

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

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** each 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 each 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 log.** 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

- ☐ Print out the next form in the rotation (A, B, C, D, E, F, A...).
- ☐ Any day, give the probe one-to-one, untimed, ten items; take 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 forms 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

## BRIGHT PATH SPEED

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- 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

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- ☐ 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 one-sentence length conversion problems (five inches-and-feet, five feet-and-yards), and no (group, direction, value) conversion fact repeats 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.

# Customary Length Word Problems — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is length conversion word problems correct out of 10.

Ten customary length word problems per form (five convert inches and feet, five convert feet and yards), each one sentence long: a given length and a question asking for the equivalent in a different unit. No addition or subtraction anywhere -- every item is a conversion.

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

By [annual review date], when given 10 one-sentence customary length conversion word problems, [Student] will write the correct number for [8 of 10] problems on [3] consecutive weekly 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: CUSTOMARY LENGTH WORD PROBLEMS, 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 each problem and write only the number." If reading is not the goal, read it aloud instead.
- ☐ Correct: the exact number; the target unit is already named in the question.
- ☐ Items 1-5: inches/feet. Items 6-10: feet/yards. Note which group the misses fall in.
- ☐ 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 problem. Write the answer in the box.**

WRITE ONLY THE ANSWER IN THE BOX

1. A scarf is 30 feet long. How many inches is that?

2. A scarf is 5 feet long. How many inches is that?

3. A curtain is 11 feet long. How many inches is that?

4. A ribbon is 192 inches long. How many feet is that?

5. A string is 84 inches long. How many feet is that?

6. A fence is 36 feet long. How many yards is that?

7. A fence is 21 yards long. How many feet is that?

8. A ladder is 81 feet long. How many yards is that?

9. A ladder is 2 yards long. How many feet is that?

10. A fence is 18 feet long. How many yards is that?

My name: \_\_\_\_\_

Date: \_\_\_\_\_

**Read each problem. Write the answer in the box.**

WRITE ONLY THE ANSWER IN THE BOX

1. A curtain is 24 feet long. How many inches is that?

2. A string is 27 feet long. How many inches is that?

3. A scarf is 252 inches long. How many feet is that?

4. A ribbon is 360 inches long. How many feet is that?

5. A hose is 10 feet long. How many inches is that?

6. A trail is 20 yards long. How many feet is that?

7. A hallway is 22 yards long. How many feet is that?

8. A trail is 90 feet long. How many yards is that?

9. A hallway is 6 feet long. How many yards is that?

10. A trail is 72 feet long. How many yards is that?

# Customary Length Word Problems — Data Log and Graph

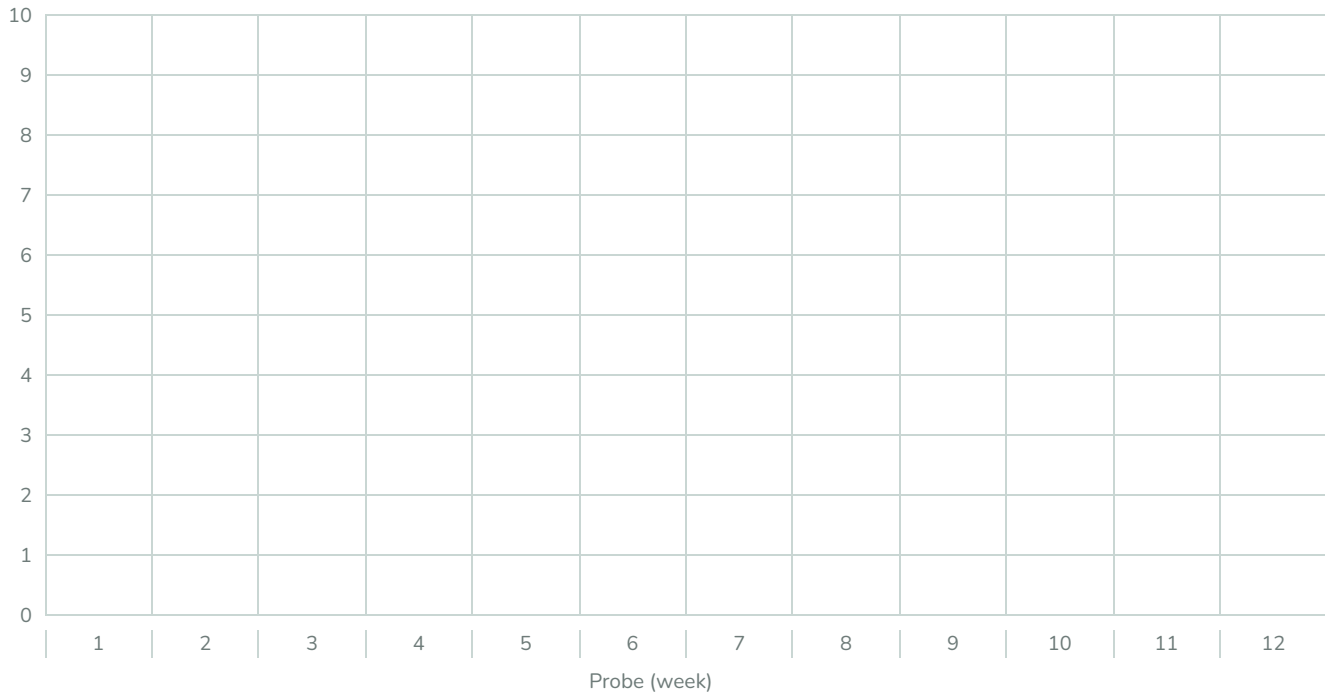
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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) |
|---|------|------|---------|--------|---------------------|----------------------------------------|
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |
|   |      |      |         |        |                     |                                        |

# Customary Length Word Problems – 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)

Noah is invented. Twelve weekly probes on customary length word problems, the aim line, the change that three low points forced, and the criterion being met.

### The goal, as written for Noah, fourth grade (invented)

*By May 20, when given 10 one-sentence customary length conversion word problems, Noah will write the correct number for 8 of 10 problems on 3 consecutive weekly probes (forms A–F).*

| #  | DATE  | FORM | CORRECT | ERRORS | GRAPHED | NOTES                                                                                                                                                |
|----|-------|------|---------|--------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 9/8   | A    | 3       | 7      | 3       | baseline                                                                                                                                             |
| 2  | 9/9   | B    | 4       | 6      | 4       | baseline                                                                                                                                             |
| 3  | 9/10  | C    | 4       | 6      | 4       | baseline (median of 3, 4, 4 = 4)                                                                                                                     |
| 4  | 9/17  | D    | 4       | 6      | 4       | converted correctly from the larger unit to the smaller one but used the wrong factor going the other way, writing 2 feet for 36 inches instead of 3 |
| 5  | 9/24  | E    | 3       | 7      | 3       | same pattern                                                                                                                                         |
| 6  | 10/1  | F    | 4       | 6      | 4       | 3 under aim line: added a printed 12-inches/1-foot, 3-feet/1-yard reference strip to check against before answering, one week of warm-up items       |
| 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, 4, 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, 3, 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: “converted correctly from the larger unit to the smaller one but used the wrong factor going the other way, writing 2 feet for 36 inches instead of 3” 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 customary length word problems probes (10 items, untimed), Noah 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.*