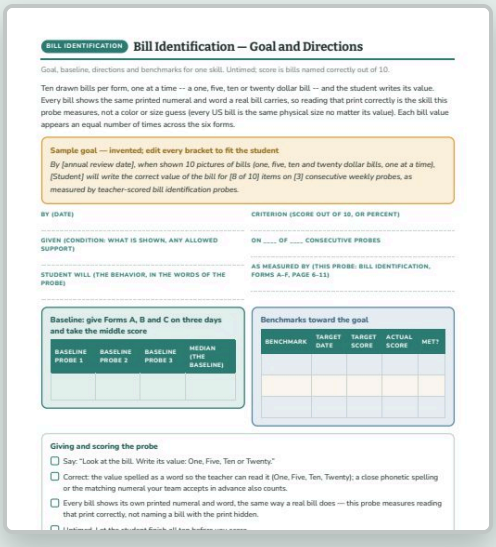
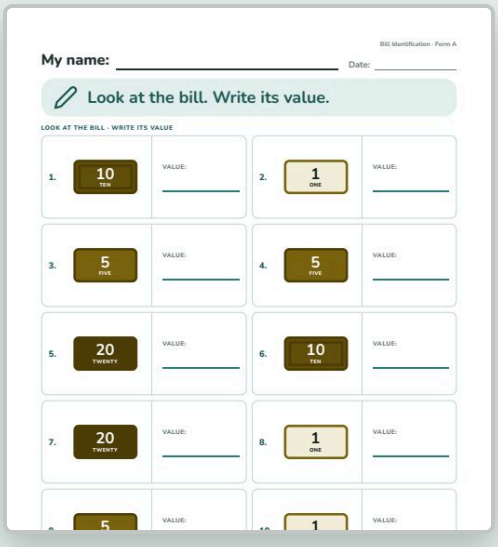
SPECIAL EDUCATION

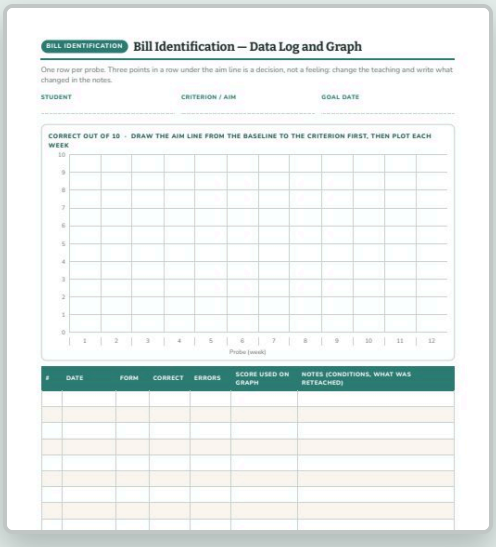
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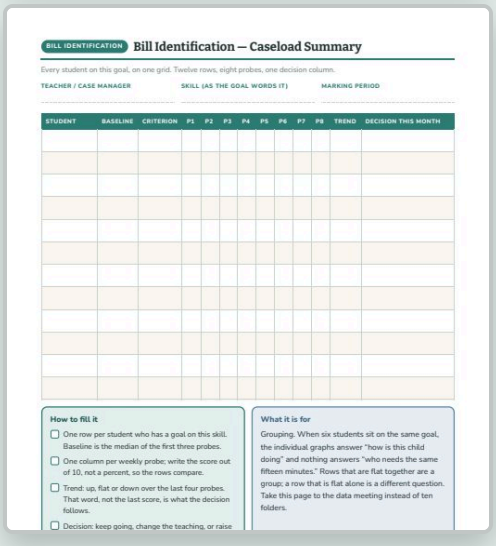
BILL IDENTIFICATION PROGRESS MONITORING

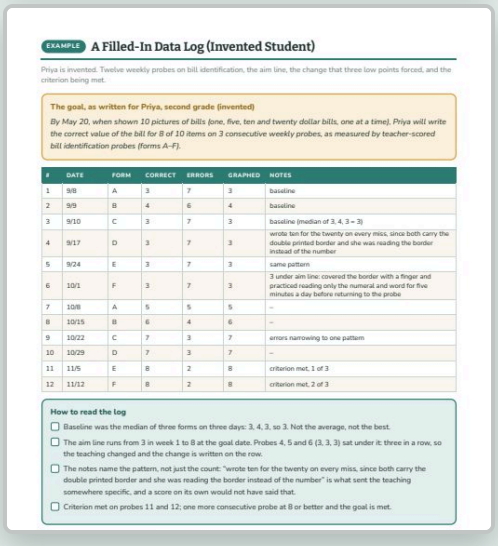
One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.

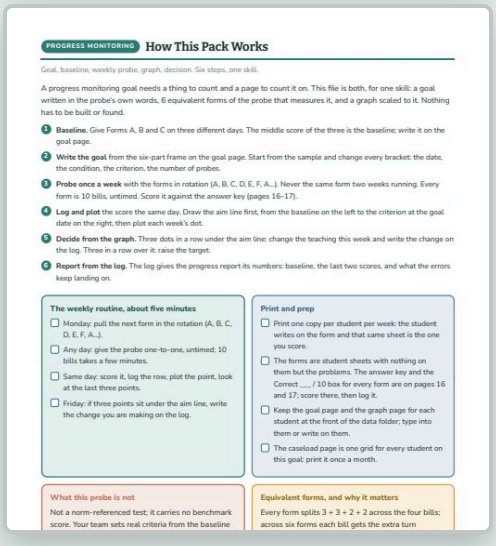












Fillable PDF | 18 Pages | Six Probe Forms | Goal + Graph

BRIGHT PATH SPED

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.

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 10 bills, 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.
5. **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.
6. **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; 10 bills 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

Not a norm-referenced test; it carries no benchmark score. Your team sets real criteria from the baseline and the IEP. Every form is untimed and ten items long.

Equivalent forms, and why it matters

Every form splits 3 + 3 + 2 + 2 across the four bills; across six forms each bill gets the extra turn equally, shown fifteen times total. 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.

BILL IDENTIFICATION

Bill Identification — Goal and Directions

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

Ten drawn bills per form, one at a time -- a one, five, ten or twenty dollar bill -- and the student writes its value. Every bill shows the same printed numeral and word a real bill carries, so reading that print correctly is the skill this probe measures, not a color or size guess. Each bill value appears an equal number of times across the six forms.

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

By [annual review date], when shown 10 pictures of bills (one, five, ten and twenty dollar bills, one at a time), [Student] will write the correct value of the bill for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored bill identification 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: BILL IDENTIFICATION, 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: “Look at the bill. Write its value: One, Five, Ten or Twenty.”
- [ ] Correct: the value spelled as a word (One, Five, Ten, Twenty); a close phonetic spelling or the matching numeral your team accepts in advance also counts.
- [ ] Every bill shows its own printed numeral and word — reading that print correctly is what gets scored, not naming a bill with the print hidden.
- [ ] Untimed. Let the student finish all ten before you score.

Scoring rules for this student (accepted answers, reversals, supports allowed)

What the errors say to reteach (carry over from the log)

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My name: _____ Date: _____

Look at the bill. Write its value.

LOOK AT THE BILL · WRITE ITS VALUE

1.		VALUE: _____
2.		VALUE: _____
3.		VALUE: _____
4.		VALUE: _____
5.		VALUE: _____
6.		VALUE: _____
7.		VALUE: _____
8.		VALUE: _____
9.		VALUE: _____
10.		VALUE: _____

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My name: _____ Date: _____

Look at the bill. Write its value.

LOOK AT THE BILL · WRITE ITS VALUE

1.		VALUE: _____
2.		VALUE: _____
3.		VALUE: _____
4.		VALUE: _____
5.		VALUE: _____
6.		VALUE: _____
7.		VALUE: _____
8.		VALUE: _____
9.		VALUE: _____
10.		VALUE: _____

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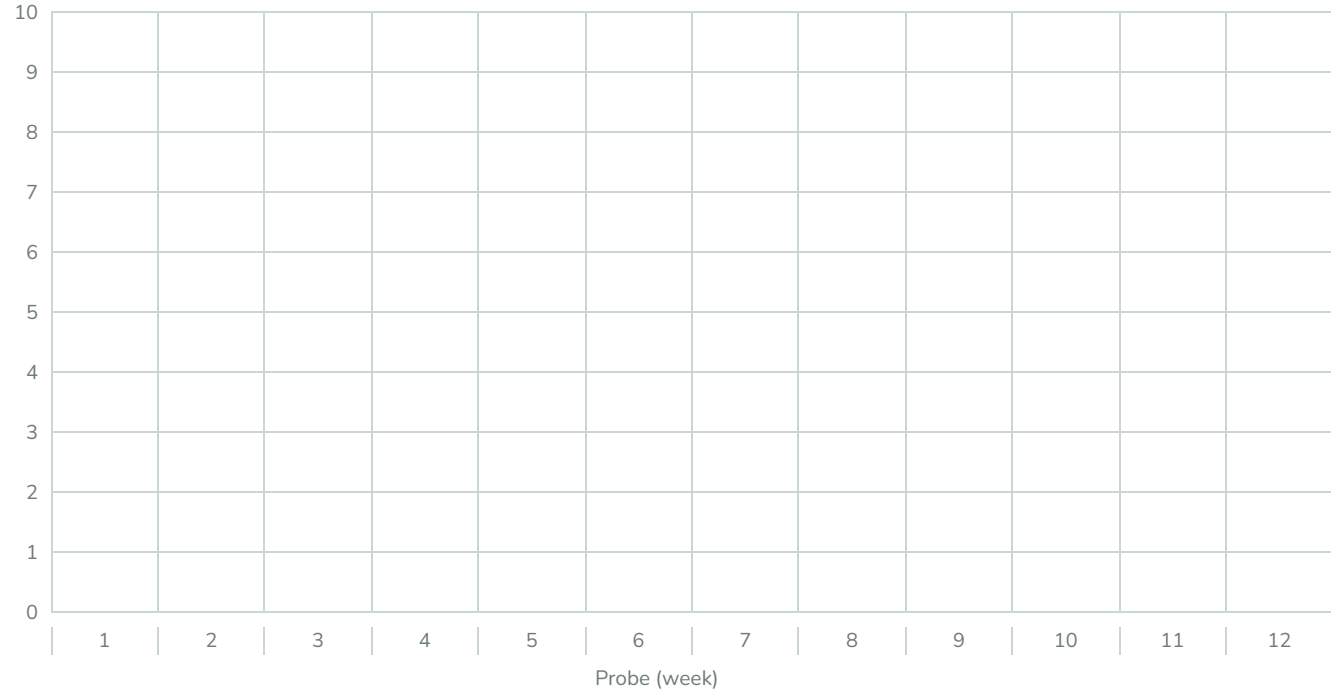
BILL IDENTIFICATION

Bill Identification — 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)

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BILL IDENTIFICATION

Bill Identification — 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.

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EXAMPLE A Filled-In Data Log (Invented Student)

Priya is invented. Twelve weekly probes on bill identification, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when shown 10 pictures of bills (one, five, ten and twenty dollar bills, one at a time), Priya will write the correct value of the bill for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored bill identification probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	3	7	3	baseline (median of 3, 4, 3 = 3)
4	9/17	D	3	7	3	wrote ten for the twenty on every miss, since both carry the double printed border and she was reading the border instead of the number
5	9/24	E	3	7	3	same pattern
6	10/1	F	3	7	3	3 under aim line: covered the border with a finger and practiced reading only the numeral and word 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: 3, 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, 3, 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 ten for the twenty on every miss, since both carry the double printed border and she was reading the border instead of the number” 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 bill identification probes (10 bills, 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.

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