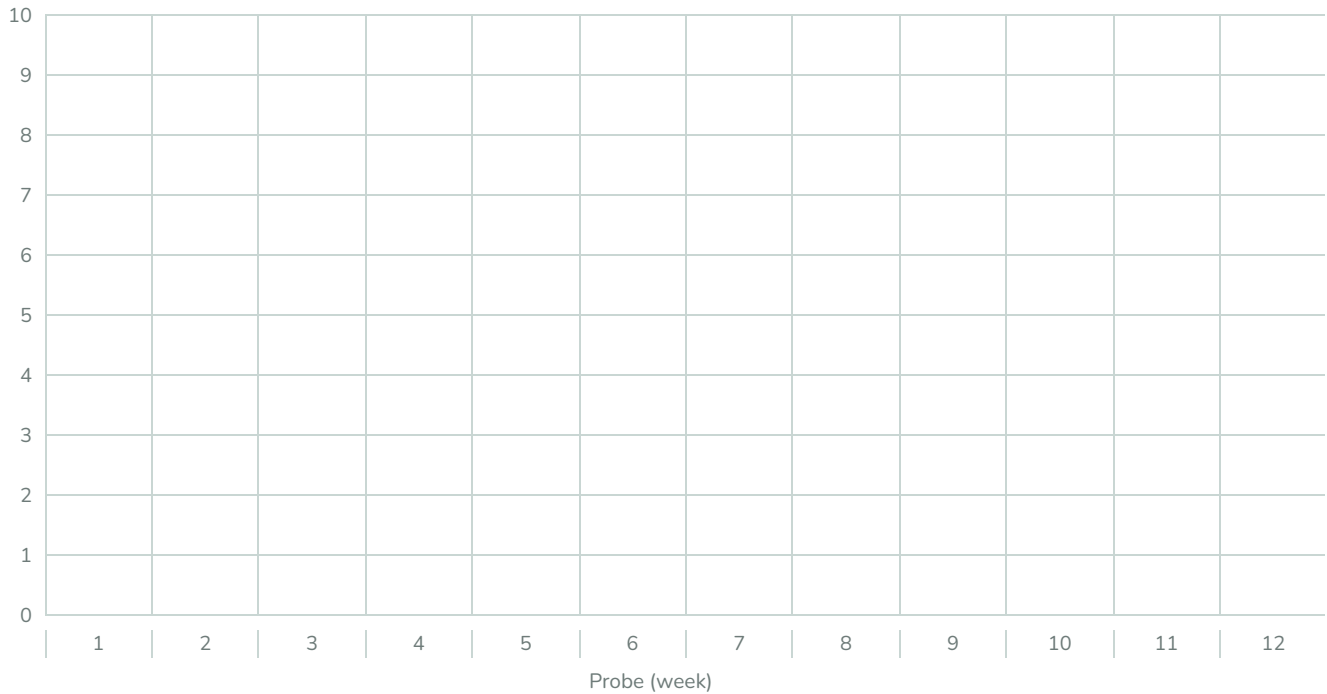
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Simple Interest — 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)

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

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

By May 20, when given 10 word problems applying the simple interest formula ($I = P \times R \times T$) to a principal, rate and time, Priya will write the correct interest amount for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored simple interest probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	5	5	5	baseline (median of 4, 4, 5 = 4)
4	9/17	D	4	6	4	used the rate as a whole number instead of converting it to a decimal first, making every answer 100 times too large
5	9/24	E	3	7	3	same pattern
6	10/1	F	4	6	4	3 under aim line: practiced writing the rate as a decimal before multiplying, with each value labeled in the Work strip
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: 4, 4, 5, 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: “used the rate as a whole number instead of converting it to a decimal first, making every answer 100 times too large” 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 simple interest word problems probes (10 items, untimed), Priya 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.