

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 to record 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 criterion, 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 has 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 over 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: plot 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, row, plot the point, look at the last three points.
- ☐ Friday: three points out 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 paper for each student at the front of the data folder; type into them or write on them.
- ☐ The cascade page is one student for one grid of print: print it once a month.

What this report is not

It is not a norm-referenced test and it carries no

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from

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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

- ☐ 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.

Customary Measurement Word Problems, Single-Step (Addition and Subtraction) — Goal and Directions

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

Ten one-step customary measurement word problems per form (five addition, five subtraction), each entirely in one unit (ounces, pounds, cups or quarts) with no conversion step.

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

By [annual review date], when given 10 one-step customary measurement 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 MEASUREMENT 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 unit is already given, so the student does not write it.
- ☐ Two sentence frames and a closed word list only; no new vocabulary word.
- ☐ One unit per item (ounces, pounds, cups or quarts); never mixed, never a conversion.
- ☐ 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. Ivy has 7 cups of water. Ivy gets 8 more cups of water. How many cups does Ivy have now?

2. Kai has 10 quarts of lemonade. Kai uses 8 quarts of lemonade. How many quarts does Kai have left?

3. Eli has 11 quarts of oil. Eli uses 3 quarts of oil. How many quarts does Eli have left?

4. Zoe has 8 ounces of rice. Zoe uses 6 ounces of rice. How many ounces does Zoe have left?

5. Sam has 2 quarts of lemonade. Sam gets 2 more quarts of lemonade. How many quarts does Sam have now?

6. Ben has 3 ounces of oats. Ben gets 13 more ounces of oats. How many ounces does Ben have now?

7. Eli has 3 pounds of flour. Eli gets 5 more pounds of flour. How many pounds does Eli have now?

8. Leo has 4 ounces of oats. Leo gets 8 more ounces of oats. How many ounces does Leo have now?

9. Tom has 10 cups of water. Tom uses 4 cups of water. How many cups does Tom have left?

10. Jen has 17 pounds of sand. Jen uses 15 pounds of sand. How many pounds does Jen have left?

My name: _____

Date: _____

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

WRITE ONLY THE ANSWER IN THE BOX

1. Leo has 12 quarts of broth. Leo uses 3 quarts of broth. How many quarts does Leo have left?

2. Ivy has 19 pounds of flour. Ivy uses 9 pounds of flour. How many pounds does Ivy have left?

3. Mia has 18 pounds of oats. Mia gets 20 more pounds of oats. How many pounds does Mia have now?

4. Ben has 5 cups of lemonade. Ben gets 5 more cups of lemonade. How many cups does Ben have now?

5. Leo has 16 ounces of sugar. Leo uses 8 ounces of sugar. How many ounces does Leo have left?

6. Zoe has 4 quarts of juice. Zoe gets 10 more quarts of juice. How many quarts does Zoe have now?

7. Kai has 9 cups of oil. Kai uses 3 cups of oil. How many cups does Kai have left?

8. Jen has 11 ounces of oats. Jen gets 16 more ounces of oats. How many ounces does Jen have now?

9. Eli has 6 ounces of oats. Eli gets 13 more ounces of oats. How many ounces does Eli have now?

10. Sam has 11 quarts of water. Sam uses 5 quarts of water. How many quarts does Sam have left?

Customary Measurement Word Problems, Single-Step (Addition and Subtraction) — Data Log and Graph

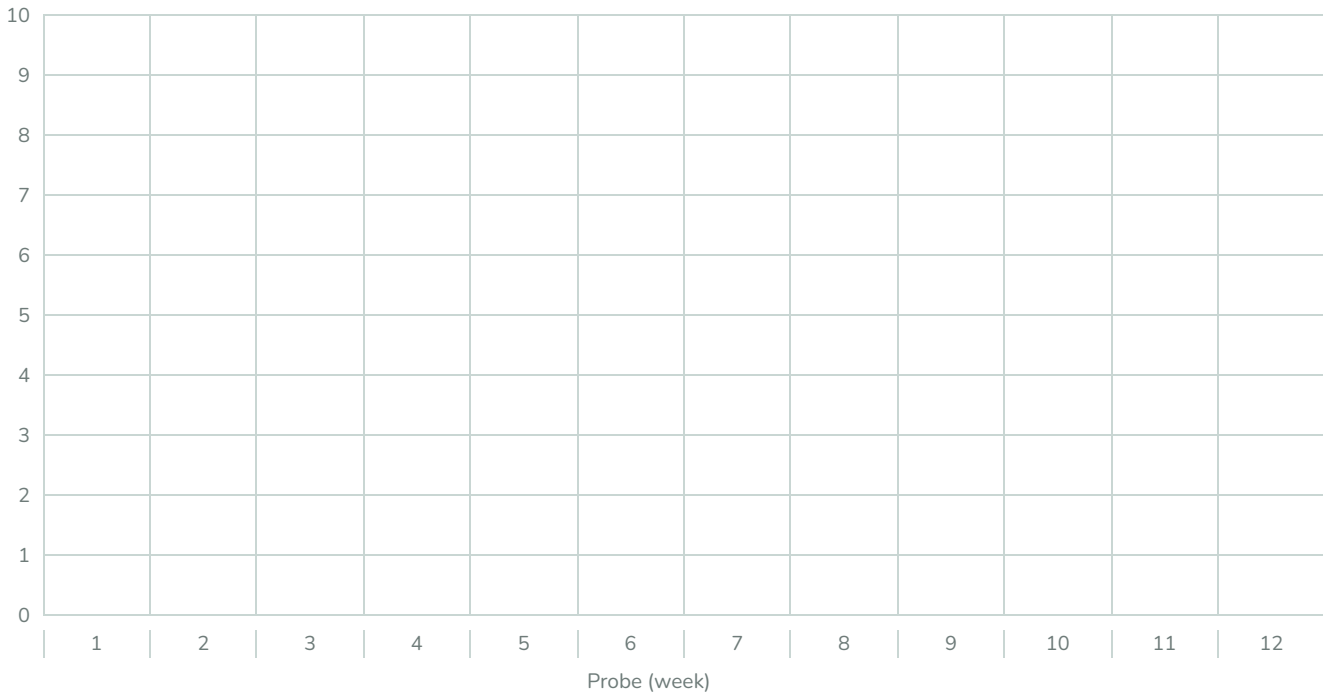
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 Measurement Word Problems, Single-Step (Addition and Subtraction) — 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)

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

The goal, as written for Derek, fourth grade (invented)

By May 20, when given 10 one-step customary measurement word problems, Derek 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	every subtraction problem answered by adding the two measurements instead of subtracting them
5	9/24	E	3	7	3	same pattern
6	10/1	F	4	6	4	3 under aim line: circled the action word (uses vs. gets) before solving each problem for two weeks
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: “every subtraction problem answered by adding the two measurements instead of subtracting 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 customary measurement word problems probes (10 items, untimed), Derek 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.