

ANALOGIES

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

ANALOGIES Analogies — Goal and Directions

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

Ten word analogies per form. Two anchor words model a relationship, then the student completes it for a target word, choosing the word shown in parentheses. Two items test each of five relationship categories -- synonym, antonym, part-whole, category and function -- the same ten target pairs every form.

Sample goal — Invented; edit every bracket to fit the student.
By [annual review date], when given 10 word analogies with the two-word choice shown in parentheses, [Student] will write the word that completes the analogy for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored analogy probes.

BY (DATE) _____ CRITERION (SCORE OUT OF 10, OR PERCENT) _____
ON ____ OF ____ CONSECUTIVE PROBES

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT) _____
AS MEASURED BY (THIS PROBE, WORD ANALOGIES, FORMS A-F, PAGES 6-13) _____

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 BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MEET?

Giving and scoring the probe

- ☐ Say: "Decide which word in parentheses completes the analogy, then write it in the box."
- ☐ Correct: the word in parentheses that completes the relationship shown by the first two words, spelled exactly as shown there.
- ☐ Same five categories every form, two items each, so a missed item points at the category to reteach.
- ☐ Untimed. Let the student finish all ten.

My name: _____ **Date:** _____

Read each analogy. Write the missing word in the box.

READ THE ANALOGY - WRITE THE ONE MISSING WORD IN THE BOX

- Hose is to spray as broom is to ____ (floor / sweep)
- Quick is to fast as happy is to ____ (glad / sad)
- Up is to down as hot is to ____ (cold / warm)
- Plant is to stem as flower is to ____ (garden / petal)
- Big is to large as smart is to ____ (foolish / clever)
- Light is to dark as day is to ____ (morning / night)
- Salmon is to fish as robin is to ____ (bird / nest)
- Hammer is to pound as key is to ____ (unlock / door)
- Trout is to fish as oak is to ____ (leaf / tree)

ANALOGIES Analogies — 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												
0												

Probe (week)

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

ANALOGIES Analogies — 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 trend. A blank decision on a flat trend is the decision to keep going.

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)

Marcus is invented. Twelve weekly probes on word analogies, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 word analogies with the two-word choice shown in parentheses, Marcus will write the word that completes the analogy for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored analogy probes (forms A-F)

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	5/8	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	completed the analogy correctly for oak, book and broom, but missed the key, smart, flower, happy, hot and robin
5	5/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the seven mixed pairs by relationship category and practiced one word analogy per category 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: "completed the analogy correctly for oak, book and broom, but missed day, key, smart, flower, happy, hot and robin" 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 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.

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.

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

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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, 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.

Analogies — Goal and Directions

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

By [annual review date], when given 10 word analogies with the two-word choice shown in parentheses, [Student] will write the word that completes the analogy for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored analogy 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 ANALOGIES, 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: “Decide which word in parentheses completes the analogy, then write it in the box.”
- ☐ Correct: the word in parentheses that completes the relationship shown by the first two words, spelled exactly as shown there.
- ☐ Same five categories every form, two items each, so a missed item points at the category 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 each analogy. Write the missing word in the box.

READ THE ANALOGY · WRITE THE ONE MISSING WORD IN THE BOX

1. Hose is to spray as broom is to _____. (floor / sweep)

2. Quick is to fast as happy is to _____. (glad / sad)

3. Up is to down as hot is to _____. (cold / warm)

4. Plant is to stem as flower is to _____. (garden / petal)

5. Big is to large as smart is to _____. (foolish / clever)

6. Light is to dark as day is to _____. (morning / night)

7. Salmon is to fish as robin is to _____. (bird / nest)

8. Hammer is to pound as key is to _____. (unlock / door)

9. Trout is to fish as oak is to _____. (leaf / tree)

10. Car is to wheel as book is to _____. (page / shelf)

My name: _____ Date: _____



Read each analogy. Write the missing word in the box.

READ THE ANALOGY · WRITE THE ONE MISSING WORD IN THE BOX

1. Hand is to finger as book is to _____. (shelf / page)

2. Ladder is to climb as broom is to _____. (sweep / floor)

3. Beagle is to dog as oak is to _____. (tree / leaf)

4. Little is to small as happy is to _____. (sad / glad)

5. Tired is to sleepy as smart is to _____. (clever / foolish)

6. Wet is to dry as hot is to _____. (warm / cold)

7. Oven is to bake as key is to _____. (door / unlock)

8. Poodle is to dog as robin is to _____. (nest / bird)

9. Early is to late as day is to _____. (night / morning)

10. Cactus is to spine as flower is to _____. (petal / garden)

Analogies — Data Log and Graph

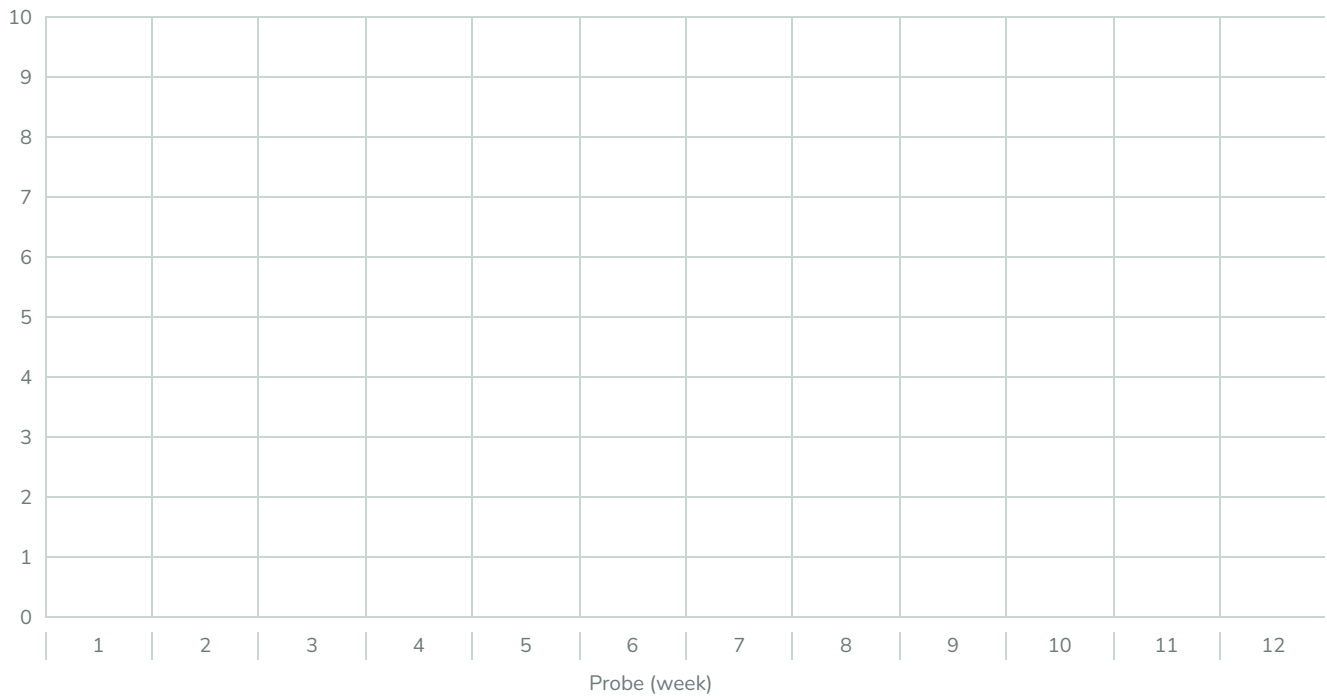
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

MARKING PERIOD

[illegible]

How to fill it

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

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- ☐ 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 analogies 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.