COMPOUND SUBJECT AND PREDICATE

PROGRESS MONITORING PROBES



GR. 3-5

4 FORMS

Ana and Leo ran home.
compound subject

Mia hopped and skipped home.
compound predicate

Bright Path Sped

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- Print one copy of both pages of a form per student per week: the student writes on the form and that same sheet is the one you score.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Student data

Completed pages carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

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PREVIEW

Binder Cover, Spine Label & Divider Tabs

A binder cover, six divider tabs, and a short setup list.

Binder cover & spine label

Student _____ Case manager _____ School year _____

Goal start date _____ Next review date _____

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

Divider tabs — print and cut

01 Start Here
The six-step routine, one page.

02 The Goal
The written goal, directions, and where forms A–D fit.

03 Probe Forms
The 4 rotating forms, two pages each, one form per week.

04 Graph & Decision
The aim line, the weekly plot, the three-in-a-row rule.

05 Caseload Summary
Every student on this goal, one grid, once a month.

06 Family Update
The note home and the handoff sheet, ready to fill in.

PREVIEW

Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Give the baseline: three forms, three different days, before the first plotted point.
- Share the rotation (A, B, C, D) with anyone else who might give a form.

Giving and Scoring the Probe

The same way every week, so a change in the score is a change in the student.

Giving the probe

- Say: "Read each sentence. Circle your answer, or write the words. Do the best you can."
- Correct: on a circle problem, the circle is right; on a write-in problem, both words are right, in either order. Your team decides whether partial credit counts. Write that rule on the goal page before the baseline.
- Note which kind of problem each miss falls on (the key names it): plain circle, write-in, or the longer sentence with an "and" in it.
- Untimed. Let the student finish all eight. You may read the sentences aloud only if the IEP says so.

What is on every form

- Two student pages, four problems a page, 8 sentences in all.
- Three plain sentences to sort, a write-in for the two subjects (problem 4), a write-in for the two verbs (problem 5) and three longer sentences to sort, in the same places on every form.
- On a write-in problem the page tells the student what the sentence has; the student finds the two joined words.
- Every sentence is invented: animals and first names, past tense, one "and" at most. No sentence is on two forms.
- Your team may teach this skill with its own words ("compound subject", "two subjects"). If so, write the words on the goal page so the probe matches the teaching.

Plain sentences (1, 2, 3)

Short sentences with one place at the end. The student circles COMPOUND SUBJECT, COMPOUND PREDICATE or NEITHER. Each answer is right once among problems 1 to 3 on every form.

Longer sentences (6, 7, 8)

The same three choices, but every sentence has an "and" in it. The NEITHER sentence uses "and" to join two objects, two describing words or two places, so circling COMPOUND every time a student sees "and" scores wrong.

Scoring each problem

- Circle problems: right when the circle is right. Self-corrections count.
- Write-in problems: right when both words are right, in either order. Spelling is your team's call; write the rule on the goal page.
- Score out of 8 and write it on the log the same day.

If the student needs the sentences read aloud, or other help

Follow the supports in the student's IEP, give them the same way each week, and write them on the goal page so the next person gives the probe the same way. The side-by-side page (page 18) can be printed as a reference sheet if your team allows one.

PREVIEW

Preview - Bright Path Start

My name: _____

Read. Circle or write.

1 **Ana and the lamb stopped on the hill.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

2 **Leo yawned and rested by the gate.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

3 **The dog rested by the fence.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

4 **The duck and the frog waited at the park.**

This sentence has a compound subject. Write the two subjects.

subject 1 _____ subject 2 _____

PREVIEW

Preview - Bright Path Start

My name: _____

Read. Circle or write.

5 **The cat ran and yawned at the barn.**

This sentence has a compound predicate. Write the two verbs.

verb 1 _____ verb 2 _____

6 **The big and gray duck waited under the tree.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

7 **Noor and Sam carried a ladder to the gate.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

8 **Zoe folded and packed the towel.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

PREVIEW

Color a star when you finish!

Preview · Bright Path Start

My name: _____

Read. Circle or write.

5 **The turtle napped and stopped at the park.**

This sentence has a compound predicate. Write the two verbs.

verb 1 _____ verb 2 _____

6 **Ravi and Ana grabbed a ladder.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

7 **Leo opened and closed the gate.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

8 **Ella stopped near the gate and the fence.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

PREVIEW

☆ Color a star when you finish! ☆

Preview - Bright Path Start

My name: _____

Read. Circle or write.

5 **Tess jumped and stopped on the hill.**

This sentence has a compound predicate. Write the two verbs.

verb 1 _____ verb 2 _____

6 **Zoe brought apples and pears to the shed.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

7 **Mia opened and closed the box.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

8 **Ella and Ana brought a ladder to the shed.**

Read. Circle one.

COMPOUND SUBJECT | COMPOUND PREDICATE | NEITHER

PREVIEW

Color a star when you finish!

Teacher Notes - Reading the Misses

Which kind of problem is missed, and which answer the student picks instead, tells you what to teach next.

What this probe measures

- Whether a student can tell a sentence with two subjects, a sentence with two verbs and a sentence with neither apart, and can pull the two joined subjects or verbs out of a sentence.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

"And" means compound

- The longer NEITHER sentence joins two objects, two describing words or two places with "and". A student who circles COMPOUND on all of them is reacting to the word, not the sentence.
- Teach: find the verb first (what happened?), then ask who or what did it. Count the doers and the actions.

Finds the subjects, misses the verbs

- Problem 4 right and problem 5 wrong, on two forms in a row, means the student finds the doers but not the actions.
- Teach: a verb is what the subject does. Have the student act out each word in the sentence.

Where the sentences differ

- Problems 1 to 3 are plain: a short sentence ending in a place. Problems 6 to 8 are longer and always have an "and".
- A compound predicate in problems 6 to 8 may have an object after the two verbs ("washed and dried the bucket"): the object is shared by both verbs and is not part of either one.
- Names and animals can be subjects. "Ana and the goat" is a compound subject.

Misses that cluster on one kind of problem

- Plain circle: problems 1, 2, 3. Write the subjects: problem 4. Write the verbs: problem 5. Longer circle: problems 6, 7, 8. These positions are the same on all four forms.
- A student who passes the plain sentences and misses the longer ones may know the words but not yet look past an "and".
- Several misses on one kind across two forms: teach that kind with a worked example before more probes.

The student cannot start

- Do the first sentence together, aloud, and let the student do the second. Fade the help and write what you changed on the log.

PREVIEW

Preview - Bright Path Start

My name: _____

Write your own sentences.

1. Write a sentence with two subjects joined by and.

2. Write a sentence with two verbs joined by and.

3. Write a sentence about a pet with one subject and one verb.

4. Write a sentence with two objects joined by and.

PREVIEW

Compound Subject and Predicate - Caseload Summary

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

Teacher / case manager _____ Skill _____ Marking period _____

Student	Base	Crit	P1	P2	P3	P4	P5	P6	P7	P8	Trend	Decision

How to fill it

- One row per student on this skill. Baseline is the median of the first three probes.
- One column per weekly probe; write the score out of 8, not a percent.
- Trend: up, flat or down over the last four probes.
- Decision: keep going, change the teaching, or raise the target.
- Leave a cell blank rather than guess; a gap is more honest than a filled-in score.

What it is for

Grouping. 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.

PREVIEW

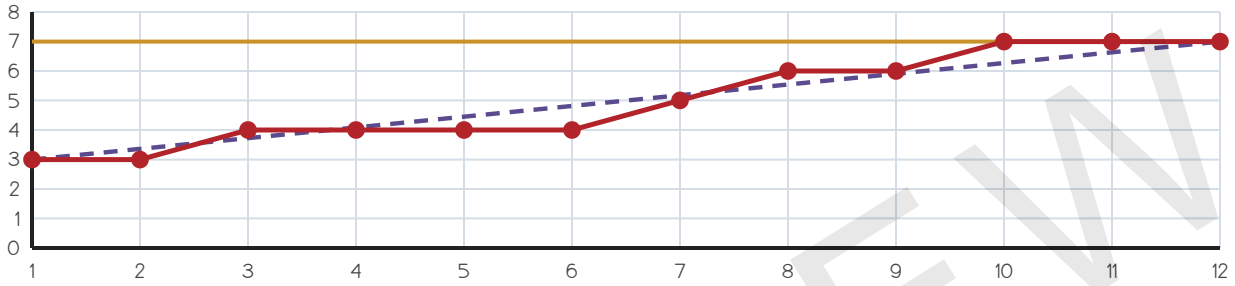
A Filled-In Data Log (Invented Student)

Jonah is invented. Twelve weekly probes, the aim line, the change three low points forced, and the criterion being met.

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

By November 20, when given 8 sentences (circle compound subject, compound predicate or neither; write the two subjects or the two verbs), Jonah will answer 7 of 8 correctly on 3 consecutive weekly probes, as measured by teacher-scored compound subject and predicate probes (forms A–D).

Jonah's graph (invented): dots are the weekly scores, dashed is the aim line, gold is the criterion of 7



#	Date	Form	Correct	Errors	Graphed	Notes
1	9/8	A	3	5	3	baseline
2	9/9	B	3	5	3	baseline
3	9/10	C	4	4	4	baseline (median of 3, 3, 4 = 3)
4	9/17	D	4	4	4	circles COMPOUND whenever he sees "and"
5	9/24	A	4	4	4	same: "and" between two objects counted
6	10/1	B	4	4	4	3 under the aim line: ask who or what does the verb, first
7	10/8	C	5	3	5	finds the two subjects, misses the two verbs
8	10/15	D	6	2	6	objects joined by "and" now named neither
9	10/22	A	6	2	6	verb-hunt check added
10	10/29	B	7	1	7	criterion score, first time
11	11/5	C	7	1	7	second in a row at 7
12	11/12	D	7	1	7	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 3, 3, 4, so 3. Not the average, not the best.
- The aim line runs from 3 at probe 1 to 7 at probe 12. Probes 4, 5 and 6 (4, 4, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name the misses: Jonah circled COMPOUND whenever he saw "and", then found subjects but not verbs. A score alone would not say that.
- Criterion was met on probes 10, 11 and 12 (7, 7, 7): three in a row at 7 of 8 or better.

The progress report sentence this log produces

On weekly compound subject and predicate probes (8 sentences, untimed), Jonah scored 3 of 8 at baseline and 7, 7 and 7 of 8 on the last three probes, meeting the criterion of 7 of 8 on 3 consecutive probes.

PREVIEW