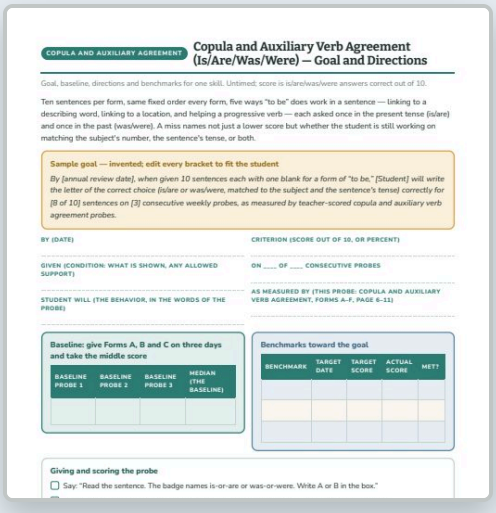
SPECIAL EDUCATION

EDITABLE

IS, ARE, WAS, WERE AGREEMENT

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


COPULA AND AUXILIARY AGREEMENT

Copula and Auxiliary Verb Agreement (Is/Are/Was/Were) — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is is/are/was/were answers correct out of 10.

Ten sentences per form, same fixed order every form, five ways "to be" does work in a sentence — linking to a describing word, linking to a location, and helping a progressive verb — each asked once in the present tense (is/are) and once in the past (was/were). A miss names not just a lower score but whether the student is still working on matching the subject's number, the sentence's tense, or both.

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

By [annual review date], when given 10 sentences each with one blank for a form of "to be," [Student] will write the letter of the correct choice (is/are or was/were, matched to the subject and the sentence's tense) correctly for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored copula and auxiliary verb agreement 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: COPULA AND AUXILIARY VERB AGREEMENT, FORMS A–F, PAGE 6–11)

Baseline: give Forms A, B and C on three days and take the middle score

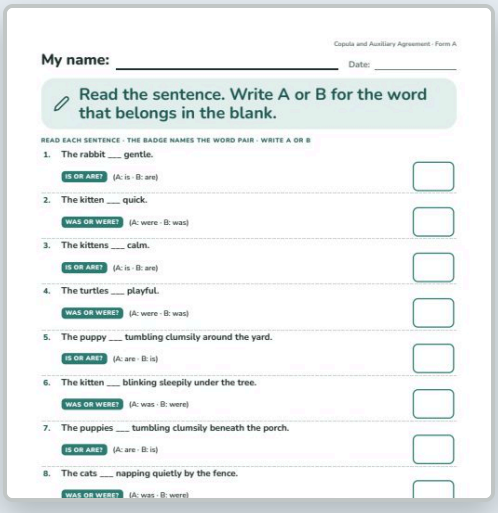
BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read the sentence. The badge names is-or-are or was-or-were. Write A or B in the box."

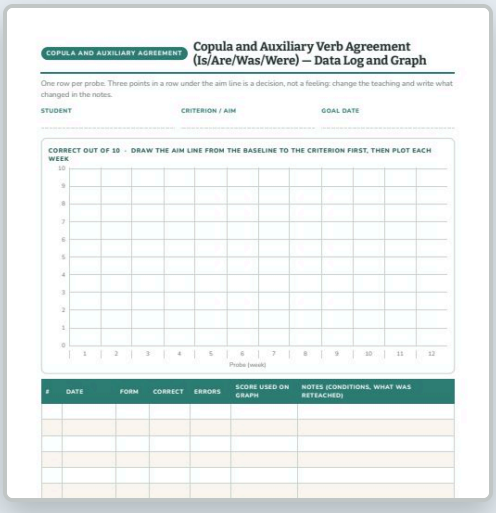

Copula and Auxiliary Agreement · Form A

My name: _____ Date: _____

Read the sentence. Write A or B for the word that belongs in the blank.

READ EACH SENTENCE · THE BADGE NAMES THE WORD PAIR · WRITE A OR B

1. The rabbit ___ gentle.
   IS OR ARE? (A: is · B: are) ☐
2. The kitten ___ quick.
   WAS OR WERE? (A: were · B: was) ☐
3. The kittens ___ calm.
   IS OR ARE? (A: is · B: are) ☐
4. The turtles ___ playful.
   WAS OR WERE? (A: were · B: was) ☐
5. The puppy ___ tumbling clumsily around the yard.
   IS OR ARE? (A: are · B: is) ☐
6. The kitten ___ blinking sleepily under the tree.
   WAS OR WERE? (A: was · B: were) ☐
7. The puppies ___ tumbling clumsily beneath the porch.
   IS OR ARE? (A: are · B: is) ☐
8. The cats ___ napping quietly by the fence.
   WAS OR WERE? (A: was · B: were) ☐


COPULA AND AUXILIARY AGREEMENT

Copula and Auxiliary Verb Agreement (Is/Are/Was/Were) — 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)

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


COPULA AND AUXILIARY AGREEMENT

Copula and Auxiliary Verb Agreement (Is/Are/Was/Were) — 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

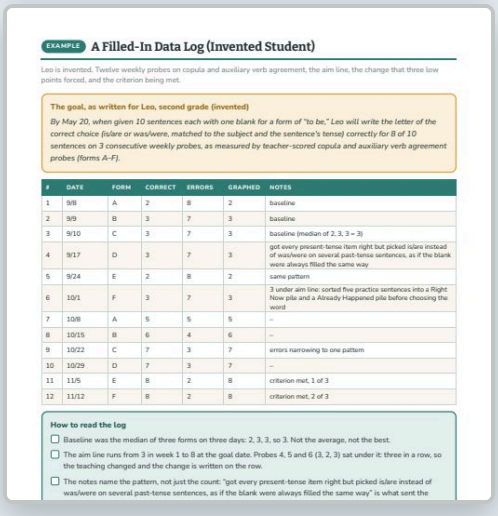
STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

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.

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.


EXAMPLE

A Filled-In Data Log (Invented Student)

Leo is invented. Twelve weekly probes on copula and auxiliary verb agreement, the aim line, the change that three low points forced, and the criterion being met.

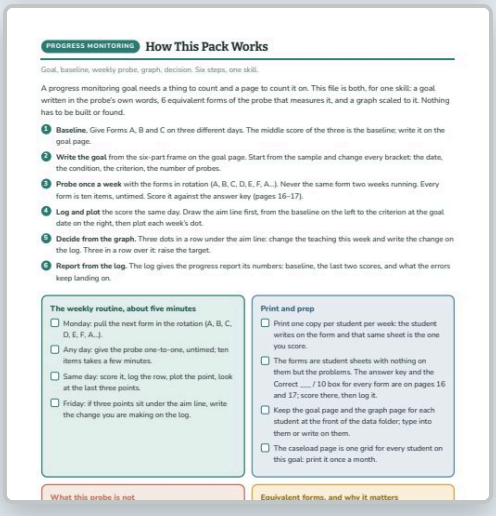
The goal, as written for Leo, second grade (invented)

By May 20, when given 10 sentences each with one blank for a form of "to be," Leo will write the letter of the correct choice (is/are or was/were, matched to the subject and the sentence's tense) correctly for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored copula and auxiliary verb agreement 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	got every present-tense item right but picked is/are instead of was/were on several past-tense sentences, as if the blank were always filled the same way
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted five practice sentences into a Right Now pile and a Already Happened pile before choosing the word
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: "got every present-tense item right but picked is/are instead of was/were on several past-tense sentences, as if the blank were always filled the same way" is what sent the


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 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

Equivalent forms, and why it matters

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

BRIGHT PATH SPED

PROGRESS MONITORING

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Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

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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.

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COPULA AND AUXILIARY AGREEMENT

Copula/Auxiliary Agreement — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is is/are/was/were answers correct out of 10.

Ten sentences per form, same fixed order every form, five ways “to be” works in a sentence, each asked once present (is/are) and once past (was/were). A miss names whether the student is still working on the subject's number, the sentence's tense, or both.

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

By [annual review date], when given 10 sentences each with one blank for a form of “to be,” [Student] will write the letter of the correct choice (matched to the subject and the sentence's tense) correctly for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored copula/auxiliary agreement 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: COPULA AND AUXILIARY VERB AGREEMENT, 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 the sentence. The badge names is-or-are or was-or-were. Write A or B.”
- [ ] Correct: the one letter matching the subject (singular/plural) and the sentence's tense.
- [ ] Five present-tense, five past-tense items every form, same order, so a miss on an even-numbered item points at past tense.
- [ ] 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 sentence. Write A or B for the word that belongs in the blank.

READ EACH SENTENCE · THE BADGE NAMES THE WORD PAIR · WRITE A OR B

1. The rabbit ___ gentle.

   IS OR ARE? (A: is · B: are)

2. The kitten ___ quick.

   WAS OR WERE? (A: were · B: was)

3. The kittens ___ calm.

   IS OR ARE? (A: is · B: are)

4. The turtles ___ playful.

   WAS OR WERE? (A: were · B: was)

5. The puppy ___ tumbling clumsily around the yard.

   IS OR ARE? (A: are · B: is)

6. The kitten ___ blinking sleepily under the tree.

   WAS OR WERE? (A: was · B: were)

7. The puppies ___ tumbling clumsily beneath the porch.

   IS OR ARE? (A: are · B: is)

8. The cats ___ napping quietly by the fence.

   WAS OR WERE? (A: was · B: were)

9. The duck ___ within the garden.

   IS OR ARE? (A: are · B: is)

10. The fox ___ inside the barn.

    WAS OR WERE? (A: was · B: were)

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My name: _____ Date: _____

Read the sentence. Write A or B for the word that belongs in the blank.

READ EACH SENTENCE · THE BADGE NAMES THE WORD PAIR · WRITE A OR B

1. The dog ___ young.

   IS OR ARE? (A: are · B: is)

2. The dog ___ hungry.

   WAS OR WERE? (A: was · B: were)

3. The rabbits ___ hungry.

   IS OR ARE? (A: are · B: is)

4. The ducks ___ small.

   WAS OR WERE? (A: was · B: were)

5. The bird ___ fluttering gently under the tree.

   IS OR ARE? (A: is · B: are)

6. The bear ___ sniffing curiously under the tree.

   WAS OR WERE? (A: were · B: was)

7. The birds ___ preening carefully over the bridge.

   IS OR ARE? (A: is · B: are)

8. The turtles ___ hiding carefully within the garden.

   WAS OR WERE? (A: were · B: was)

9. The frog ___ under the tree.

   IS OR ARE? (A: is · B: are)

10. The frog ___ by the fence.

    WAS OR WERE? (A: were · B: was)

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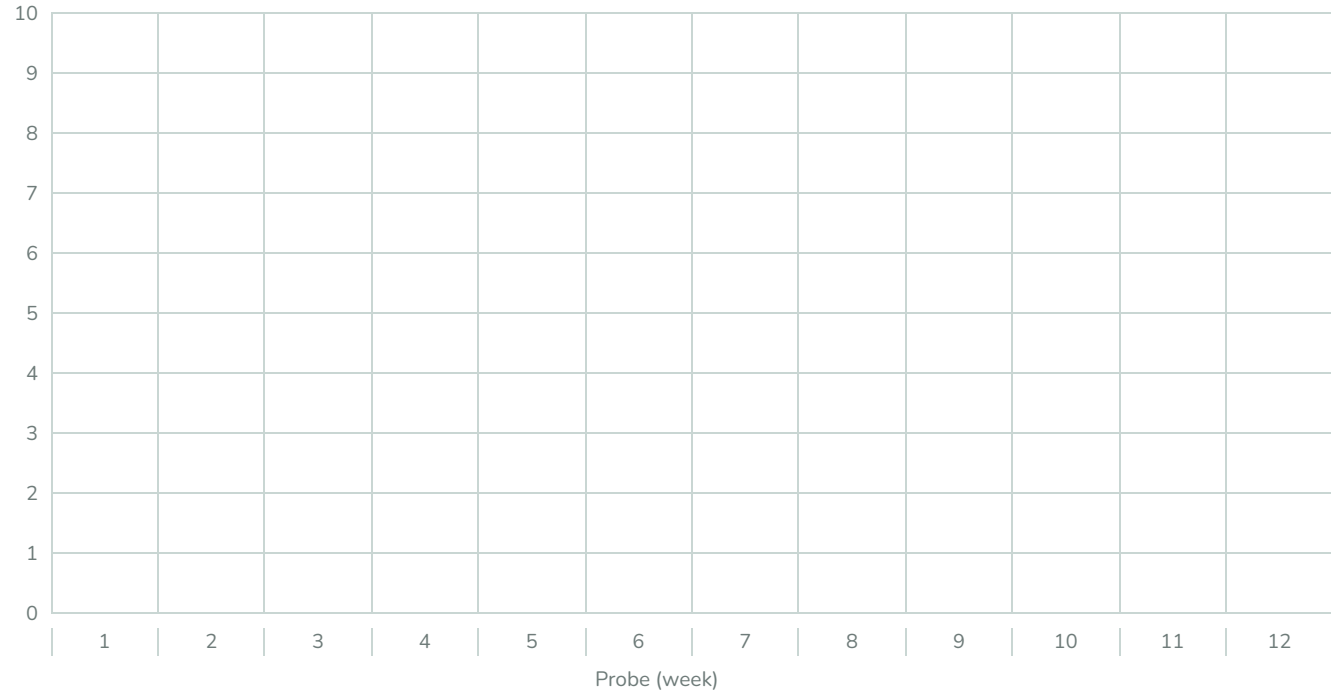
COPULA AND AUXILIARY AGREEMENT

Copula/Auxiliary Agreement — 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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COPULA AND AUXILIARY AGREEMENT

Copula/Auxiliary Agreement — 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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EXAMPLE A Filled-In Data Log (Invented Student)

Leo is invented. Twelve weekly probes on copula/auxiliary agreement, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 sentences each with one blank for a form of "to be," Leo will write the letter of the correct choice (matched to the subject and the sentence's tense) correctly for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored copula/auxiliary agreement probes (forms A–F).

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6	10/1	F	3	7	3	3 under aim line: sorted five sentences into a Right Now pile and an Already Happened pile before choosing
7	10/8	A	5	5	5	–
8	10/15	B	6	4	6	–
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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.
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- [ ] The notes name the pattern, not just the count: "got every present-tense item right but picked is/are on past-tense items, as if the blank were always filled the same way" 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 copula/auxiliary agreement probes (10 items, untimed), Leo 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.