

TWO-STEP WORD PROBLEMS

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

WORD PROBLEMS **Two-Step Word Problems Within 100 – Goal and Directions**

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

Ten two-step word problems per form, all numbers within 100, in four fixed shapes with the same mix on every form. Sixty problems, none on two forms.

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

By [annual review date], when given 10 two-step addition and subtraction word problems within 100, [Student] will write the correct final answer to 8 of 10 problems on [3] consecutive weekly probes, as measured by teacher-scored two-step word problem 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: TWO-STEP WORD PROBLEMS, FORMS A-F, PAGE 6-11) _____

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

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

Giving and scoring the probe

☐ Say "Read the story. Do both steps. Show your work, then write your answer." If reading is not the goal, read it aloud and note that on the log.

☐ Correct: the final number only; the work space is not scored.

My name: _____ Date: _____

Read. Do two steps. Write the answer.

1 Zoe has 15 pencils. Zoe gets 8 more. Then Zoe gives away 6. How many pencils does Zoe have now?

Show your work _____ Answer: _____

2 Ana has 36 cards. Ana gives away 15. Then Ana gets 60 more. How many cards does Ana have now?

Show your work _____ Answer: _____

3 Max has 77 balloons. Max gives away 3. Then Max gives away 24. How many balloons does Max have now?

Show your work _____ Answer: _____

4 Tom has 22 crayons. Tom gets 58 more. Then Tom gets 15 more. How many crayons does Tom have now?

Show your work _____ Answer: _____

5 Leo has 29 stickers. Leo gives away 9. Then Leo gets 51 more. How many stickers does Leo have now?

Show your work _____ Answer: _____

6 Sam has 42 beads. Sam gets 47 more. Then Sam gives away 41. How many beads does Sam have now?

Show your work _____ Answer: _____

7 Kai has 24 marbles. Kai gets 34 more. Then Kai gives away 15. How many marbles does Kai have now?

Show your work _____ Answer: _____

8 Mia has 34 buttons. Mia gives away 8. Then Mia gets 27 more. How many buttons does Mia have now?

Show your work _____ Answer: _____

WORD PROBLEMS **Two-Step Word Problems Within 100 – 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
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

Probe (week)

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

WORD PROBLEMS **Two-Step Word Problems Within 100 – 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.

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

EXAMPLE **A Filled-In Data Log (Invented Student)**

Tom is invented. Twelve weekly probes on two-step word problems, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Tom, third grade (invented)

By May 20, when given 10 two-step addition and subtraction word problems within 100, Tom will write the correct final answer to 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored two-step word problem probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	5/9	A	2	8	2	baseline
2	5/9	B	3	7	3	baseline
3	5/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	5/17	D	3	7	3	the first step right, then the second step done with the wrong operation
5	5/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: underlined the word that says add or take away in each sentence before starting
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, 2, 3) sit 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: "the first step right, then the second step done with the wrong operation" 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 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.

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- 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.
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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, 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.

Two-Step Word Problems Within 100 – Goal and Directions

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

Ten two-step word problems per form, all numbers within 100, in four fixed shapes with the same mix on every form. Sixty problems, none on two forms.

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

By [annual review date], when given 10 two-step addition and subtraction word problems within 100, [Student] will write the correct final answer to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored two-step 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: TWO-STEP 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 the story. Do both steps. Show your work, then write your answer." If reading is not the goal, read it aloud and note that on the log.
- ☐ Correct: the final number only; the work space is not scored.
- ☐ Every form: 3 add then subtract, 3 subtract then add, 2 add then add, 2 subtract then subtract.
- ☐ 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. Do two steps. Write the answer.**

- 1** Zoe has 15 pencils. Zoe gets 8 more. Then Zoe gives away 6. How many pencils does Zoe have now?

Show your work

Answer

- 2** Ana has 36 cards. Ana gives away 15. Then Ana gets 60 more. How many cards does Ana have now?

Show your work

Answer

- 3** Max has 77 balloons. Max gives away 3. Then Max gives away 24. How many balloons does Max have now?

Show your work

Answer

- 4** Tom has 22 crayons. Tom gets 58 more. Then Tom gets 15 more. How many crayons does Tom have now?

Show your work

Answer

- 5** Leo has 29 stickers. Leo gives away 9. Then Leo gets 51 more. How many stickers does Leo have now?

Show your work

Answer

- 6** Sam has 42 beads. Sam gets 47 more. Then Sam gives away 41. How many beads does Sam have now?

Show your work

Answer

- 7** Kai has 24 marbles. Kai gets 34 more. Then Kai gives away 15. How many marbles does Kai have now?

Show your work

Answer

- 8** Mia has 34 buttons. Mia gives away 8. Then Mia gets 27 more. How many buttons does Mia have now?

Show your work

Answer

- 9** Eli has 73 shells. Eli gives away 11. Then Eli gives away 24. How many shells does Eli have now?

Show your work

Answer

- 10** Ben has 27 blocks. Ben gets 17 more. Then Ben gets 42 more. How many blocks does Ben have now?

Show your work

Answer

My name: _____

Date: _____

**Read. Do two steps. Write the answer.**

- 1** Zoe has 35 blocks. Zoe gives away 21. Then Zoe gets 11 more. How many blocks does Zoe have now?

Show your work

Answer

- 2** Max has 54 crayons. Max gets 25 more. Then Max gives away 28. How many crayons does Max have now?

Show your work

Answer

- 3** Ana has 53 cards. Ana gets 18 more. Then Ana gives away 31. How many cards does Ana have now?

Show your work

Answer

- 4** Kai has 76 buttons. Kai gives away 38. Then Kai gets 36 more. How many buttons does Kai have now?

Show your work

Answer

- 5** Mia has 28 marbles. Mia gives away 14. Then Mia gives away 4. How many marbles does Mia have now?

Show your work

Answer

- 6** Tom has 65 pencils. Tom gives away 40. Then Tom gives away 19. How many pencils does Tom have now?

Show your work

Answer

- 7** Jen has 20 stickers. Jen gets 41 more. Then Jen gets 3 more. How many stickers does Jen have now?

Show your work

Answer

- 8** Sam has 18 shells. Sam gets 59 more. Then Sam gets 13 more. How many shells does Sam have now?

Show your work

Answer

- 9** Ivy has 55 balloons. Ivy gives away 29. Then Ivy gets 58 more. How many balloons does Ivy have now?

Show your work

Answer

- 10** Leo has 33 beads. Leo gets 20 more. Then Leo gives away 8. How many beads does Leo have now?

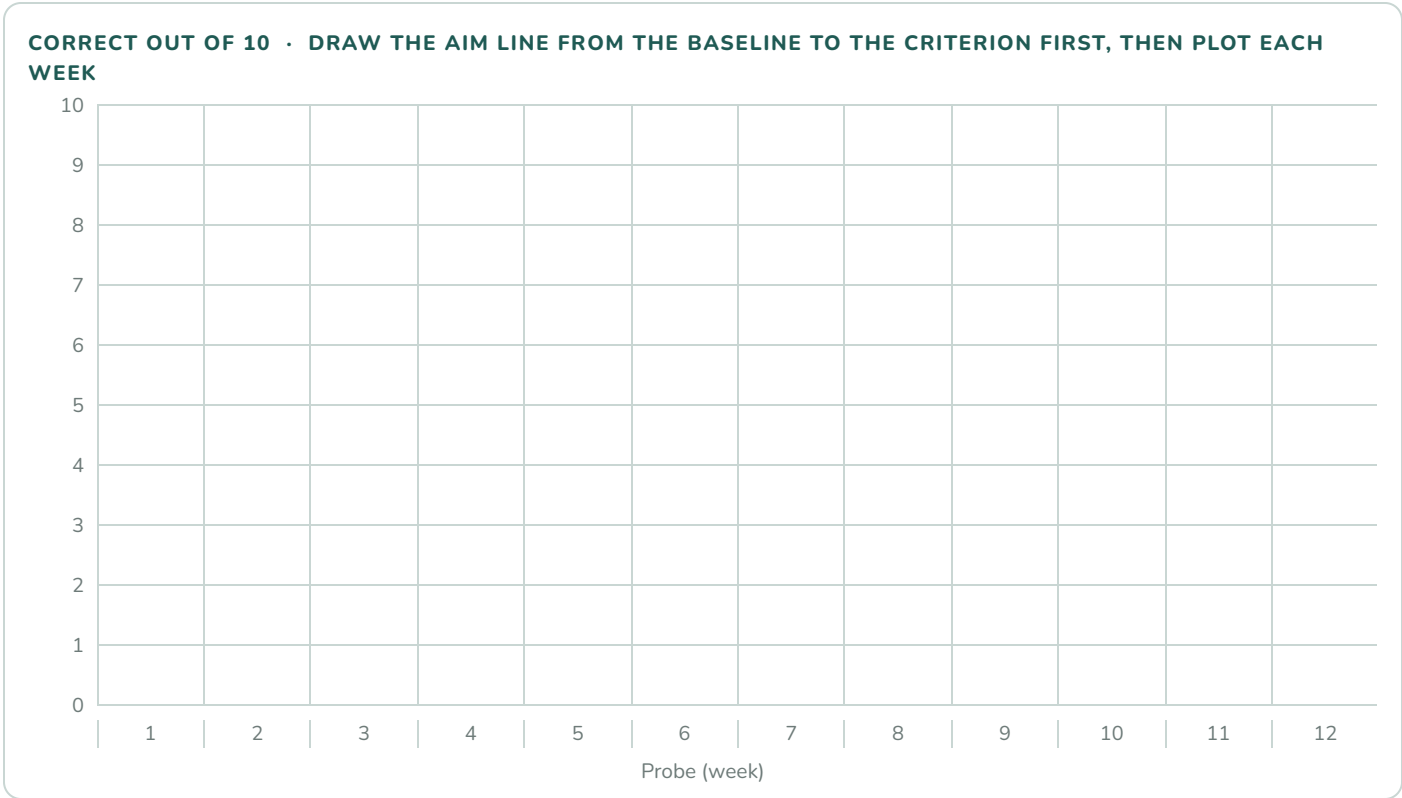
Show your work

Answer

Two-Step Word Problems Within 100 – 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
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#	DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHED)

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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)

Tom is invented. Twelve weekly probes on two-step word problems, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Tom, third grade (invented)

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3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	the first step right, then the second step done with the wrong operation
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: underlined the word that says add or take away in each sentence before starting
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, 2, 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: “the first step right, then the second step done with the wrong operation” 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-step word problems probes (10 items, untimed), Tom 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.