

# DICTIONARY GUIDE WORDS

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

**GUIDE WORDS Dictionary Guide Words – Goal and Directions**

Goal, baseline, directions and benchmarks for one skill. Untimed. Score is guide-word pages correct out of 10.

Ten dictionary guide-word pairs per form, one from each of ten same-letter word clusters (b, c, d, f, g, h, l, m, p, s), the same ten clusters every form. Five candidate words sit under every pair; the student decides which one would actually appear on that page and writes it in the box.

**Sample goal —** *Invented; edit every bracket to fit the student.*  
*By [annual review date], when given 10 dictionary guide-word pairs and five candidate words for each, [Student] will identify the one word that would appear on that page for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored guide-word 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, DICTIONARY GUIDE WORDS, 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 (THE BASLINE) |
|-----------------|-----------------|-----------------|----------------------|
|                 |                 |                 |                      |

**Benchmarks toward the goal**

| BENCHMARK | TARGET DATE | TARGET SCORE | ACTUAL SCORE | MEET? |
|-----------|-------------|--------------|--------------|-------|
|           |             |              |              |       |

**Giving and scoring the probe**

☐ See: There are ten words, the guide words, at the top of a dictionary page. Decide which word belongs; then, write it in the box.

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

**Decide which word belongs on the page. Write it in the box.**

GUIDE WORDS SHOW THE FIRST AND LAST WORD ON A PAGE. WRITE THE ONE WORD BELOW THAT BELONGS ON THAT PAGE

1. meadow — mitten  
 meadow meadow meadow meadow meadow

2. falcon — fiddle  
 falcon falcon falcon falcon falcon

3. blizzard — branch  
 blizzard blizzard blizzard blizzard blizzard

4. lantern — lecture  
 lantern lantern lantern lantern lantern

5. sandal — scissors  
 sandal sandal sandal sandal sandal

6. pelican — penguin  
 pelican pelican pelican pelican pelican

7. dentist — diamond

**GUIDE WORDS Dictionary Guide Words – 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 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|
| 10   |   |   |   |   |   |   |   |   |   |    |    |    |
| 9    |   |   |   |   |   |   |   |   |   |    |    |    |
| 8    |   |   |   |   |   |   |   |   |   |    |    |    |
| 7    |   |   |   |   |   |   |   |   |   |    |    |    |
| 6    |   |   |   |   |   |   |   |   |   |    |    |    |
| 5    |   |   |   |   |   |   |   |   |   |    |    |    |
| 4    |   |   |   |   |   |   |   |   |   |    |    |    |
| 3    |   |   |   |   |   |   |   |   |   |    |    |    |
| 2    |   |   |   |   |   |   |   |   |   |    |    |    |
| 1    |   |   |   |   |   |   |   |   |   |    |    |    |

Probe (week)

| DATE | FORM | CORRECT | ERRORS | SCORE USED ON GRAPH | NOTES (CONDITIONS, WHAT WAS RETACHED) |
|------|------|---------|--------|---------------------|---------------------------------------|
|      |      |         |        |                     |                                       |

**GUIDE WORDS Dictionary Guide Words – 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 individual graphs answer "how is this child

**EXAMPLE A Filled-In Data Log (Invented Student)**

Noor is invented. Twelve weekly probes on dictionary guide words, the aim line, the change that three low points forced, and the criterion being met.

**The goal, as written for Noor, fourth grade (invented)**  
*By May 20, when given 10 dictionary guide-word pairs and five candidate words for each, Noor will identify the one word that would appear on that page for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored guide-word 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       | Round the right word on the b, d and a pages, but missed c, f, g, h, l, m and p                                 |
| 5  | 9/24  | E    | 2       | 8      | 2       | same pattern                                                                                                    |
| 6  | 10/1  | F    | 3       | 7      | 3       | 3 under aim line: one taught the seven missed pages with a quick same-letter sort 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 error scores the pattern, not just the count. "Round the right word on the b, d and a pages, but missed c, f, g, h, l, m and p"

**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 grid 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 6.

☐ 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

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- 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.
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- ☐ Same day: score it, log the row, plot the point, look at the last three points.
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- ☐ 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.

Goal, baseline, directions and benchmarks for one skill. Untimed; score is guide-word pages correct out of 10.

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

By [annual review date], when given 10 dictionary guide-word pairs and five candidate words for each, [Student] will identify the one word that would appear on that page for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored guide-word 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: DICTIONARY GUIDE WORDS, 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: "These two words are the guide words at the top of a dictionary page. Decide which word below them would be on that page, and write it in the box."
- ☐ Correct: the one candidate word that comes after the first guide word and before the second in alphabetical order, spelled exactly as shown among the choices.
- ☐ Every other candidate comes before the first guide word or after the second.
- ☐ 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: \_\_\_\_\_



Decide which word belongs on the page. Write it in the box.

GUIDE WORDS SHOW THE FIRST AND LAST WORD ON A PAGE · WRITE THE ONE WORD BELOW THAT BELONGS ON THAT PAGE

1. meadow — mitten

melon maple mobile marble model

2. falcon — fiddle

factory feather flame fable finish

3. blizzard — branch

bicycle bottle breeze blanket brick

4. lantern — lecture

lagoon ladder lemon legend laundry

5. sandal — scissors

sculpture salad scarf saddle season

6. pelican — penguin

picture pencil pebble parcel pepper

7. dentist — diamond

ditch dolphin desert dagger daisy

8. camel — canyon

caravan carpet candle cabin cactus

9. garlic — gazelle

giggle ginger gather gadget galaxy

10. harvest — helmet

hamster hiccup habit hatchet hermit

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

 Decide which word belongs on the page. Write it in the box.

GUIDE WORDS SHOW THE FIRST AND LAST WORD ON A PAGE · WRITE THE ONE WORD BELOW THAT BELONGS ON THAT PAGE

1. **giggle — glacier**

**goblin** **gazelle** **ginger** **gather** **goggles**

2. **pepper — pillow**

**pencil** **penguin** **pirate** **pitcher** **picture**

3. **season — shelter**

**scissors** **shiver** **shadow** **sculpture** **shovel**

4. **bottle — breeze**

**blizzard** **brick** **branch** **bridge** **blanket**

5. **hermit — hickory**

**hiccup** **helmet** **hidden** **hinge** **hatchet**

6. **caravan — cedar**

**chalk** **candle** **carpet** **canyon** **cheetah**

7. **desert — ditch**

**dentist** **diamond** **dolphin** **domino** **daisy**

8. **melon — mobile**

**meadow** **model** **mitten** **marble** **monkey**

9. **laundry — legend**

**lagoon** **lantern** **lemon** **lecture** **lentil**

10. **finish — flavor**

**fountain** **fiddle** **fossil** **feather** **flame**

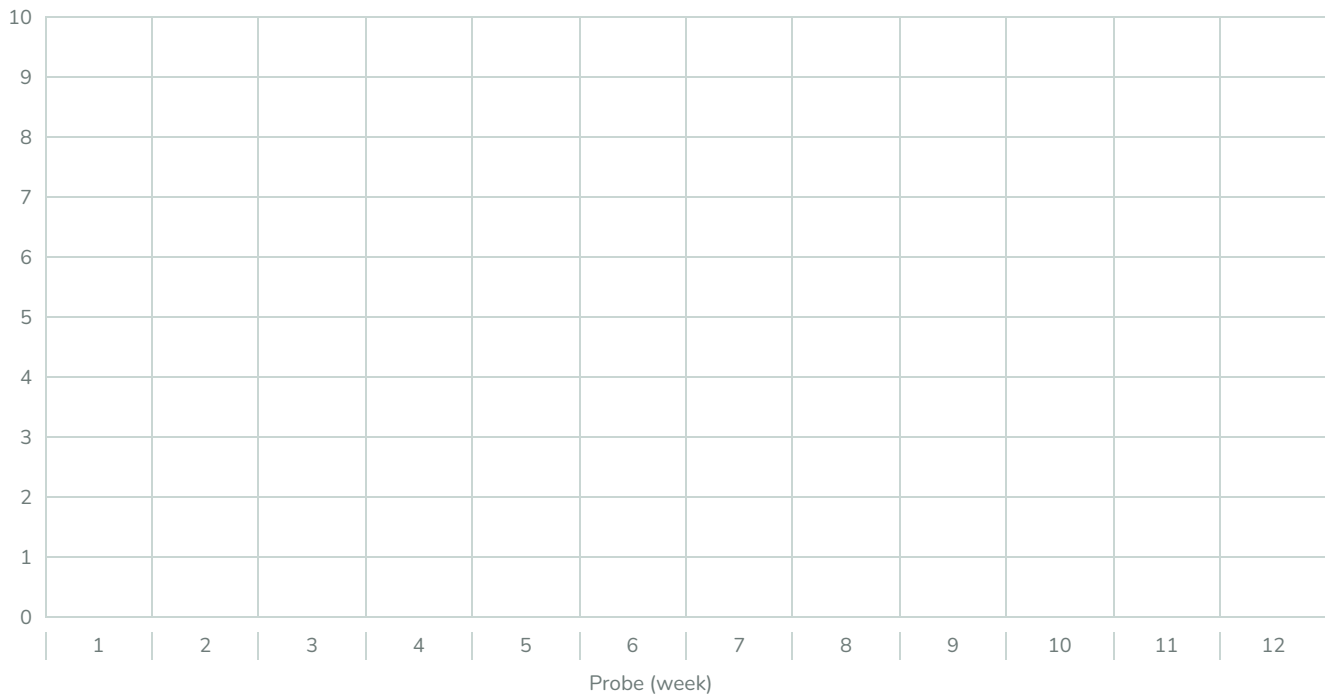
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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

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 |
|---------|----------|-----------|----|----|----|----|----|----|----|----|-------|---------------------|
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |
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|         |          |           |    |    |    |    |    |    |    |    |       |                     |
|         |          |           |    |    |    |    |    |    |    |    |       |                     |

**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)

Noor is invented. Twelve weekly probes on dictionary guide words, the aim line, the change that three low points forced, and the criterion being met.

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

*By May 20, when given 10 dictionary guide-word pairs and five candidate words for each, Noor will identify the one word that would appear on that page for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored guide-word 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       | found the right word on the b, d and s pages, but missed c, f, g, h, l, m and p                                 |
| 5  | 9/24  | E    | 2       | 8      | 2       | same pattern                                                                                                    |
| 6  | 10/1  | F    | 3       | 7      | 3       | 3 under aim line: pre-taught the seven missed pages with a quick same-letter sort 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: “found the right word on the b, d and s pages, but missed c, f, g, h, l, m and p” 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 dictionary guide words probes (10 items, untimed), Noor 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.*