

FIGURATIVE LANGUAGE: SIMILE & METAPHOR

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

FIGURATIVE LANGUAGE **Figurative Language: Identify the Comparison – Goal and Directions**

Goal, baseline, directions and benchmarks for one skill. Untimed. Score is comparisons named correctly out of 10.

Ten sentences per form, each a simile or a metaphor: five compare a subject to something using like or as ... as, and five compare a subject to something using is/was or an, with no like or as. The student writes only the one word the sentence compares its subject to, so the score points at one comparison at a time.

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

By [annual review date], when given 10 sentences each containing a simile or a metaphor, [Student] will write the word the sentence compares its subject to for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored figurative language probes.

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

GIVEN CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT? _____ OR _____ OF _____ CONSECUTIVE PROBES _____

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBES) _____ AS MEASURED BY (THIS PROBE: FIGURATIVE LANGUAGE, 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 BASILINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET

Giving and scoring the probe

☐ Say "Read each sentence. Decide what it is comparing. Write the word it compares the subject to in the box."

☐ Correct: the exact word the sentence's own comparison names, spelled the way it appears in the sentence.

☐ Five similes (using like or as ... as) and five metaphors (using is/was, no like or as) every form, so a missed item names which comparison to reread, not just a lower score.

☐ Untimed. Let the student finish all ten.

Figurative Language - Form A

My name: _____ Date: _____

Read each sentence. Write what it's compared to in the box.

READ THE SIMILE OR METAPHOR - WRITE WHAT IT'S COMPARED TO IN THE BOX

- The line at the cafeteria moved as slow as a snail.
- My older sister is a rock whenever something goes wrong.
- The sprinter took off from the blocks like a cheetah.
- The library was as quiet as a mouse during the test.
- The paper airplane was a feather gliding across the classroom.
- The cheering in the stadium was a balloon, rising louder with every goal.
- The whole kitchen was as busy as a bee on baking day.
- The new kid was a ghost on his first day, slipping in and out without a sound.
- The little hiker was as brave as a lion on the steep trail.

FIGURATIVE LANGUAGE **Figurative Language: Identify the Comparison – 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

Probe (week)

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

FIGURATIVE LANGUAGE **Figurative Language: Identify the Comparison – 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	BASILINE	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)

Theo is invented. Twelve weekly probes on figurative language (simile and metaphor), the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Theo, fourth grade (invented)

By May 20, when given 10 sentences each containing a simile or a metaphor, Theo will write the word the sentence compares its subject to for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored figurative language probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	SHAPED	NOTES
1	9/9	A	3	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	9/12	D	3	7	3	named the comparison correctly for owl, bee and mouse, but missed rock, snail, ghost, balloon, lion, feather and cheetah
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 comparisons with a quick picture sort (like vs. is/was) 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: "named the comparison correctly for owl, bee and mouse, but missed rock, snail, ghost, balloon, lion, feather and cheetah" 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 Convert ... / 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 colored 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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- 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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- ☐ 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.

Figurative Language: Identify the Comparison — Goal and Directions

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

By [annual review date], when given 10 sentences each containing a simile or a metaphor, [Student] will write the word the sentence compares its subject to for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored figurative language 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: FIGURATIVE LANGUAGE, 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 sentence. Decide what it is comparing. Write the word it compares the subject to in the box.”
- ☐ Correct: the exact word the sentence's own comparison names, spelled the way it appears in the sentence.
- ☐ Five similes (using like or as ... as) and five metaphors (using is/was a, no like or as) every form, so a missed item names which comparison to reteach, not just a lower score.
- ☐ 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 what it's compared to in the box.

READ THE SIMILE OR METAPHOR · WRITE WHAT IT'S COMPARED TO IN THE BOX

1. The line at the cafeteria moved as slow as a snail.

2. My older sister is a rock whenever something goes wrong.

3. The sprinter took off from the blocks like a cheetah.

4. The library was as quiet as a mouse during the test.

5. The paper airplane was a feather gliding across the classroom.

6. The cheering in the stadium was a balloon, rising louder with every goal.

7. The whole kitchen was as busy as a bee on baking day.

8. The new kid was a ghost on his first day, slipping in and out without a sound.

9. The little hiker was as brave as a lion on the steep trail.

10. Our librarian is an owl, noticing every book out of place.

My name: _____

Date: _____



Read each sentence. Write what it's compared to in the box.

READ THE SIMILE OR METAPHOR · WRITE WHAT IT'S COMPARED TO IN THE BOX

1. Our team captain cheered so loud she roared like a lion.

2. The ticket price for the fair was a balloon, climbing higher every summer.

3. Traffic crawled down Main Street as slow as a snail.

4. He tiptoed into the kitchen as quiet as a mouse.

5. Her final leap off the diving board was a feather, light and easy.

6. By the time the bell rang, the substitute was a ghost, already gone from the room.

7. The team's goalie was a rock in front of the net all season.

8. Our dog chased the ball across the yard like a cheetah.

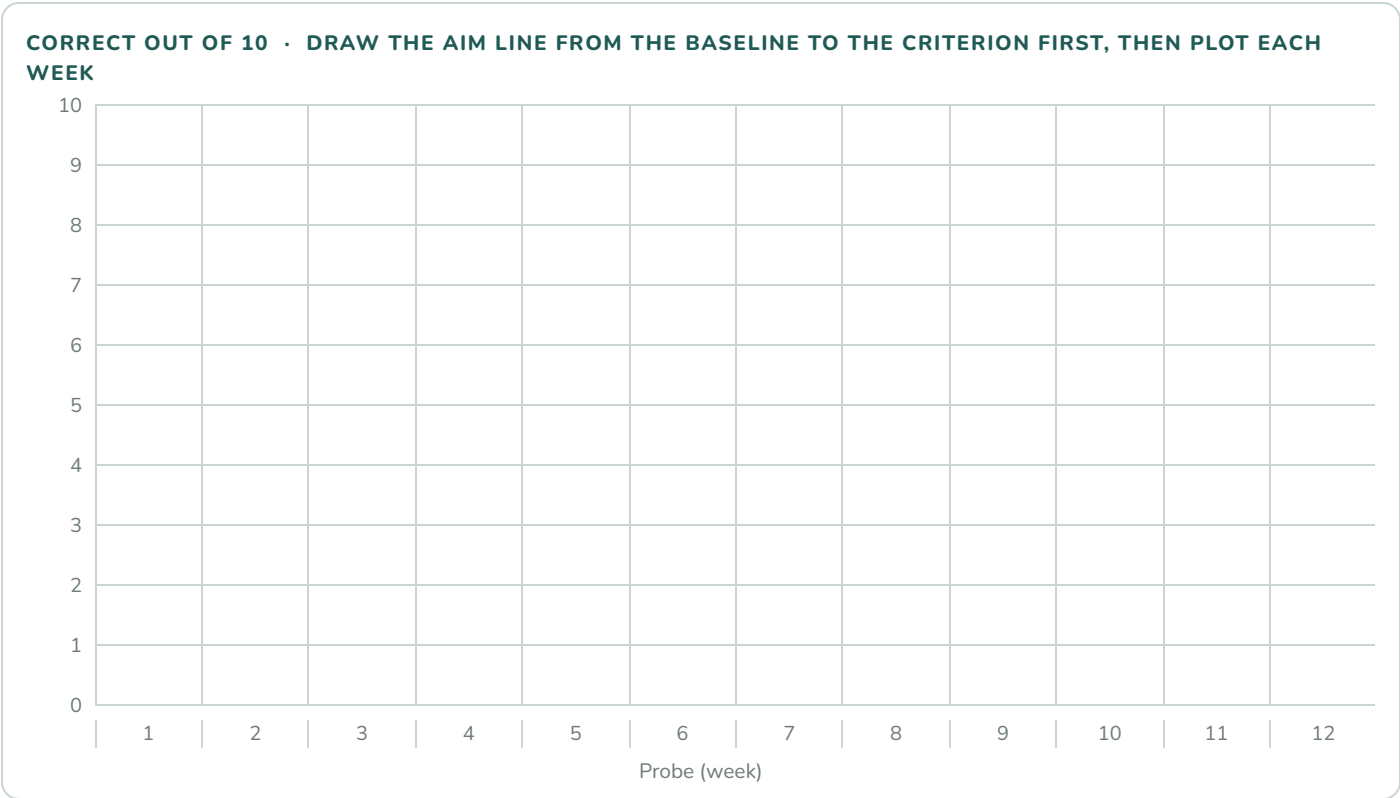
9. The new substitute teacher is an owl, catching every raised hand.

10. Every volunteer worked as busy as a bee to set up the fair.

Figurative Language: Identify the Comparison – Data Log and Graph

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TEACHER / CASE MANAGER

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

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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

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- ☐ The notes name the pattern, not just the count: “named the comparison correctly for owl, bee and mouse, but missed rock, snail, ghost, balloon, lion, feather and cheetah” 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 figurative language (simile and metaphor) probes (10 items, untimed), Theo 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.