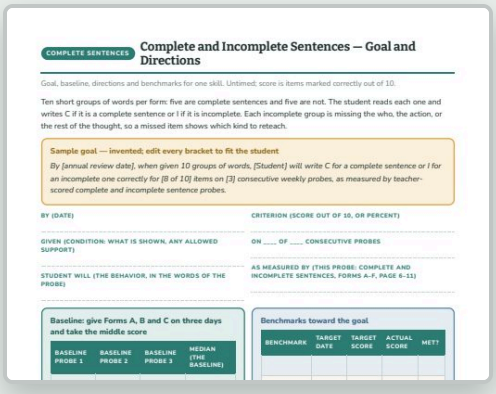
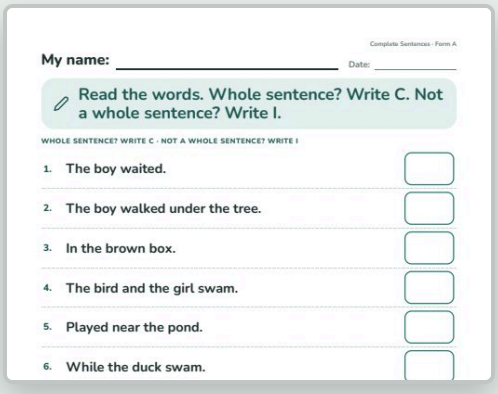
SPECIAL EDUCATION

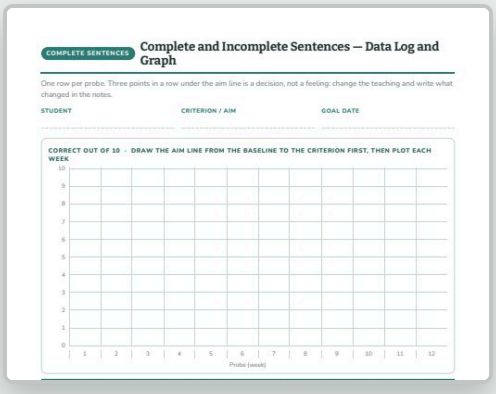
EDITABLE

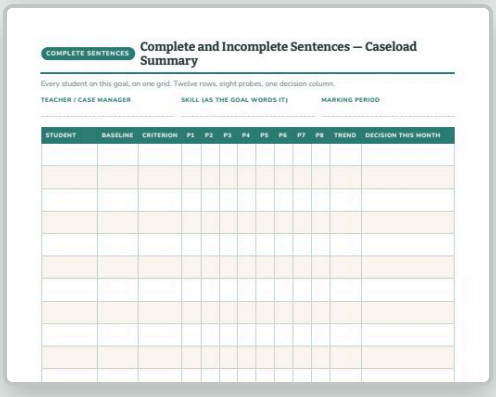
COMPLETE AND INCOMPLETE SENTENCES

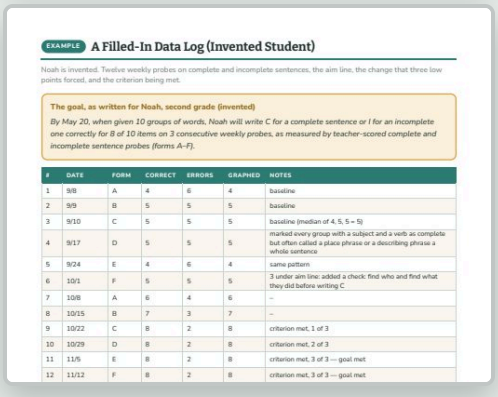
One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.


COMPLETE SENTENCES
Complete and Incomplete Sentences — Goal and Directions
Goal, baseline, directions and benchmarks for one skill. Untimed; score is items marked correctly out of 10.
Ten short groups of words per form: five are complete sentences and five are not. The student reads each one and writes C if it is a complete sentence or I if it is incomplete. Each incomplete group is missing the who, the action, or the rest of the thought, so a missed item shows which kind to reteach.
Sample goal — invented; edit every bracket to fit the student
By [annual review date], when given 10 groups of words, [Student] will write C for a complete sentence or I for an incomplete one correctly for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored complete and incomplete sentence 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: COMPLETE AND INCOMPLETE SENTENCES, 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?

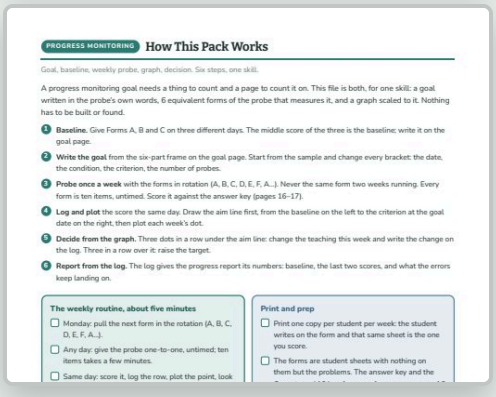

Complete Sentences · Form A
My name: _____ Date: _____
Read the words. Whole sentence? Write C. Not a whole sentence? Write I.
WHOLE SENTENCE? WRITE C · NOT A WHOLE SENTENCE? WRITE I
1. The boy waited.
2. The boy walked under the tree.
3. In the brown box.
4. The bird and the girl swam.
5. Played near the pond.
6. While the duck swam.


COMPLETE SENTENCES
Complete and Incomplete Sentences — 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
Probe (week)


COMPLETE SENTENCES
Complete and Incomplete Sentences — 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


EXAMPLE
A Filled-In Data Log (Invented Student)
Noah is invented. Twelve weekly probes on complete and incomplete sentences, the aim line, the change that three low points forced, and the criterion being met.
The goal, as written for Noah, second grade (invented)
By May 20, when given 10 groups of words, Noah will write C for a complete sentence or I for an incomplete one correctly for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored complete and incomplete sentence probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	5	5	5	baseline
3	9/10	C	5	5	5	baseline (median of 4, 5, 5 = 5)
4	9/17	D	5	5	5	marked every group with a subject and a verb as complete but often called a place phrase or a describing phrase a whole sentence
5	9/24	E	4	6	4	same pattern
6	10/1	F	5	5	5	3 under aim line: added a check: find who and find what they did before writing C
7	10/8	A	6	4	6	–
8	10/15	B	7	3	7	–
9	10/22	C	8	2	8	criterion met, 1 of 3
10	10/29	D	8	2	8	criterion met, 2 of 3
11	11/5	E	8	2	8	criterion met, 3 of 3 — goal met
12	11/12	F	8	2	8	criterion met, 3 of 3 — goal 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.
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.
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; ten items takes a few minutes.
Same day: score it, log the row, plot the point, look
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

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

BRIGHT PATH SPED

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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; 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's criteria are invented and bracketed; your team sets the real ones. Every form is untimed and ten items long.

Equivalent forms, and why it matters

Every form has ten short items: five complete sentences and five incomplete, in mixed order. No item repeats 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.

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COMPLETE SENTENCES

Complete and Incomplete Sentences — Goal and Directions

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

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

By [annual review date], when given 10 groups of words, [Student] will write C for a complete sentence or I for an incomplete one correctly for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored complete and incomplete sentence 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: COMPLETE AND INCOMPLETE SENTENCES, 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 group of words. If it is a whole sentence, write C. If it is not a whole sentence, write I.”
- [ ] Correct: the letter C or I that matches the key. Read the group aloud if the student asks; do not tell which one it is.
- [ ] Every form has five complete and five incomplete, so guessing one letter for all ten scores 5 at most.
- [ ] 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)

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My name: _____ Date: _____

Read the words. Whole sentence? Write C. Not a whole sentence? Write I.

WHOLE SENTENCE? WRITE C · NOT A WHOLE SENTENCE? WRITE I

1. The boy waited. ☐
2. The boy walked under the tree. ☐
3. In the brown box. ☐
4. The bird and the girl swam. ☐
5. Played near the pond. ☐
6. While the duck swam. ☐
7. Zoe sat all day. ☐
8. The baby near the pond. ☐
9. The big cat. ☐
10. We rested in the box. ☐

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My name: _____ Date: _____

Read the words. Whole sentence? Write C. Not a whole sentence? Write I.

WHOLE SENTENCE? WRITE C · NOT A WHOLE SENTENCE? WRITE I

1. They swam by the door. ☐
2. The duck near the pond. ☐
3. After the rabbit walked. ☐
4. Eli smiled well. ☐
5. On the big hill. ☐
6. The boy rested. ☐
7. The bee waited in the barn. ☐
8. Walked at school. ☐
9. The girl and the rabbit ran. ☐
10. The red duck. ☐

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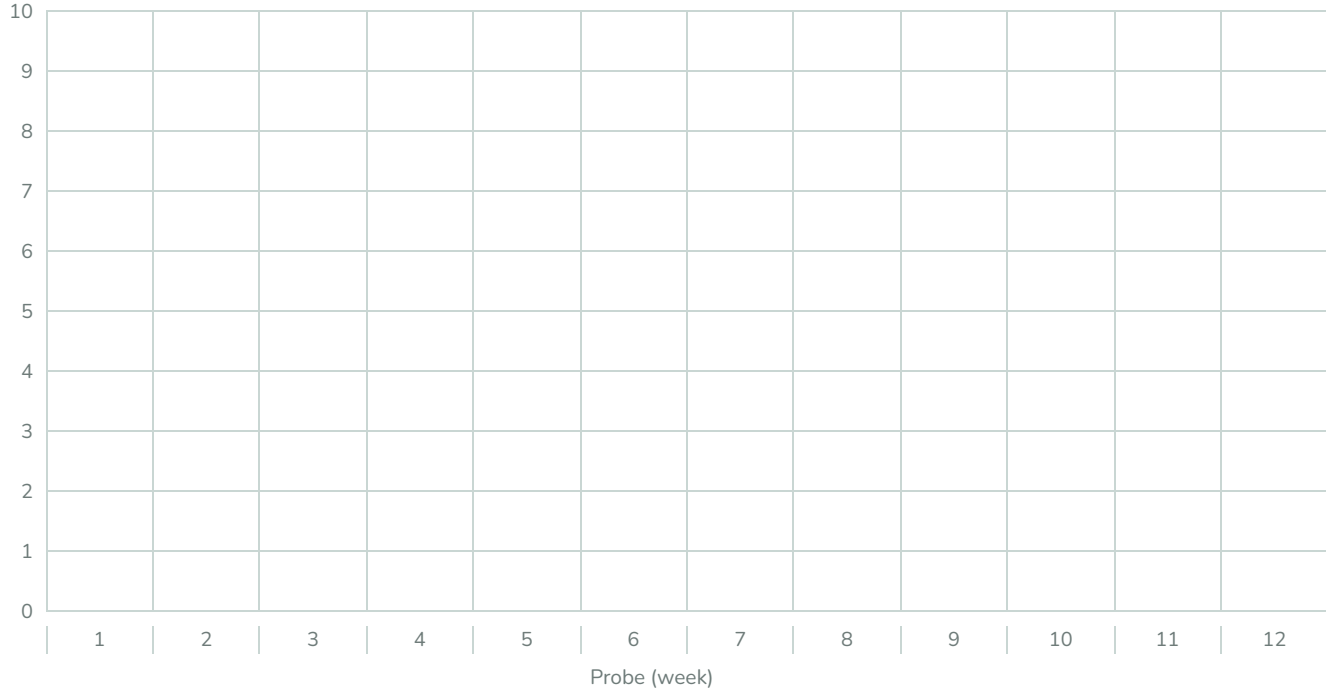
COMPLETE SENTENCES

Complete and Incomplete Sentences — 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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COMPLETE SENTENCES

Complete and Incomplete Sentences — 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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12	11/12	F	8	2	8	criterion met, 3 of 3 — goal met

How to read the log

- [ ] Baseline was the median of three forms on three days: 4, 5, 5, so 5. Not the average, not the best.
- [ ] The aim line runs from 5 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (5, 4, 5) 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: “marked every group with a subject and a verb as complete but often called a place phrase or a describing phrase a whole sentence” is what sent the teaching somewhere specific, and a score on its own would not have said that.
- [ ] Criterion was met on probes 9, 10 and 11 — three in a row at 8 of 10 or better — so the goal was already met by probe 11, not merely approached.

The progress report sentence this log produces

“On weekly complete and incomplete sentences probes (10 items, untimed), Noah scored 5 of 10 at baseline in September and met the goal of 8 of 10 on three consecutive probes by 11/5.” Every number in it is on the log above; nothing is from memory.