

3D SHAPE ATTRIBUTES

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

3D SHAPE ATTRIBUTES 3D Shape Attributes — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed, score is 3D shapes named correctly out of 10.

Ten sentences per form, each describing one 3D shape's faces, edges and corners in words — no picture — with the two-word choice already shown in parentheses. The same six shapes every form, so a missed item names the exact shape to retask.

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

By [annual review date], when given 10 sentences each describing a 3D shape's faces, edges or corners with its two-word choice shown in parentheses, [Student] will write the name of the shape that matches the attributes for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored 3D shape attribute 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: 3D SHAPE ATTRIBUTES, 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 BASLINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MEET

My name: _____

3D Shape Attributes - Form A

Date: _____

Read what the shape looks like. Write the matching 3D shape name in the box.

READ WHAT THE SHAPE LOOKS LIKE - WRITE THE ONE MATCHING 3D SHAPE NAME IN THE BOX

- A tent with a square floor has 1 flat square face on the bottom and 4 triangle faces meeting at a single point above it. Which 3D shape is it? (pyramid / prism)
- This shape has 2 flat circle faces, 1 on top and 1 on the bottom, with a curved side between them. Which 3D shape is it? (cylinder / sphere)
- A party hat has 1 flat circle at the bottom and curves up to 1 single point at the top. Which 3D shape is it? (cone / cylinder)
- This shape has 5 faces and 8 edges, with 4 triangle faces meeting at one pointed top. Which 3D shape is it? (prism / pyramid)
- This shape has 5 faces: 2 matching triangle ends and 3 rectangle sides between them. Which 3D shape is it? (prism / cube)
- This shape has 0 flat faces anywhere on it, just 1 fully curved surface. Which 3D shape is it? (cone / sphere)

3D SHAPE ATTRIBUTES 3D Shape Attributes — 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												
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												
0												
	1	2	3	4	5	6	7	8	9	10	11	12
	Probe (week)											

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

3D SHAPE ATTRIBUTES 3D Shape Attributes — 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

What it is for

EXAMPLE A Filled-In Data Log (Invented Student)

Prisha is invented. Twelve weekly probes on 3D shape attributes, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Prisha, fourth grade (invented)

By May 20, when given 10 sentences each describing a 3D shape's faces, edges or corners with its two-word choice shown in parentheses, Prisha will write the name of the shape that matches the attributes for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored 3D shape attribute 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	3	write the right shape name for cylinder, sphere and cone, but missed both items for pyramid, cube and prism
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the missed shape names into a hands-on 3D shape sort and reviewed it for five minutes a day before returning to the probe
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: use the median of these three forms on three days: 2, 3, 3, on 3. Not the average, not the best.

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

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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.

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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.

Goal, baseline, directions and benchmarks for one skill. Untimed; score is 3D shapes named correctly out of 10.

Ten sentences per form, each describing one 3D shape's faces, edges and corners in words -- no picture -- with the two-word choice already shown in parentheses. The same six shapes every form, so a missed item names the exact shape to reteach.

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

By [annual review date], when given 10 sentences each describing a 3D shape's faces, edges or corners with its two-word choice shown in parentheses, [Student] will write the name of the shape that matches the attributes for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored 3D shape attribute 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: 3D SHAPE ATTRIBUTES, FORMS A–F, PAGE 6–11)

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: "Read what the shape looks like, then write the one matching 3D shape name in the box."
- ☐ Correct: the one word in the parentheses that matches every attribute in the sentence, spelled exactly as shown there.
- ☐ The same six shapes every form, so a missed item points at one shape to reteach.
- ☐ 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 what the shape looks like. Write the matching 3D shape name in the box.

READ WHAT THE SHAPE LOOKS LIKE · WRITE THE ONE MATCHING 3D SHAPE NAME IN THE BOX

- | | | |
|-------|--|--|
| 1. | A tent with a square floor has 1 flat square face on the bottom and 4 triangle faces meeting at a single point above it. Which 3D shape is it? (pyramid / prism) | |
| <hr/> | | |
| 2. | This shape has 2 flat circle faces, 1 on top and 1 on the bottom, with a curved side between them. Which 3D shape is it? (cylinder / sphere) | |
| <hr/> | | |
| 3. | A party hat has 1 flat circle at the bottom and curves up to 1 single point at the top. Which 3D shape is it? (cone / cylinder) | |
| <hr/> | | |
| 4. | This shape has 5 faces and 8 edges, with 4 triangle faces meeting at one pointed top. Which 3D shape is it? (prism / pyramid) | |
| <hr/> | | |
| 5. | This shape has 5 faces: 2 matching triangle ends and 3 rectangle sides between them. Which 3D shape is it? (prism / cube) | |
| <hr/> | | |
| 6. | This shape has 0 flat faces anywhere on it, just 1 fully curved surface. Which 3D shape is it? (cone / sphere) | |
| <hr/> | | |
| 7. | This shape has 1 flat face and 1 pointed corner where the curved surface comes to a point. Which 3D shape is it? (cylinder / cone) | |
| <hr/> | | |
| 8. | This shape has 6 flat faces, all squares, and 8 corners. Which 3D shape is it? (cube / pyramid) | |
| <hr/> | | |
| 9. | A tissue box has 6 flat, square faces and 12 straight edges. Which 3D shape is it? (pyramid / cube) | |
| <hr/> | | |
| 10. | A tent shaped like a long ridge has 2 triangle ends and 3 flat rectangle sides, with no single pointed top. Which 3D shape is it? (cube / prism) | |

My name: _____

Date: _____



Read what the shape looks like. Write the matching 3D shape name in the box.

READ WHAT THE SHAPE LOOKS LIKE · WRITE THE ONE MATCHING 3D SHAPE NAME IN THE BOX

- | | | |
|-------|--|--|
| 1. | A chocolate bar box has 2 triangle-shaped ends and 3 longer rectangle faces connecting them. Which 3D shape is it? (prism / cube) | |
| <hr/> | | |
| 2. | This shape has only 1 flat face, not 2, and ends in 1 point instead of staying the same width. Which 3D shape is it? (cone / cylinder) | |
| <hr/> | | |
| 3. | A basketball has no flat faces and no pointed corners at all. Which 3D shape is it? (sphere / cone) | |
| <hr/> | | |
| 4. | A sugar cube has 6 square faces, and not one of them comes to a point. Which 3D shape is it? (cube / pyramid) | |
| <hr/> | | |
| 5. | This shape has 5 corners: 4 around its base and 1 single point at the top. Which 3D shape is it? (pyramid / prism) | |
| <hr/> | | |
| 6. | This shape has 12 straight edges and 8 corners, with every face the same square shape. Which 3D shape is it? (pyramid / cube) | |
| <hr/> | | |
| 7. | An ice cream scoop holder narrows from 1 flat circle at the bottom to 1 point at the top. Which 3D shape is it? (cylinder / cone) | |
| <hr/> | | |
| 8. | This shape has 9 straight edges and 6 corners, with 2 of its faces shaped like triangles. Which 3D shape is it? (cube / prism) | |
| <hr/> | | |
| 9. | A soup can has 2 flat circle faces and no pointed corners anywhere. Which 3D shape is it? (sphere / cylinder) | |
| <hr/> | | |
| 10. | A roof shaped like a point has 8 straight edges and only 1 corner at the very top. Which 3D shape is it? (prism / pyramid) | |

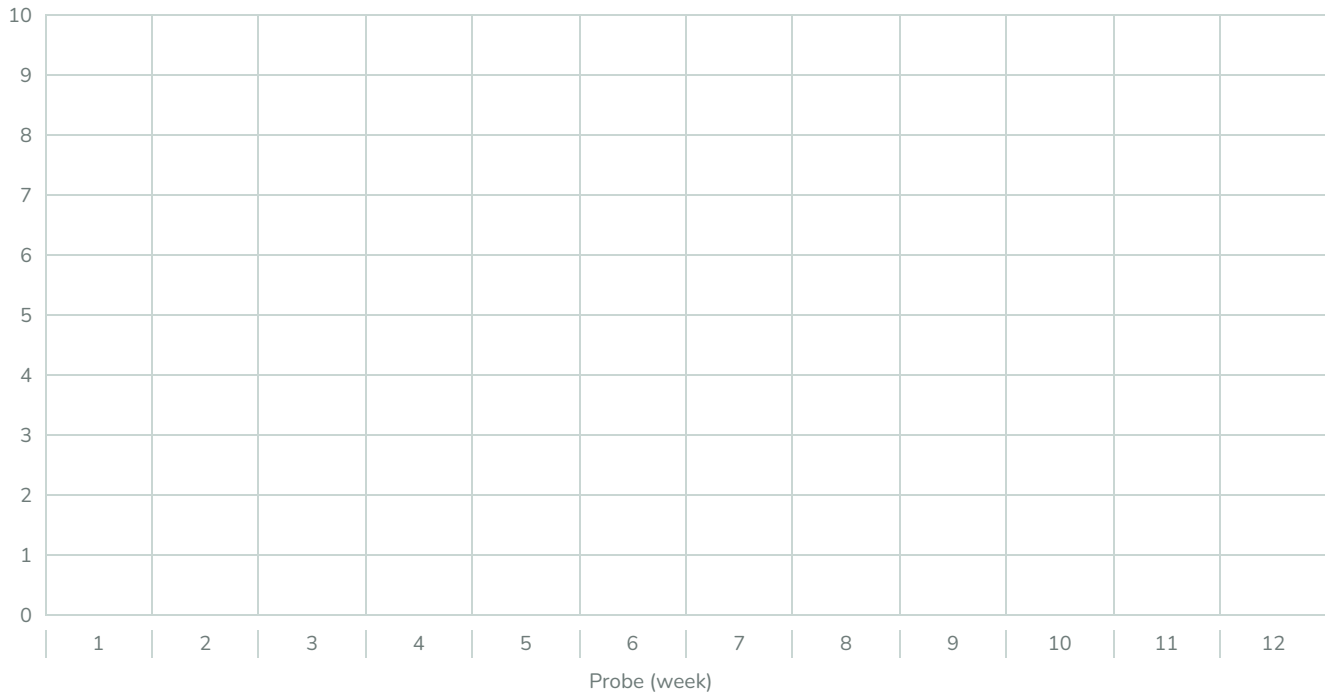
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

TEACHER / CASE MANAGER

MARKING PERIOD

How to fill it

- ### What it is for

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EXAMPLE

A Filled-In Data Log (Invented Student)

Priya is invented. Twelve weekly probes on 3D shape attributes, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 sentences each describing a 3D shape's faces, edges or corners with its two-word choice shown in parentheses, Priya will write the name of the shape that matches the attributes for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored 3D shape attribute probes (forms A–F).

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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	3	wrote the right shape name for cylinder, sphere and cone, but missed both items for pyramid, cube and prism
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the missed shape names into a hands-on 3D shape sort and reviewed it for five minutes a day before returning to the probe
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: “wrote the right shape name for cylinder, sphere and cone, but missed both items for pyramid, cube and prism” 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 3D shape attributes probes (10 items, untimed), Priya 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.