

DENOTATION & CONNOTATION

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

DENOTATION AND CONNOTATION Denotation and Connotation: Shades of Meaning – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Unlimited score is connotations correct out of 10.

Ten sentences per form, each with a bolded target word immediately followed by its own three-way connotation choice in parentheses: the student decides whether the word carries a positive, neutral, or negative connotation and writes that one word in the box. Ten commonly taught shades-of-meaning words (three always positive, three always neutral, four always negative), the same ten every form, so a missed item names the word, not just a lower score.

Sample goal — invented; edit every bracket to fit the student.
By [annual review date], when given 10 sentences each with a bolded vocabulary word and its own positive/neutral/negative choice shown in parentheses, [Student] will correctly identify the word's connotation for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored denotation and connotation probes.

BY (DATE) CRITERION (SCORE OUT OF 10, OR PERCENT)

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT) ON ____ OF ____ CONSECUTIVE PROBES

AS MEASURED BY (THIS PROBE: SHADES OF MEANING, FORMS A-F, PAGE 6-11)

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	MEET?

My name: _____ Date: _____

Denotation and Connotation: Form A

Read each sentence. Write positive, neutral, or negative in the box.

READ THE SENTENCE. DECIDE POSITIVE, NEUTRAL, OR NEGATIVE. WRITE IT IN THE BOX

- The **arrogant** (positive / neutral / negative) player bragged to every teammate about scoring the winning goal, even a week later.
- No matter how many reasons the team gave her, the **stubborn** (positive / neutral / negative) captain refused to change the lineup.
- The meeting ran an hour late because the **long-winded** (positive / neutral / negative) speaker kept adding extra stories to every point.
- The firefighter was **courageous** (positive / neutral / negative) when she ran back into the smoke-filled building to carry out the trapped kitten.
- The **thrifty** (positive / neutral / negative) shopper compared three stores before buying the cheapest can of the same soup.
- The invitation said the party was **casual** (positive / neutral / negative), so most guests wore jeans and sneakers.

The new student was **thin** (positive / neutral / negative), about _____

DENOTATION AND CONNOTATION Denotation and Connotation: Shades of Meaning – 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 ATTACHED)

DENOTATION AND CONNOTATION Denotation and Connotation: Shades of Meaning – 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.

What it is for
Grouping: When six students sit on the same goal, the index of each probe answer shows in this grid.

EXAMPLE A Filled-In Data Log (Invented Student)

Sofia is invented. Twelve weekly probes on denotation and connotation, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Sofia, fifth grade (invented)
By May 20, when given 10 sentences each with a bolded vocabulary word and its own positive/neutral/negative choice shown in parentheses, Sofia will correctly identify the word's connotation for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored denotation and connotation 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	correctly identified inquisitive, unusual and casual, but missed courageous, thin, long-winded, stubborn, arrogant, thrifty and picky
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the missed words onto a three-column positive/neutral/negative chart before returning to the probe
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.

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 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.

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.

Denotation and Connotation: Shades of Meaning – Goal and Directions

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

Ten sentences per form, each with a bolded target word and its own three-way connotation choice in parentheses: the student decides positive, neutral, or negative and writes that word in the box. Ten fixed words, the same ten every form, so a missed item names the word, not just a lower score.

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

By [annual review date], when given 10 sentences each with a bolded vocabulary word and its own positive/neutral/negative choice shown in parentheses, [Student] will correctly identify the word's connotation for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored denotation and connotation 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: SHADES OF MEANING, 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: “Decide if the bold word is positive, neutral, or negative. Write that word in the box.”
- ☐ Correct: the one connotation the sentence and the parentheses support, spelled exactly as shown.
- ☐ Same ten words every form, so a missed item points at which word to reteach.
- ☐ 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 positive, neutral, or negative in the box.

READ THE SENTENCE · DECIDE POSITIVE, NEUTRAL, OR NEGATIVE · WRITE IT IN THE BOX

1. The **arrogant** (positive / neutral / negative) player bragged to every teammate about scoring the winning goal, even a week later.

2. No matter how many reasons the team gave her, the **stubborn** (positive / neutral / negative) captain refused to change the lineup.

3. The meeting ran an hour late because the **long-winded** (positive / neutral / negative) speaker kept adding extra stories to every point.

4. The firefighter was **courageous** (positive / neutral / negative) when she ran back into the smoke-filled building to carry out the trapped kitten.

5. The **thrifty** (positive / neutral / negative) shopper compared three stores before buying the cheapest can of the same soup.

6. The invitation said the party was **casual** (positive / neutral / negative), so most guests wore jeans and sneakers.

7. The new student was **thin** (positive / neutral / negative), about average height for a sixth grader.

8. The **inquisitive** (positive / neutral / negative) student asked the museum guide three thoughtful follow-up questions about the exhibit.

9. The **picky** (positive / neutral / negative) eater pushed every vegetable to the edge of the plate without trying a single bite.

10. The shape of the new building was **unusual** (positive / neutral / negative), with no two windows exactly the same size.

My name: _____

Date: _____



Read each sentence. Write positive, neutral, or negative in the box.

READ THE SENTENCE · DECIDE POSITIVE, NEUTRAL, OR NEGATIVE · WRITE IT IN THE BOX

1. Even though the climb was dangerous, the **courageous** (positive / neutral / negative) guide led the group safely across the narrow ridge.
2. Classmates started doodling while the **long-winded** (positive / neutral / negative) presenter repeated the same slide for ten minutes.
3. The costume closet only had one jacket long enough for the **thin** (positive / neutral / negative) actor playing the wizard.
4. Teachers loved how **inquisitive** (positive / neutral / negative) the new intern was, always wanting to understand the reason behind a rule.
5. The **stubborn** (positive / neutral / negative) toddler would not put on a coat even as the wind picked up.
6. Being **thrifty** (positive / neutral / negative), the family packed lunches for the road trip instead of stopping at restaurants.
7. Nobody wanted to work with the **arrogant** (positive / neutral / negative) partner who insisted his idea was the only good one in the group.
8. Shopping with the **picky** (positive / neutral / negative) customer took forever because he rejected every shirt for a tiny flaw.
9. It was **unusual** (positive / neutral / negative) for the bus to arrive early, since it was almost always a few minutes late.
10. The coach kept the first practice **casual** (positive / neutral / negative), with no drills and plenty of time to talk.

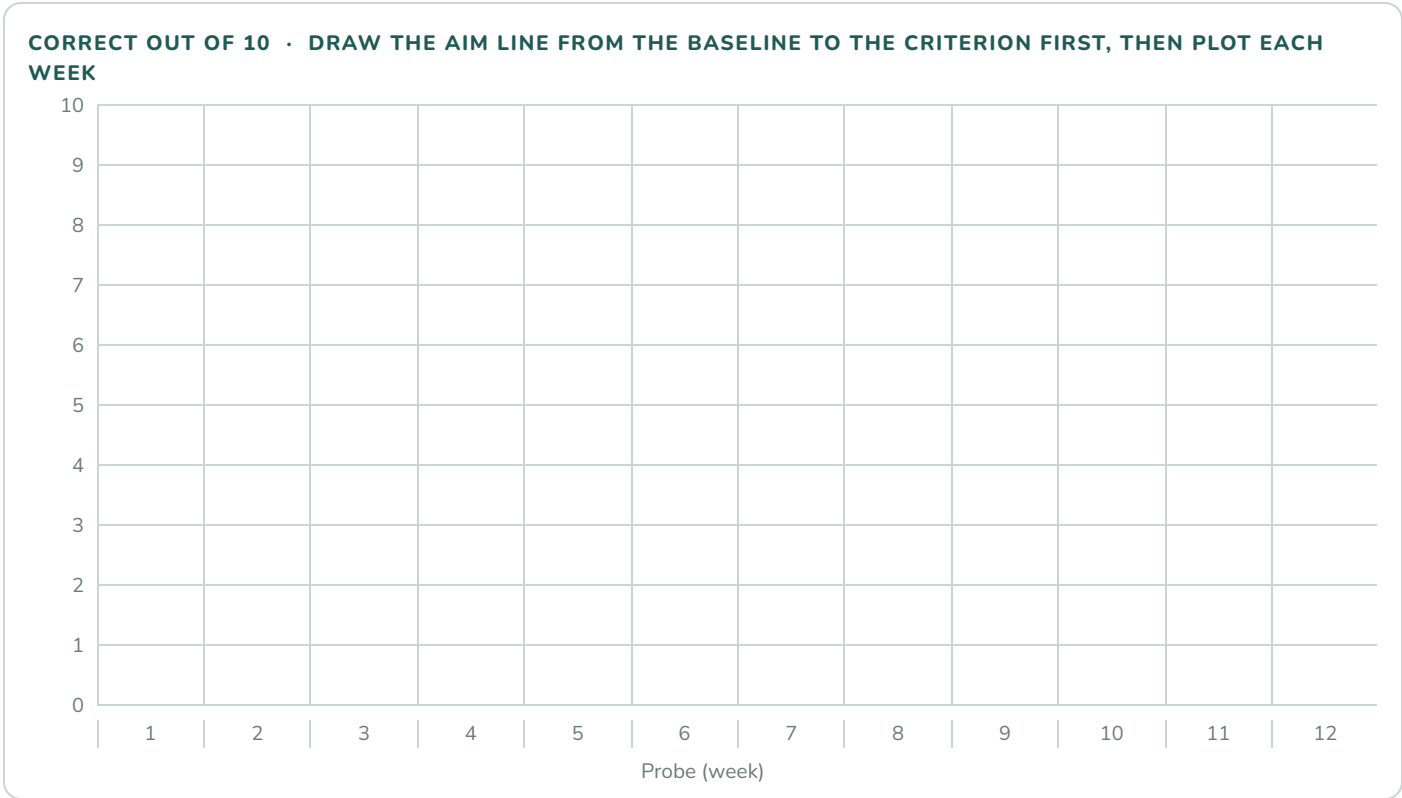
Denotation and Connotation: Shades of Meaning – Data Log and Graph

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



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

Denotation and Connotation: Shades of Meaning – 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)

Sofia is invented. Twelve weekly probes on denotation and connotation, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 sentences each with a bolded vocabulary word and its own positive/neutral/negative choice shown in parentheses, Sofia will correctly identify the word's connotation for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored denotation and connotation probes (forms A–F).

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3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	got 3 of 10 right (inquisitive, unusual, casual); missed the other 7, including all 4 negative words
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the missed words onto a three-column positive/neutral/negative chart before returning to the probe
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 3 of 10 right (inquisitive, unusual, casual); missed the other 7, including all 4 negative words” 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 denotation and connotation probes (10 items, untimed), Sofia 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.