

COORDINATING & SUBORDINATING CONJUNCTIONS

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

CONJUNCTION TYPES Coordinating and Subordinating Conjunction Identification – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed, score is conjunctions classified correctly out of 10.

Ten sentences per form, each with one conjunction in bold, underlined type: five are coordinating and five are subordinating. The student writes coord or subord, so a missed item names which kind trips them up.

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

By [annual review date], when given 10 sentences each with one conjunction shown, [Student] will correctly label it coordinating or subordinating for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored conjunction 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 PROBES) _____ AS MEASURED BY (THIS PROBE: COORDINATING AND SUBORDINATING CONJUNCTION IDENTIFICATION, 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 (THIS BASLINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MEET

Giving and scoring the probe

☐ Say: "Find the bold word. Coordinating joins two equal sentences; subordinating makes one depend on the other. Write coord or subord."

☐ Correct: the exact word — coord for coordinating, subord for subordinating.

☐ Five coordinating conjunctions and five subordinating conjunctions every form, so a missed item names which kind trips them up.

☐ Untimed. Let the student finish all ten.

Scoring rules for this student (accepted answers, What the errors say to reteach (carry over from

Conjunction Types: Form A

My name: _____ Date: _____

Read each sentence. Write coord or subord for the bold word.

READ EACH SENTENCE: WRITE COORD (COORDINATING) OR SUBORD (SUBORDINATING)

- The volcano glowed faintly **after** the river overflowed quickly.
- The glacier calved suddenly, **and** the forest brightened slowly.
- The forest thickened gradually **because** the machine clicked rapidly.
- Because** the forest brightened slowly, the river sparkled faintly.
- The river calmed slowly, **but** the volcano erupted suddenly.
- If** the machine rattled loudly, the meadow swayed gently.
- The comet vanished quickly, **so** the crowd grew restless.
- The forest brightened slowly, **yet** the canyon echoed loudly.
- The orchestra played softly, **or** the wind shifted suddenly.

CONJUNCTION TYPES Coordinating and Subordinating Conjunction 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

WEEK	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

PROBE (WEEK)

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

CONJUNCTION TYPES Coordinating and Subordinating Conjunction 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	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 the target. A blank decision on a flat row is the decision to keep going.

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)

Nora is invented. Twelve weekly probes on coordinating and subordinating conjunction identification, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Nora, fifth grade (invented)

By May 20, when given 10 sentences each with one conjunction shown, Nora will correctly label it coordinating or subordinating for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored conjunction identification probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRADED	NOTES
1	9/6	A	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	labeled every coordinating conjunction correctly, but called every subordinating conjunction coordinating too
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: started the two word lists side by side and practiced naming only the underlined word's list before answering
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: "labeled every coordinating conjunction correctly, but called every subordinating conjunction coordinating too" 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 coordinating and subordinating conjunction identification probes (10 items, untimed), Nora scored 3 of 10 items correctly on the first three probes, then 8 of 10 items correctly on the next three probes, then 8 of 10 items correctly on the last three probes, and met the criterion of 8 of 10 items correctly on 3 consecutive weekly probes."

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 8.

☐ 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 on two forms — 60 different items across the six forms. A score on one form means the same as a score on another, on the line on this graph is the same.

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, on the line on this graph is the same.

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 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 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.

Coordinating and Subordinating Conjunction Identification — Goal and Directions

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

Ten sentences per form, each with one conjunction in bold, underlined type: five are coordinating and five are subordinating. The student writes coord or subord, so a missed item names which kind trips them up.

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

By [annual review date], when given 10 sentences each with one conjunction shown, [Student] will correctly label it coordinating or subordinating for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored conjunction 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: COORDINATING AND SUBORDINATING CONJUNCTION IDENTIFICATION, 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: "Find the bold word. Coordinating joins two equal sentences; subordinating makes one depend on the other. Write coord or subord."
- ☐ Correct: the exact word — coord for coordinating, subord for subordinating.
- ☐ Five coordinating conjunctions and five subordinating conjunctions every form, so a missed item names which kind is not yet caught.
- ☐ 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 coord or subord for the bold word.

READ EACH SENTENCE · WRITE COORD (COORDINATING) OR SUBORD (SUBORDINATING)

1. The volcano glowed faintly **after** the river overflowed quickly.

2. The glacier calved suddenly, **and** the forest brightened slowly.

3. The forest thickened gradually **because** the machine clicked rapidly.

4. **Because** the forest brightened slowly, the river sparkled faintly.

5. The river calmed slowly, **but** the volcano erupted suddenly.

6. **If** the machine rattled loudly, the meadow swayed gently.

7. The comet vanished quickly, **so** the crowd grew restless.

8. The forest brightened slowly, **yet** the canyon echoed loudly.

9. The orchestra played softly, **or** the wind shifted suddenly.

10. The river calmed slowly **if** the crowd gathered quickly.

My name: _____

Date: _____



Read each sentence. Write coord or subord for the bold word.

READ EACH SENTENCE · WRITE COORD (COORDINATING) OR SUBORD (SUBORDINATING)

1. **Because** the glacier retreated gradually, the forest darkened quickly.

2. The comet vanished quickly, **so** the meadow rustled quietly.

3. **Although** the glacier melted slowly, the machine restarted smoothly.

4. The orchestra tuned quietly **although** the harbor glimmered faintly.

5. The meadow dried quickly **when** the canyon stood silent.

6. The comet approached steadily, **and** the canyon stood silent.

7. The river flowed swiftly, **yet** the machine restarted smoothly.

8. The meadow bloomed brightly, **or** the crowd cheered loudly.

9. The comet faded slowly **while** the harbor stirred gently.

10. The comet faded slowly, **but** the orchestra swelled dramatically.

Coordinating and Subordinating Conjunction Identification — Data Log and Graph

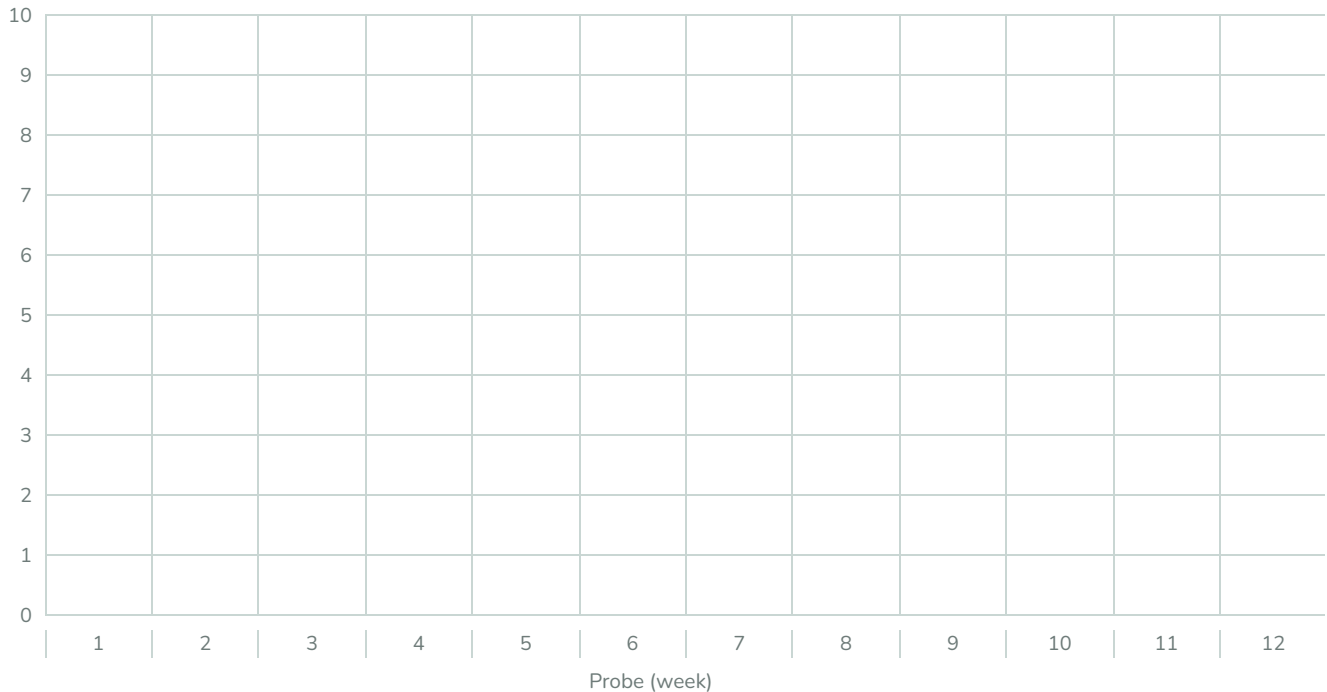
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Coordinating and Subordinating Conjunction 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

[illegible]

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)

Nora is invented. Twelve weekly probes on coordinating and subordinating conjunction identification, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Nora, fifth grade (invented)

By May 20, when given 10 sentences each with one conjunction shown, Nora will correctly label it coordinating or subordinating for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored conjunction identification probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	labeled every coordinating conjunction correctly, but called every subordinating conjunction coordinating too
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the two word lists side by side and practiced naming only the underlined word's list before answering
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: “labeled every coordinating conjunction correctly, but called every subordinating conjunction coordinating too” 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 coordinating and subordinating conjunction identification probes (10 items, untimed), Nora 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.