

Figurative Language

24 PAGES

What Is Inside, and Where

24 pages: three sections, a worked example and a back page. Nothing here scores a response against a published norm or sets when a referral is warranted; every one of those stays with your team.

Before you begin

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START HERE

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01 Set Up the Caseload

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How the sections build on each other: Section 1 sets up the marks, codes and caseload once. Section 2 is every session's data — trend sheets for idiom and metaphor interpretation, a per-item simile sheet, a quick check, a frequency chart, and a second-adult form. Section 3 turns that into a tracker, a graph, a family update and phrase bank, closed out with a two-page worked example.

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the trial marks themselves are faster with a pen.



1

Set up once

Define the recording marks, domain codes and generalization levels (page 6) as a team before the first session, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Take data every session

Run the idiom sheet (page 10) or the metaphor sheet (page 12) for a trended, repeated-trial goal, the simile sheet (page 11) for a single-session per-item check, or the quick combined check (page 13) on a tighter day, and add the session up on the frequency chart (page 14) before moving on.

The paraprofessional form is the plain-words version for a day the case manager is not the one listening.



3

Roll up and share

Copy the percent onto the tracker (page 17) the same day, and plot the graph (page 18) once a week.

The family update (page 20) and the phrase bank (page 21) are ready to use as soon as a session of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a response against a published norm or compute a percent for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not the **Simile and Metaphor** or **Idioms** probe sets — six fixed forms scoring ONE goal each. Not the six-domain **Semantic Word Relationships** pack, where figurative language is only one page. This file is figurative-language-only: a trended sheet for idiom and metaphor interpretation, a per-item sheet for simile identification, a quick check, a frequency chart, a tracker, a family update and a phrase bank — for a caseload across a term.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark says only whether a response matched the figurative meaning, or the comparison on the simile sheet, as judged that session — never a norm score, a condition name, or a referral rule.

IF SOMETHING DOES NOT WORK

Fields disappear when closed. Use Acrobat Reader, Save As.

Need more rows. Print the page again; the tracker only needs totals.

Anything else — the **Ask a Question** tab; free update.

02

Take the Data

A session-by-session trend sheet for idiom interpretation and a separate one for metaphor interpretation, a per-item capture sheet for simile identification, a faster combined check for a day with no time for a full session, a within-session tally chart across all three skills, and a plain-language form for the paraprofessional or the general education teacher.

IN THIS SECTION

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DATA

Idiom Interpretation Data Sheet

One idiom at a time, ten trials a session. Move up a generalization level only when the criterion at the top has been met.

STUDENT	IDIOM BANK USED	LEVEL (PAGE 6)
CRITERION FROM THE IEP		CUED TRIALS COUNT AS CORRECT? (Y / N)

SAMPLE IDIOM BANK (TEN DIFFERENT IDIOMS — SWAP IN YOUR OWN)

It's raining cats and dogs outside (**raining cats and dogs**) · Mom said to break a leg before my recital (**break a leg**) · Grandpa said the new bike cost an arm and a leg (**cost an arm and a leg**) · The spelling test was a piece of cake for Maria (**a piece of cake**) · Let's hit the books before the quiz (**hit the books**) · He was over the moon about his birthday gift (**over the moon**) · I am feeling under the weather today (**under the weather**) · That joke really cracked me up (**cracked me up**) · She let the cat out of the bag about the party (**let the cat out of the bag**) · Don't spill the beans about the surprise (**spill the beans**)

DATE	1	2	3	4	5	6	7	8	9	10	+ (OF 10)	%	LEVEL

WHAT COUNTS AS A CORRECT IDIOM INTERPRETATION

Write the accepted meaning for each idiom on the bank itself, and score against that meaning. A first, literal guess is marked “–” and tried again later; it is expected, not a failure.

IDIOMS THAT KEEP FAILING

.....

.....

.....

DATA

Simile Identification Data Sheet

A different shape on purpose: ten items, one session, two separate judgments. Photocopy this page for each new session.

STUDENT

SESSION DATE

SETTING

A DIFFERENT SHAPE, ON PURPOSE

Identifying a simile’s comparison is a different task from interpreting a whole-sentence meaning, so this sheet is one session, ten items, two separate judgments — not a multi-session trend grid. Photocopy this page for each new session.

#	SIMILE PRESENTED (SAMPLE BANK — SWAP IN YOUR OWN)	COMPARISON IDENTIFIED? (Y / N)	EXPLAINED THE LIKENESS ACCURATELY? (Y / N)	CHILD’S WORDS / NOTES
1	The kitten was as quiet as a mouse			
2	Her smile was as bright as the sun			
3	The ice on the pond was as slippery as glass			
4	He ran like a cheetah across the field			
5	The weightlifter was as strong as an ox			
6	Her hands were as cold as ice after recess			
7	The firefighter was as brave as a lion			
8	The empty box was as light as a feather			
9	The whole class was as busy as a beehive before the show			
10	Grandma’s mind was as sharp as a tack			

WHY TWO COLUMNS

A student can name what two things are being compared and still not be able to say what the likeness means, or the reverse. The two columns keep those apart instead of collapsing them into a single percent that hides which half of the skill is missing.

COUNT FOR THIS SESSION (YOU COMPUTE)

IDENTIFIED, OF 10

EXPLAINED ACCURATELY, OF 10

DATA

Metaphor Interpretation Data Sheet

Same shape as the idiom sheet, for a whole-sentence metaphor instead of a fixed idiom phrase. One bank, one generalization level, ten trials a session.

STUDENT

METAPHOR BANK USED

LEVEL (PAGE 6)

CRITERION FROM THE IEP

CUED TRIALS COUNT AS CORRECT? (Y / N)

SAMPLE METAPHOR BANK (TEN DIFFERENT METAPHORS — SWAP IN YOUR OWN)

The playground was a beehive of activity · Homework is a mountain to climb tonight · The classroom was a zoo after the fire drill · My brother is a couch potato on weekends · The stormy sea was a raging monster · Our teacher is a walking dictionary · The internet is a superhighway of information · His temper is a volcano ready to erupt · The city at night is a sea of lights · The new student is a breath of fresh air in our class

DATE	1	2	3	4	5	6	7	8	9	10	+ (OF 10)	%	LEVEL

SAME SHAPE AS THE IDIOM SHEET, A DIFFERENT TASK

One bank, one generalization level, ten trials. A metaphor states a whole-sentence comparison with no “like” or “as” to flag it, so a literal first response is expected, same as the idiom sheet. Keep sheets on separate pages per skill so the tracker (page 17) can be copied from each without mixing them.

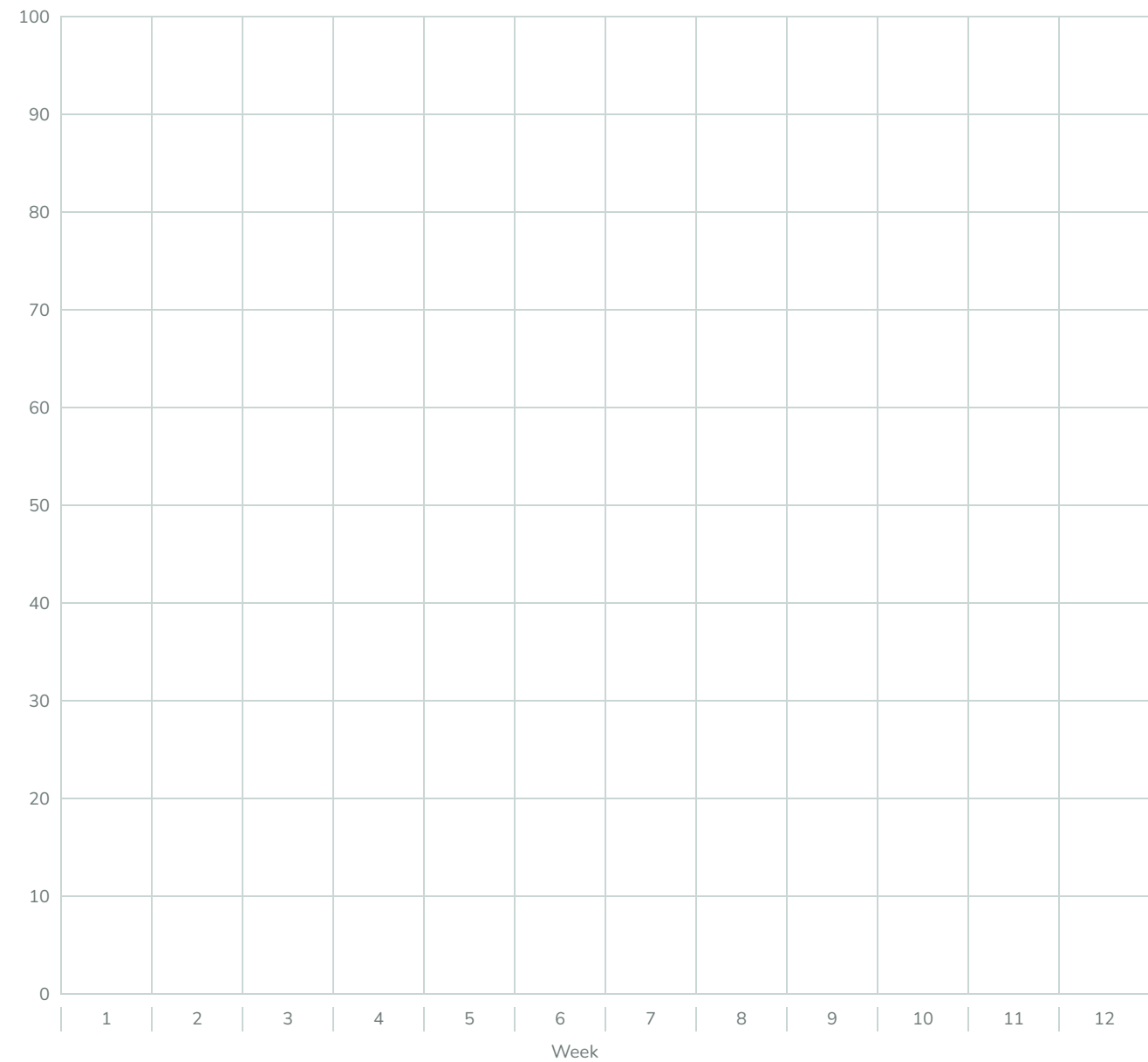
METAPHORS THAT KEEP FAILING

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM
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PERCENT CORRECT, IDIOM, SIMILE AND/OR METAPHOR INTERPRETATION — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing accuracy. Three points flat or falling in a row: check the frequency chart (page 14) for what changed.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

IDIOM INTERPRETATION SHEET (PAGE 10) — DEVON K., GRADE 4 (INVENTED)

Bank: sample idioms, teacher-selected · Criterion from the IEP: 80% accuracy across three consecutive sessions ·

Cued trials count as correct: N

DATE	1	2	3	4	5	6	7	8	9	10	+	%	LVL
Oct 1	+	+	-	+	-	+	+	-	+	-	6	60	Sentence
Oct 3	+	+	+	-	+	+	+	+	+	-	8	80	Sentence
Oct 7	+	+	+	+	+	+	+	-	+	+	9	90	Sentence
Oct 10	+	+	+	+	+	+	+	+	+	-	9	90	Sentence
Oct 14	+	+	-	+	-	+	+	-	+	-	6	60	Passage

Oct 3, Oct 7 and Oct 10 were three consecutive sessions at or above 80%, so the criterion was met on Oct 10; the level moved to passage context on Oct 14, where the percent dropped to 60% as expected. The level column is why that drop reads as progress, not a problem.

METAPHOR INTERPRETATION SHEET (PAGE 12)

DATE	1	2	3	4	5	6	7	8	9	10	+	%	LVL
Oct 2	+	+	+	+	-	+	+	-	-	+	7	70	Sentence
Oct 6	+	-	+	+	-	+	+	-	+	-	6	60	Sentence
Oct 9	+	+	+	+	+	-	+	+	-	+	8	80	Sentence
Oct 14	+	+	-	+	-	+	+	-	-	+	6	60	Sentence

Four sessions at 70%, 60%, 80% and 60% — never three in a row at or above 80%, so metaphors stay at sentence level. The two misses on Oct 9 and Oct 14 both used “a walking dictionary” and “a volcano ready to erupt”; those go on the “keep failing” list on page 12.

Idiom and metaphor interpretation share the same trend-grid shape on purpose; simile identification does not, because it is a genuinely different task.

SIMILE IDENTIFICATION SHEET (PAGE 11) — DEVON K., SAME SESSION, OCT 14

#	SIMILE PRESENTED	COMPARISON ID'D?	EXPLAINED?
1	The kitten was as quiet as a mouse	Y	Y
2	Her smile was as bright as the sun	Y	Y
3	The ice on the pond was as slippery as glass	Y	N
4	He ran like a cheetah across the field	Y	Y
5	The weightlifter was as strong as an ox	N	N
6	Her hands were as cold as ice after recess	Y	Y
7	The firefighter was as brave as a lion	Y	N
8	The empty box was as light as a feather	Y	Y
9	The whole class was as busy as a beehive before the show	N	N
10	Grandma's mind was as sharp as a tack	Y	Y

Identified the comparison on 8 of 10 items, explained the likeness accurately on only 6 of 10 — 2 items (3 and 7) were identified but not explained correctly, which a single percent on a trend grid would have hidden. This is exactly the shape difference the Start Here page describes: a per-item capture sheet, photocopied fresh each session, rather than a repeated-trial trend grid.

EXAMPLE

A Session of Data, Rolled Up

SAMPLE · INVENTED STUDENT

FREQUENCY CORRECT/INCORRECT CHART (PAGE 14) — OCT 14, ALL THREE SKILLS, SAME SESSION

SKILL	PRESENTED	CORRECT	INCORRECT	SC/PARTIAL	NR	%
Idiom interpretation	10	6	4	0	0	60
Simile identification	10	6	2	2	0	60
Metaphor interpretation	10	6	4	0	0	60

Same session, same student: idiom and metaphor interpretation both land at 60%; simile's "correct" count uses only the fully-explained items (page 11), so its 60% is not a coincidence — it is the stricter of the two simile judgments, carried through on purpose rather than smoothed over.

THE DECISION, WRITTEN ON THE TRACKER (PAGE 17)

Idioms: criterion met at sentence level Oct 10; now working in passage context at 60 percent, the expected first drop with a harder context.

Similes: identifying the comparison (80 percent) ahead of explaining it (60 percent) — next session adds a "say what it means" prompt after every yes on column one. **Metaphors:**

70/60/80/60 percent — approaching the sentence-level criterion; "a walking dictionary" and "a volcano ready to erupt" are the two to recheck next session.

SKILL SNAPSHOT (FEEDS THE QUARTERLY SUMMARY, PAGE 19)

SKILL	BASELINE (DATE, %)	CURRENT (DATE, %, LEVEL)	STATUS	ONE-LINE NOTE FOR THE QUARTERLY SUMMARY
Idiom interpretation	20% (Sep 20)	60% passage (Oct 14)	SP	Met sentence-level criterion Oct 10; now generalizing to passage context.
Simile identification	30%/20% (Sep 20)	80%/60% (Oct 14)	SP	Identifying the comparison is ahead of explaining it; add a prompt for the second step.
Metaphor interpretation	10% (Sep 20)	60% sentence (Oct 14)	SP	Approaching the sentence-level criterion; two more sessions at or above 80% needed.

WHY THIS IS ENOUGH

Every decision on this page came from a number already written down, on this page or the data-sheet recaps on page 22: the move to passage context from three rows at 80 percent or above, the next prompt for similes from the gap between its own two columns, the metaphors to recheck from where the misses happened. The quarterly summary is a copying job, not a rewrite.

HOW THIS TIES BACK TO THE THREE FORMS ON PAGES 10–11

- ☐ Idiom and metaphor interpretation share one shape (a trended session x trial grid) because both ask the same question: did the response match the intended figurative meaning that trial.
- ☐ Simile identification uses a different shape (one session, two columns) because it asks two separate questions, and this example is exactly why: 8 of 10 items identified, only 6 of 10 explained — a single grid mark would have reported one number and hidden the other.
- ☐ Every number above traces back to a real row on a real sheet; nothing on this page was estimated to make the story come out clean.