

EXTRA INFO WORD PROBLEMS

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

EXTRA INFORMATION **One-Step Word Problems with Extra Information Within 20 – Goal and Directions**

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

Ten one-step word problems per form, the same within-20 math as this store's word problem probe, plus one extra, irrelevant number the question never needs.

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

By [annual review date], when given 10 one-step addition/subtraction word problems within 20, each with one extra, irrelevant number, [Student] will write the correct answer to 8 of 10 problems on 3 consecutive weekly 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 PROBES) _____ AS MEASURED BY (THIS PROBE: WORD PROBLEMS WITH EXTRA INFORMATION, FORMS A-F, PAGE 8-13) _____

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 "Read each problem. One number is extra. Find it, then write only the answer." If reading is not the goal, read it aloud instead.

☐ Correct: the first number only; the extra number is never scored.

EXTRA INFORMATION **One-Step Word Problems with Extra Information Within 20 – 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	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHED)

EXTRA INFORMATION **One-Step Word Problems with Extra Information Within 20 – 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)**

Leo is invented. Twelve weekly probes on word problems with extra information, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Leo, second grade (invented)

By May 20, when given 10 one-step addition/subtraction word problems within 20, each with one extra, irrelevant number, Leo will write the correct answer to 8 of 10 problems on 3 consecutive weekly probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED NOTES
1	9/8	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	added all three numbers in the story together, including the extra one, on every missed item
5	9/24	E	2	8	same pattern
6	10/1	F	3	7	3 under aim line: circled the two numbers that answer the question and circled out the extra number before solving, 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, 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: "added all three numbers in the story together, including the extra one, on every missed item" is what sent the teaching somewhere specific, and a score on its own would not have said that.

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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- 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.
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- ☐ 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.
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- ☐ 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, fresh per form; an item can repeat across forms but never twice inside one form. 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.

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

By [annual review date], when given 10 one-step addition/subtraction word problems within 20, each with one extra, irrelevant number, [Student] will write the correct answer to [8 of 10] problems on [3] consecutive weekly 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: WORD PROBLEMS WITH EXTRA INFORMATION, 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. One number is extra. Find it, then write only the answer." If reading is not the goal, read it aloud instead.
- ☐ Correct: the final number only; the extra number is never scored.
- ☐ Same two sentence frames and eleven-word vocabulary as this store's word problem probe; no new vocabulary word.
- ☐ 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. One number is extra. Write the answer.**

ONE NUMBER IN EACH STORY IS EXTRA — WRITE ONLY THE ANSWER IN THE BOX

- 1 Ana has 12 buttons. Ana gives away 6. Eli has 11 buttons. How many buttons does Ana have left?

- 2 Mia has 19 buttons. Mia gives away 3. Tom has 17 buttons. How many buttons does Mia have left?

- 3 Tom has 11 buttons. Tom gets 3 more. Kai has 15 buttons. How many buttons does Tom have now?

- 4 Jen has 4 stamps. Jen gets 13 more. Ivy has 15 stamps. How many stamps does Jen have now?

- 5 Tom has 4 crayons. Tom gets 2 more. Mia has 9 crayons. How many crayons does Tom have now?

- 6 Ivy has 17 crayons. Ivy gives away 12. Jen has 7 crayons. How many crayons does Ivy have left?

- 7 Ben has 16 shells. Ben gives away 10. Eli has 18 shells. How many shells does Ben have left?

- 8 Ivy has 3 blocks. Ivy gets 17 more. Mia has 13 blocks. How many blocks does Ivy have now?

- 9 Ben has 15 cookies. Ben gives away 7. Ivy has 11 cookies. How many cookies does Ben have left?

- 10 Zoe has 4 blocks. Zoe gets 7 more. Max has 18 blocks. How many blocks does Zoe have now?

My name: _____

Date: _____

**Read. One number is extra. Write the answer.**

ONE NUMBER IN EACH STORY IS EXTRA — WRITE ONLY THE ANSWER IN THE BOX

- 1 Leo has 13 shells. Leo gives away 10. Eli has 8 shells. How many shells does Leo have left?

- 2 Ben has 20 apples. Ben gives away 5. Jen has 4 apples. How many apples does Ben have left?

- 3 Kai has 4 crayons. Kai gets 8 more. Ivy has 14 crayons. How many crayons does Kai have now?

- 4 Jen has 5 buttons. Jen gets 14 more. Ana has 4 buttons. How many buttons does Jen have now?

- 5 Sam has 16 pencils. Sam gives away 11. Max has 18 pencils. How many pencils does Sam have left?

- 6 Zoe has 3 buttons. Zoe gets 15 more. Kai has 11 buttons. How many buttons does Zoe have now?

- 7 Jen has 3 cards. Jen gets 16 more. Leo has 6 cards. How many cards does Jen have now?

- 8 Leo has 10 pencils. Leo gives away 7. Ana has 6 pencils. How many pencils does Leo have left?

- 9 Ben has 19 stamps. Ben gives away 16. Tom has 2 stamps. How many stamps does Ben have left?

- 10 Kai has 13 balloons. Kai gets 2 more. Ben has 14 balloons. How many balloons does Kai have now?

EXTRA INFORMATION

One-Step Word Problems with Extra Information Within 20 – Data Log and Graph

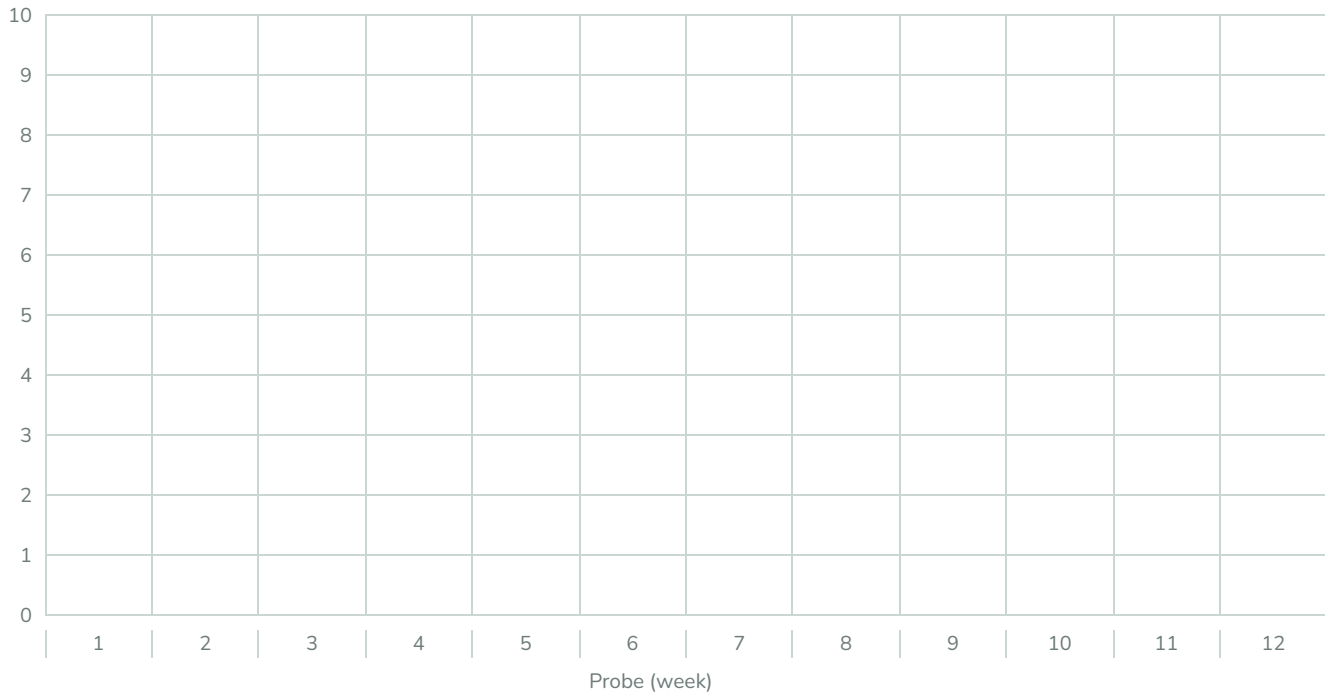
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

One-Step Word Problems with Extra Information Within 20 – 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)

Leo is invented. Twelve weekly probes on word problems with extra information, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Leo, second grade (invented)

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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
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11	11/5	E	8	2	8	criterion met, 1 of 3
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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: “added all three numbers in the story together, including the extra one, 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 word problems with extra information probes (10 items, untimed), Leo 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.