

ELAPSED TIME START + END TO MINUTES

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

ELAPSED DURATION Elapsed Time: Start and End Time to a Written Duration — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed. score is durations found correctly out of 10.

Ten problems per form: two analog clocks show a start time and an end time, and the student writes how many minutes passed between them. Five problems on every form cross an hour and five do not. This is the reverse of the story's Elapsed Time probe, which gives a start time plus a number of minutes and asks for the end time; here the student is given both clock times and finds the duration.

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

By [annual review date], when shown 10 pairs of clock times, each a start time and an end time on the same day, [Student] will write the correct number of minutes that passed for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored elapsed time 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: START AND END TIME TO MINUTES ELAPSED, 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 BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MEET

Giving and scoring the probe

- ☐ Say: "Look at the start clock and the end clock. Write how many minutes passed."
- ☐ Correct: the right number of minutes. Write below whether a number without a leading zero (5 for 05) counts.
- ☐ Same mix on every form: five problems cross an hour, five do not. Note which kind the misses are.
- ☐ Untimed. Let the student finish all ten.

My name: _____

Elapsed Duration - Form A

Date: _____

Look at the start clock and the end clock. Write how many minutes passed.

1			MINUTES
2			MINUTES
3			MINUTES
4			MINUTES
5			MINUTES
6			MINUTES
7			MINUTES
8			MINUTES
9			MINUTES
10			MINUTES

ELAPSED DURATION Elapsed Time: Start and End Time to a Written Duration — 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

10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	

Probe (week)

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

ELAPSED DURATION Elapsed Time: Start and End Time to a Written Duration — 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.

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 start and end time to minutes elapsed, 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 shown 10 pairs of clock times, each a start time and an end time on the same day, Noah will write the correct number of minutes that passed for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored elapsed time probes (Forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED NOTES
1	9/9	A	4	6	baseline
2	9/9	B	5	5	baseline
3	9/10	C	5	5	baseline (median of 4, 5, 5 = 5)
4	9/17	D	4	6	4
5	9/24	E	5	5	5
6	10/1	F	4	6	4
7	10/8	A	6	4	6
8	10/15	B	7	3	7
9	10/22	C	7	3	7
10	10/29	D	7	3	7
11	11/6	E	8	2	8
12	11/13	F	8	2	8

How to read the log

- ☐ Baseline was the median of three forms on three days: 4, 5, 5, so 5. Not the average, not the best.
- ☐ The aim line runs from 5 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 5, 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: "on-the-hour and non-crossing pairs right; the misses were problems that crossed an hour, where he subtracted the clock numbers directly instead of counting minutes to the hour first" 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.

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.

What this probe is not
It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented

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

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- 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.

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- ☐ Print one copy per student per week: the student writes on the form and that same sheet is the one you score.
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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.

Elapsed Time: Start and End Time to a Written Duration — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is durations found correctly out of 10.

Ten problems per form: two analog clocks show a start time and an end time, and the student writes how many minutes passed between them. Five problems on every form cross an hour and five do not. This is the reverse of the store's Elapsed Time probe, which gives a start time plus a number of minutes and asks for the end time; here the student is given both clock times and finds the duration.

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

By [annual review date], when shown 10 pairs of clock times, each a start time and an end time on the same day, [Student] will write the correct number of minutes that passed for [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored elapsed time 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: START AND END TIME TO MINUTES ELAPSED, 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: "Look at the start clock and the end clock. Write how many minutes passed."
- ☐ Correct: the right number of minutes. Write below whether a number without a leading zero (5 for 05) counts.
- ☐ Same mix on every form: five problems cross an hour, five do not. Note which kind the misses are.
- ☐ 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: _____

 Look at the start clock and the end clock. Write how many minutes passed.

1



START



END

MINUTES

6



START



END

MINUTES

2



START



END

MINUTES

7



START



END

MINUTES

3



START



END

MINUTES

8



START



END

MINUTES

4



START



END

MINUTES

9



START



END

MINUTES

5



START



END

MINUTES

10



START



END

MINUTES

My name: _____

Date: _____

 Look at the start clock and the end clock. Write how many minutes passed.

1



START



END

MINUTES

6



START



END

MINUTES

2



START



END

MINUTES

7



START



END

MINUTES

3



START



END

MINUTES

8



START



END

MINUTES

4



START



END

MINUTES

9



START



END

MINUTES

5



START



END

MINUTES

10



START



END

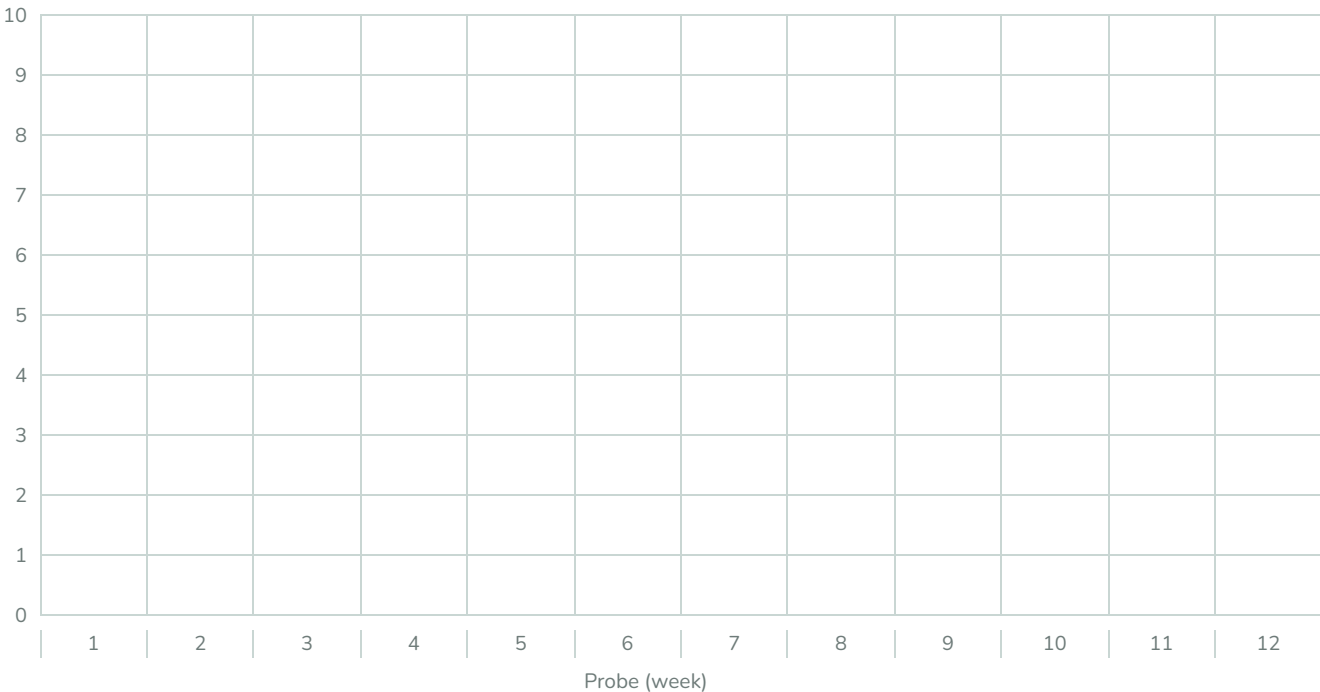
MINUTES

Elapsed Time: Start and End Time to a Written Duration — 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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SKILL (AS THE GOAL WORDS IT)

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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)

Noah is invented. Twelve weekly probes on start and end time to minutes elapsed, 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 shown 10 pairs of clock times, each a start time and an end time on the same day, Noah will write the correct number of minutes that passed for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored elapsed time probes (forms A–F).

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1	9/8	A	4	6	4	baseline
2	9/9	B	5	5	5	baseline
3	9/10	C	5	5	5	baseline (median of 4, 5, 5 = 5)
4	9/17	D	4	6	4	on-the-hour and non-crossing pairs right; the misses crossed an hour, where he subtracted the numbers instead of counting to the hour first
5	9/24	E	5	5	5	same pattern
6	10/1	F	4	6	4	3 under aim line: added a number line marked past 60 to practice counting minutes to the hour
7	10/8	A	6	4	6	–
8	10/15	B	7	3	7	–
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: 4, 5, 5, so 5. Not the average, not the best.
- ☐ The aim line runs from 5 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 5, 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: “on-the-hour and non-crossing pairs right; the misses crossed an hour, where he subtracted the numbers instead of counting to the hour first” 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 start and end time to minutes elapsed probes (10 items, untimed), Noah scored 5 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.