

TWO-DIGIT ADDITION WITH REGROUPING

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

2-DIGIT ADDITION Two-Digit Addition, With Regrouping — Goal and Directions

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

Ten two-digit addition problems per form and every one of them carries: the ones digits always sum to ten or more. Nothing on the page can be answered without regrouping, so a score of 3 out of 10 means the student got three carries right, not that three problems happened to be easy. Every total stays under 100, so the answer is two digits on every problem and the column format never changes mid-probe.

Sample goal — invented; edit every bracket to fit the student.
By [annual review date], when given 10 two-digit addition problems requiring regrouping, [Student] will write correct answers to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored addition probes.

BY (DATE) _____ CRITERION (SCORE OUT OF 10, OR PERCENT) _____

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT) _____ ON ____ OF ____ CONSECUTIVE PROBES _____

AS MEASURED BY (THIS PROBE: 2-DIGIT ADDITION WITH REGROUPING, FORMS A-F, PAGE 5-10) _____

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

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	MEET?

Giving and scoring the probe

☐ Say, "Solve each problem. Start with the ones."
☐ Correct both digits right and in the right columns.
☐ Three errors are worth separating in the notes, because each has a different lesson behind it: the student who

2-DIGIT ADDITION Two-Digit Addition, With Regrouping — Form A

Solve each problem. Write the answer under the line. Untimed.

NAME _____ DATE _____ FORM **A** Untimed - 10 Items

IEP GOAL THIS PROBE MEASURES
 Sample: By [annual review date], when given 10 two-digit addition problems requiring regrouping, [Student] will write correct answers to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored addition probes.
 GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

$\begin{array}{r} 57 \\ + 15 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ + 57 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ + 46 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ + 55 \\ \hline \end{array}$	$\begin{array}{r} 38 \\ + 42 \\ \hline \end{array}$
$\begin{array}{r} 27 \\ + 34 \\ \hline \end{array}$	$\begin{array}{r} 59 \\ + 39 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ + 35 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 77 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ + 16 \\ \hline \end{array}$

2-DIGIT ADDITION Two-Digit Addition, With Regrouping — 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
0												
1												
2												
3												
4												
5												
6												
7												
8												
9												

Probe (week)

#	DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHING)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

2-DIGIT ADDITION Two-Digit Addition, With Regrouping — 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.
 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)

Marcus is invented. Twelve weekly probes on two-digit addition with regrouping, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Marcus, second grade (invented)
 By May 20, when given 10 two-digit addition problems requiring regrouping, Marcus will write correct answers to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored addition probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	3	7	3	baseline (median of 2, 4, 3 = 3)
4	9/17	D	3	7	3	every ones total written whole under the line, so $37 + 25$ came out 52
5	9/24	E	4	6	4	same pattern
6	10/1	F	3	7	3	3 under aim line: added a carry box above the tens column
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, 4, 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, 4, 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: "every ones total written whole under the line, so $37 + 25$ came out 52" 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

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 conditions, 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.
- Log and plot** the scores 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-for-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 teacher copy is the one you mark on; the student copy stays clean.
☐ 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; once team sets the real ones.

Equivalent forms, and why it matters

Every form has ten items drawn the same way, with no item repeated inside a form and no two forms alike. Forms are drawn independently, so an item

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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.
- 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.
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- ☐ 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, with no item repeated inside a form and no two forms alike. Forms are drawn independently, so an item can recur across the set — on a fact probe that is the point, because the facts themselves are the fixed set being learned. 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.

Two-Digit Addition, With Regrouping – Goal and Directions

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

Ten two-digit addition problems per form and every one of them carries: the ones digits always sum to ten or more, so a score of 3 means three carries right and not three easy problems. Every total stays under 100, so the answer is two digits throughout.

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

By [annual review date], when given 10 two-digit addition problems requiring regrouping, [Student] will write correct answers to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored addition 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: 2-DIGIT ADDITION WITH REGROUPING, FORMS A–F, PAGE 5–10)

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: “Solve each problem. Start with the ones.”
- ☐ Correct: both digits right and in the right columns.
- ☐ Separate three errors in the notes; only the last needs fact practice. Writing the whole ones total under the line (37 + 25 as 512). Carrying, then not adding the carried ten. A shaky fact.
- ☐ 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)

.....

.....

.....

Solve each problem. Write the answer under the line. · Untimed.

NAME

DATE

FORM

A untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 two-digit addition problems requiring regrouping, [Student] will write correct answers to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored addition probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

$$\begin{array}{r} 57 \\ + 15 \\ \hline \end{array}$$

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$$\begin{array}{r} 17 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ + 16 \\ \hline \end{array}$$

TEACHER COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Problems correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Solve each problem. Write the answer under the line. · Untimed.

NAME

DATE

FORM

B untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when given 10 two-digit addition problems requiring regrouping, [Student] will write correct answers to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored addition probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

$$\begin{array}{r} 64 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 17 \\ \hline \end{array}$$

TEACHER COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Problems correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Two-Digit Addition, With Regrouping – Data Log and Graph

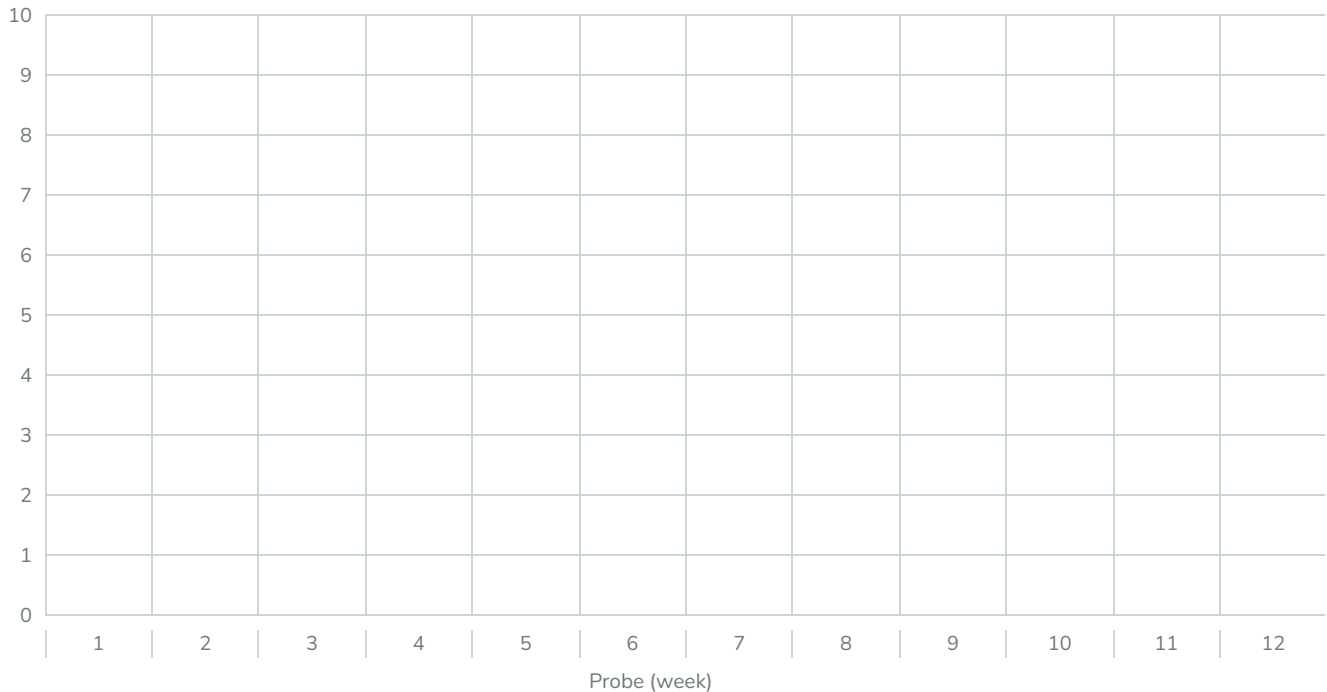
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 RETEACHING)

Two-Digit Addition, With Regrouping – 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)

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How to read the log

- ☐ Baseline was the median of three forms on three days: 2, 4, 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, 4, 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: “every ones total written whole under the line, so $37 + 25$ came out 512” 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 two-digit addition with regrouping probes (10 items, untimed), Marcus 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.