

FICTION VS. NONFICTION: GENRE IDENTIFICATION

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

FICTION VS. NONFICTION Fiction vs. Nonfiction (Genre) Identification — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed: score is blurbs classified correctly out of 10.

Ten short blurbs per form: five written as fiction, five as nonfiction, the same mix on every form. The student reads each one and writes Fiction or Nonfiction, so the score points at which genre signal the student can or cannot yet read from the content alone.

Sample goal — Invented; edit every bracket to fit the student
By [annual review date], when given 10 short blurbs, [Student] will correctly classify each as fiction or nonfiction for 8 of 10 blurbs on 3 consecutive weekly probes, as measured by teacher-scored fiction/nonfiction genre identification 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: FICTION VS. NONFICTION GENRE IDENTIFICATION, FORMS A-F, PAGE 6-12)

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

BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	NOTES

Giving and scoring the probe

☐ Say "Read each blurb. Decide if it is a made-up story (fiction) or real information (nonfiction). Write your answer in the box."

☐ Correct: the exact word — Fiction or Nonfiction.

☐ Five fiction and five nonfiction blurbs every form, so a miss names which genre is not yet taught.

☐ Untimed. Let the student finish all ten.

My name: _____ **Date:** _____

Read each blurb. Write Fiction or Nonfiction.

READ EACH BLURB - WRITE FICTION OR NONFICTION

- First, gather clay and water. Next, shape it on a wheel. Then, let it dry. Finally, bake it in a kiln.
- Nora wondered if the old house at the end of the street was really haunted.
- A small dragon curled up inside the old lighthouse and refused to come out.
- A thermometer is a tool that measures how hot or cold something is.
- A Pacific octopus has 8 arms and 3 hearts pumping blood through its whole body.
- In our class story, a boy named Zeb tripped over his own shoelace and bounced so high that he bumped his head on the clouds.
- "Look what I found!" shouted Ben, holding up a shiny rock from the creek.
- Once, Mia found a tiny silver key hidden inside an old wooden box in the attic.
- A blue jay builds its nest in about 10 days using twigs, grass, and mud.

FICTION VS. NONFICTION Fiction vs. Nonfiction (Genre) Identification — 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 RETEACHED)

FICTION VS. NONFICTION Fiction vs. Nonfiction (Genre) Identification — 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)

Jordan is invented. Twelve weekly probes on fiction vs. nonfiction genre identification, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Jordan, third grade (invented)
By May 20, when given 10 short blurbs, Jordan will correctly classify each as fiction or nonfiction for 8 of 10 blurbs on 3 consecutive weekly probes, as measured by teacher-scored fiction/nonfiction genre identification 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	named every fiction blurb correctly, but called the how-to-steps and the definition-style nonfiction blurbs fiction too
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted a stack of mixed blurbs into a fiction pile and a nonfiction pile before writing an answer, instead of answering blurbs by blurbs
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: "named every fiction blurb correctly, but called the how-to-steps and the definition-style nonfiction blurbs fiction too" 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

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 criteria in brackets; your team sets the real ones.

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

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

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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.
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The weekly routine, about five minutes

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- ☐ 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.

Fiction vs. Nonfiction (Genre) Identification – Goal and Directions

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

Ten short blurbs per form: five written as fiction, five as nonfiction, the same mix on every form. The student reads each one and writes Fiction or Nonfiction, so the score points at which genre signal the student can or cannot yet read from the content alone.

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

By [annual review date], when given 10 short blurbs, [Student] will correctly classify each as fiction or nonfiction for [8 of 10] blurbs on [3] consecutive weekly probes, as measured by teacher-scored fiction/nonfiction genre identification 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: FICTION VS. NONFICTION GENRE IDENTIFICATION, 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: “Read each blurb. Decide if it is a made-up story (fiction) or real information (nonfiction). Write your answer in the box.”
- ☐ Correct: the exact word — Fiction or Nonfiction.
- ☐ Five fiction and five nonfiction blurbs every form, so a miss names which genre is not yet caught.
- ☐ 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 blurb. Write Fiction or Nonfiction.**

READ EACH BLURB · WRITE FICTION OR NONFICTION

1. First, gather clay and water. Next, shape it on a wheel. Then, let it dry. Finally, bake it in a kiln.

2. Nora wondered if the old house at the end of the street was really haunted.

3. A small dragon curled up inside the old lighthouse and refused to come out.

4. A thermometer is a tool that measures how hot or cold something is.

5. A Pacific octopus has 8 arms and 3 hearts pumping blood through its whole body.

6. In our class story, a boy named Zeb tripped over his own shoelace and bounced so high that he bumped his head on the clouds.

7. "Look what I found!" shouted Ben, holding up a shiny rock from the creek.

8. Once, Mia found a tiny silver key hidden inside an old wooden box in the attic.

9. A blue jay builds its nest in about 10 days using twigs, grass, and mud.

10. A rainbow appears when sunlight passes through raindrops and separates into colors.

My name: _____

Date: _____

**Read each blurb. Write Fiction or Nonfiction.**

READ EACH BLURB · WRITE FICTION OR NONFICTION

- | | |
|--|--|
| 1. “That puddle ate my shoe!” laughed a puppy named Whiskernoodle, who splashed so hard the whole park got soaked. | |
| 2. A monarch butterfly has 4 wings and can travel more than 2,000 miles during migration. | |
| 3. A volcano erupts when melted rock deep underground builds up enough pressure to escape. | |
| 4. First, pick ripe apples. Next, wash them well. Then, slice off the peel. Finally, cook them into sauce. | |
| 5. “Follow me!” whispered Ava, tiptoeing past the sleeping dog. | |
| 6. Caleb hoped the lost kitten would somehow find its way back home before dark. | |
| 7. The young wizard waved his wand and the garden gate creaked open by itself. | |
| 8. A single beehive can produce about 60 pounds of honey in a good year. | |
| 9. A compass is a tool that always points toward north to help travelers find direction. | |
| 10. Once, Diego noticed a trail of glowing footprints leading into the dark forest. | |

Fiction vs. Nonfiction (Genre) Identification – Data Log and Graph

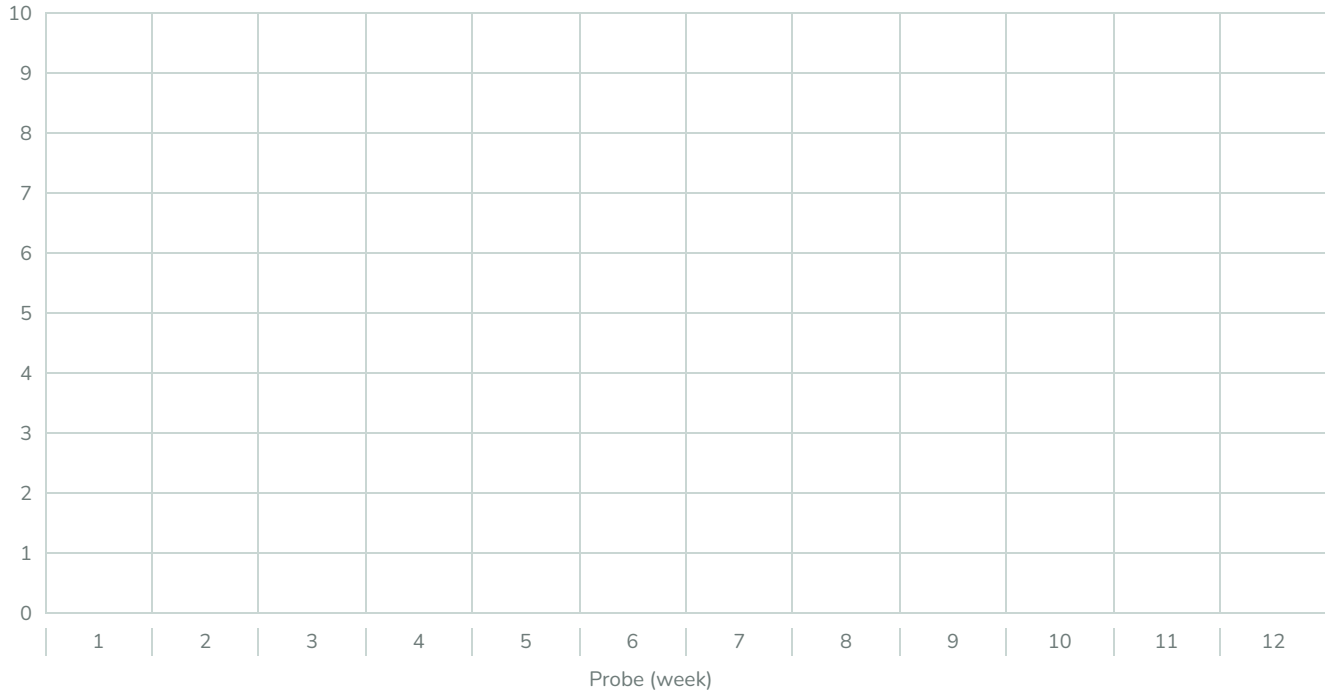
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Fiction vs. Nonfiction (Genre) Identification — 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)

Jordan is invented. Twelve weekly probes on fiction vs. nonfiction genre identification, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Jordan, third grade (invented)

By May 20, when given 10 short blurbs, Jordan will correctly classify each as fiction or nonfiction for 8 of 10 blurbs on 3 consecutive weekly probes, as measured by teacher-scored fiction/nonfiction genre identification probes (forms A–F).

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How to read the log

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- ☐ The notes name the pattern, not just the count: “named every fiction blurb correctly, but called the how-to-steps and the definition-style nonfiction blurbs fiction too” 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 fiction vs. nonfiction genre identification probes (10 items, untimed), Jordan 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.