

CONTEXT CLUES: VOCABULARY IN CONTEXT

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

Context Clues: Determine the Meaning of a Word — Goal and Directions

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

Ten sentences per form, each with a bolded target word and its own two-meaning choice shown in parentheses: the student decides which meaning the sentence supports and writes only that word in the box. Ten common vocabulary words, the same ten every form, so a missed item names the word, not just a lower score.

Sample goal — invented; edit every bracket to fit the student.
By [annual review date], when given 10 sentences each with an unfamiliar word and its own two-meaning choice shown in parentheses, [Student] will write the meaning the sentence's context supports for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored context clues probes.

BY (DATE) _____ CRITERION (SCORE OUT OF 10, OR PERCENT) _____

GIVEN CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT? _____ OR _____ OF _____ CONSECUTIVE PROBES _____

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBE) _____ AS MEASURED BY (THIS PROBE: VOCABULARY IN CONTEXT, 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 BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MEET

Giving and scoring the probe

☐ Say "Read each sentence. Decide which meaning in the parentheses fits the sentence. Write that word in the box."

☐ Correct: the meaning that the rest of the sentence supports, spelled exactly as shown in the parentheses.

☐ Same ten vocabulary words every form, so a missed item points at which word to reteach, not just a lower score.

☐ Untimed. Let the student finish all ten.

My name: _____ Date: _____

Read each sentence. Write the word's meaning in the box.

READ THE CLUE WORDS AROUND IT. WRITE THE MEANING IN THE BOX

- The whale was so **enormous** (huge / tiny) that it took up the entire length of the swimming pool.
- The hike up the mountain was so **arduous** (difficult / easy) that we had to stop and rest every few minutes.
- The **reluctant** (unwilling / eager) cat refused to get into its carrier and had to be coaxed out from under the bed.
- The **cautious** (careful / careless) driver slowed down before every turn on the icy road.
- The **fragile** (delicate / sturdy) vase shattered into pieces the moment it slipped off the shelf.
- After running six laps around the field, the **exhausted** (tired / excited) player collapsed onto the grass.
- The **ancient** (old / modern) castle had crumbling stone walls that were built hundreds of years ago.
- The **curious** (wondering / bored) puppy sniffed at every corner of the new backyard.
- The **timid** (shy / brave) puppy hid behind the couch whenever a stranger knocked on the door.

Context Clues: Determine the Meaning of a Word — 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

PROGRESS MONITORING

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

Context Clues: Determine the Meaning of a Word — 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 notes, change the teaching, or reteach.

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)

Malik is invented. Twelve weekly probes on vocabulary in context, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Malik, fourth grade (invented)
By May 20, when given 10 sentences each with an unfamiliar word and its own two-meaning choice shown in parentheses, Malik will write the meaning the sentence's context supports for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored context clues 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	write the right meaning for reluctant, curious and cautious, but missed arduous, enormous, timid, generous, exhausted, ancient and fragile
5	5/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: pre-taught the seven missed words with a quick picture-and-context review 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: "write the right meaning for reluctant, curious and cautious, but missed arduous, enormous, timid, generous, exhausted, ancient and fragile" 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.

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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- 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.
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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.

Context Clues: Determine the Meaning of a Word — Goal and Directions

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

By [annual review date], when given 10 sentences each with an unfamiliar word and its own two-meaning choice shown in parentheses, [Student] will write the meaning the sentence's context supports for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored context clues 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: VOCABULARY IN CONTEXT, 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 each sentence. Decide which meaning in the parentheses fits the sentence. Write that word in the box."
- ☐ Correct: the meaning that the rest of the sentence supports, spelled exactly as shown in the parentheses.
- ☐ Same ten vocabulary words every form, so a missed item points at which word to reteach, not just a lower score.
- ☐ 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 sentence. Write the word's meaning in the box.

READ THE CLUE WORDS AROUND IT · WRITE THE MEANING IN THE BOX

1. The whale was so **enormous** (huge / tiny) that it took up the entire length of the swimming pool.

2. The hike up the mountain was so **arduous** (difficult / easy) that we had to stop and rest every few minutes.

3. The **reluctant** (unwilling / eager) cat refused to get into its carrier and had to be coaxed out from under the bed.

4. The **cautious** (careful / careless) driver slowed down before every turn on the icy road.

5. The **fragile** (delicate / sturdy) vase shattered into pieces the moment it slipped off the shelf.

6. After running six laps around the field, the **exhausted** (tired / excited) player collapsed onto the grass.

7. The **ancient** (old / modern) castle had crumbling stone walls that were built hundreds of years ago.

8. The **curious** (wondering / bored) puppy sniffed at every corner of the new backyard.

9. The **timid** (shy / brave) puppy hid behind the couch whenever a stranger knocked on the door.

10. The **generous** (giving / selfish) neighbor shared half of her garden vegetables with every family on the street.

My name: _____

Date: _____



Read each sentence. Write the word's meaning in the box.

READ THE CLUE WORDS AROUND IT · WRITE THE MEANING IN THE BOX

1. Carrying the heavy boxes up five flights of stairs was an **arduous** (difficult / easy) task that left everyone out of breath.
2. Feeling **curious** (wondering / bored) about the strange noise, the girl tiptoed toward the closet to look inside.
3. Feeling **reluctant** (unwilling / eager), the boy dragged his feet all the way to the dentist's waiting room.
4. An **enormous** (huge / tiny) crowd filled the stadium, spilling out into the parking lots outside.
5. Archaeologists dug up an **ancient** (old / modern) pot that had been buried underground for centuries.
6. Being **cautious** (careful / careless), the hiker tested each rock before stepping onto it to cross the stream.
7. Mom wrapped the **fragile** (delicate / sturdy) ornaments in bubble wrap before packing them in the box.
8. Being too **timid** (shy / brave) to raise her hand, the new student whispered her answer to a friend instead.
9. It was **generous** (giving / selfish) of him to give up his seat on the bus for the elderly passenger.
10. The **exhausted** (tired / excited) toddler fell asleep in her chair before dinner was even served.

Context Clues: Determine the Meaning of a Word — Data Log and Graph

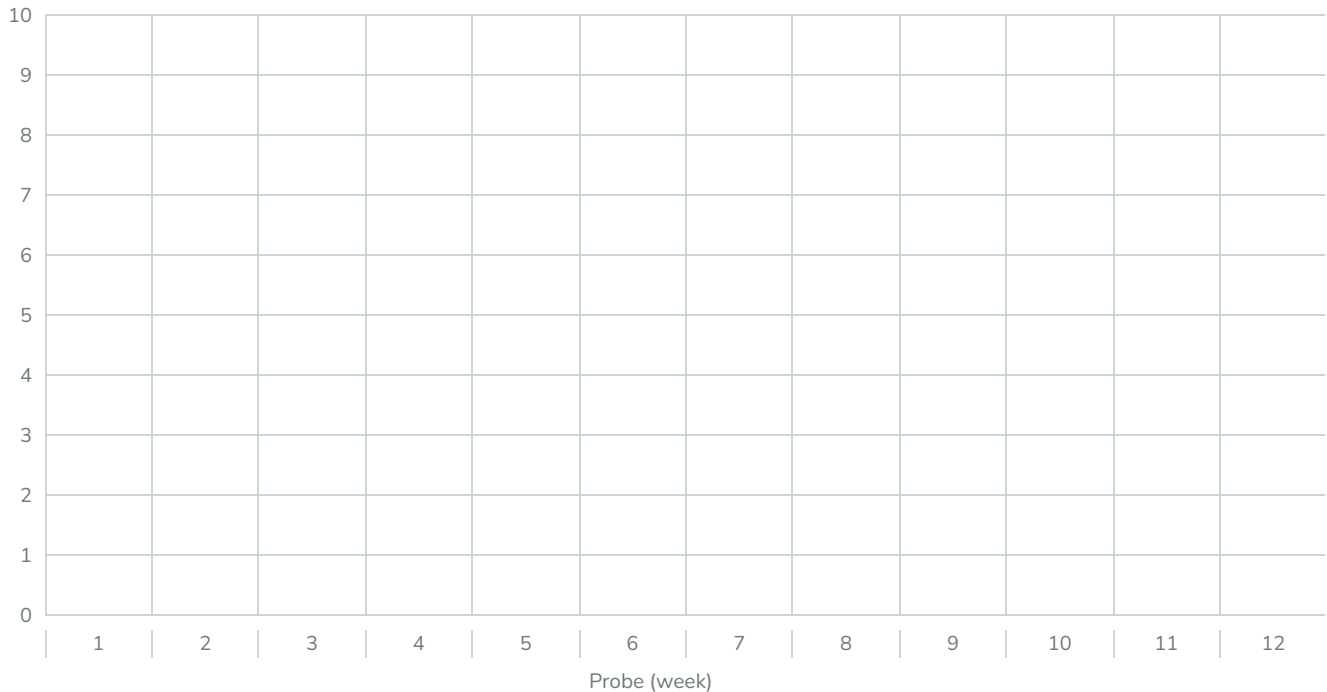
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STUDENT

CRITERION / AIM

GOAL DATE

CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



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TEACHER / CASE MANAGER

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

[illegible]

How to fill it

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- ☐ 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.

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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 vocabulary in context probes (10 items, untimed), Malik 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.