

CONTRACTIONS PROGRESS MONITORING

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

CONTRACTIONS Contractions – Goal and Directions

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

Ten contractions per form from a 55-word bank. Fifty across the five forms, none on two forms. Contractions are on most early reading goal banks and almost nothing measures them on their own.

Sample goal – invented; edit every bracket to fit the student
By [annual review date], when shown a list of 10 contractions, [Student] will read [8 of 10] correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading probes.

CRITERION (SCORE OUT OF 10, OR PERCENT)

BY (DATE) _____ ON _____ OF _____ CONSECUTIVE PROBES

WHEN CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT) _____ AS MEASURED BY (THIS PROBE, CONTRACTIONS, FORMS A-E, PAGE 5-9)

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 BASLINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Teacher holds a copy and marks on it; the student reads from a clean copy.
- ☐ Say "Read each word."
- ☐ Correct the contraction as it is written, within about 3 seconds. Reading the two words it stands for (do not read) is an error on this probe; note it, because it means the student understands it and cannot yet read it.
- ☐ Write below whether your team counts that as correct. The score box on this page does not.
- ☐ Untimed. If the student stalls, say the word, mark it wrong, and point to the next one.

CONTRACTIONS Contractions – Form A

Read each word. Go across the row. Untimed

NAME _____ DATE _____ FORM **A** untimed - 10 items

IEP GOAL THIS PROBE MEASURES
Sample 30 (annual review date), when shown a list of 10 contractions, [Student] will read [8 of 10] correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading probes.
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

why's	we're	who's	aren't	how's
won't	they'll	weren't	he'll	when's

CONTRACTIONS Contractions – 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												

Probe (week)

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

CONTRACTIONS Contractions – 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	BASLINE	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

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)

Weis is invented. Twelve weekly probes on contraction reading, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Weis, second grade (invented)
By May 20, when shown a list of 10 contractions, Weis will read 8 of 10 correctly on 3 consecutive weekly probes, as measured by teacher-recorded word reading probes (forms A-E).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	5	5	5	baseline
3	9/10	C	4	6	4	baseline (median of 3, 5, 4 = 4)
4	9/17	D	4	6	4	read do not for don't every time: he understands them and cannot read them.
5	9/24	E	5	5	5	same pattern
6	10/1	F	4	6	4	3 under aim line, matched each contraction to its two words, then read only the contraction
7	10/8	A	6	4	6	-
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, 5, 4, so 4. Not the average, not the last.
- ☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 5, 4) 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: "read do not for don't every time: he understands them and cannot read them" 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 contraction reading probes (10 items, untimed), Weis scored 4 of 10 at baseline in September and 8 of 10 at the goal date in November. Progress was made on this goal."

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, 5 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, A...). Never the same form two weeks running. Every form is ten items, untimed.
- 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, 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

- ☐ One student copy of each form in a sheet protector tests the year; the student reads from it and writes nothing.
- ☐ The teacher copy is the one you mark on; the student copy stays clean.
- ☐ 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 from the baseline and the student's IEP. Every form is

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 — 50 different items across the five forms. A score on one form means the same as a

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- 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, A...). Never the same form two weeks running. Every form is ten items, untimed.
- 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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- ☐ 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.
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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 — 50 different items across the five 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.

Contractions — Goal and Directions

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

Ten contractions per form from a 55-word bank. Fifty across the five forms, none on two forms. Contractions are on most early reading goal banks and almost nothing measures them on their own.

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

By [annual review date], when shown a list of 10 contractions, [Student] will read [8 of 10] correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading 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: CONTRACTIONS, FORMS A–E, PAGE 5–9)

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

- ☐ Teacher holds a copy and marks on it; the student reads from a clean copy.
- ☐ Say: "Read each word."
- ☐ Correct: the contraction as it is written, within about 3 seconds. Reading the two words it stands for (do not for don't) is an error on this probe; note it, because it means the student understands it and cannot yet read it.
- ☐ Write below whether your team counts that as correct. The score box on this page does not.
- ☐ Untimed. If the student stalls, say the word, mark it wrong, and point to the next one.

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

.....

.....

.....

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

.....

.....

.....

Read each word. Go across the row. · Untimed.

NAME

DATE

FORM

A untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when shown a list of 10 contractions, [Student] will read [8 of 10] correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

why's

we're

who's

aren't

how's

won't

they'll

weren't

he'll

when's

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Words read correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Read each word. Go across the row. · Untimed.

NAME

DATE

FORM

B untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when shown a list of 10 contractions, [Student] will read [8 of 10] correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

she'll

here's

couldn't

you're

didn't

what's

she'd

it'd

what'll

we'd

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Words read correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Contractions — Data Log and Graph

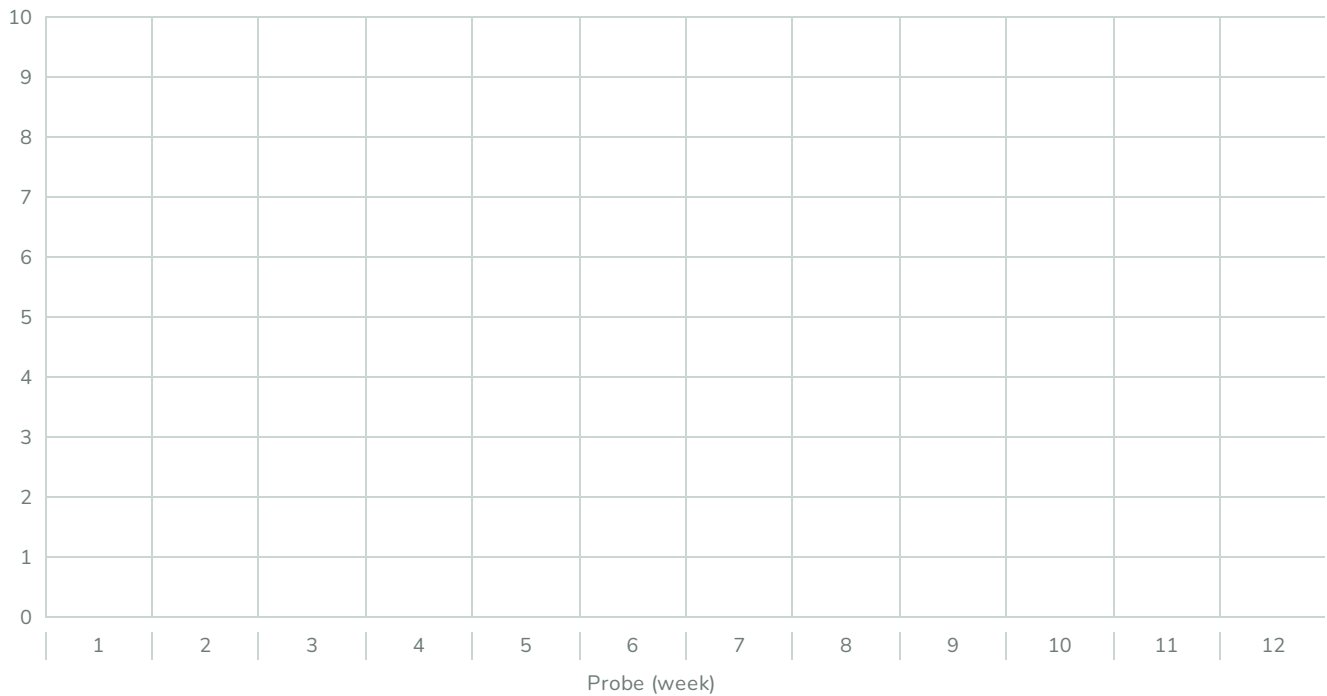
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 RETEACHING)

Contractions — 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.

EXAMPLE

A Filled-In Data Log (Invented Student)

Wes is invented. Twelve weekly probes on contraction reading, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when shown a list of 10 contractions, Wes will read 8 of 10 correctly on 3 consecutive weekly probes, as measured by teacher-recorded word reading probes (forms A–E).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
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How to read the log

- ☐ Baseline was the median of three forms on three days: 3, 5, 4, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 5, 4) 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: “read do not for don't every time: he understands them and cannot read them” 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 contraction reading probes (10 items, untimed), Wes scored 4 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.