

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

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 progress report 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.

- 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-item form on the goal page. Start from the sample and change every bracket: the date, the condition, the criterion, the number of probes.
- 3. Probe a week** with each of the forms in rotation [A, B, C, D, E, F, A, ...]. Never the same form twice; naming every Form is ten items, unlimited.
- 4. Log and plot** the score the same ten times. 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 were: keep teaching or.

The weekly routine, one five minutes

- ☐ Monday: plot the next form in the rotation [A, B, C, D, E, F, A, ...].
- ☐ Any day: give the probe one or one, unlimited ten items takes a few minutes.
- ☐ Same day: score it, log the row, plot the point, look at the last three probes.
- ☐ Every three or four days: sit under the aim line, write the change you are making on the log.

What this probe is not

It is not a non-referenced test and it carries no benchmark score. The sample goal uses invented circles in brackets; your team sets the real items from the baseline and the student's first score from

Print and copy

- ☐ Print one copy of each form for yourself. The student never sees this page — you read from it and mark on it — so one set lasts years.
- ☐ The teacher copy is the one you mark on; the student copy stays clean.
- ☐ Keep the goal page and the graph paper for each student at the front of the data folder; type into them or write on them.
- ☐ The cascade page is one grid for every student on this goal; print it once a month.

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 score on

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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.
- 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.

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 of each form for yourself. The student never sees this page — you read from it and mark on it — so one set lasts the year.
- ☐ The teacher copy is the one you mark on; the student copy stays clean.
- ☐ 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 first sounds correct out of 10.

The teacher says a word and the student says only its first sound. Every word on every form is a simple three-sound word with a single consonant at the front, so the answer is never a blend or a digraph. Sixty different words across the six forms, none on two forms. The student does not read this page: it is the teacher's list.

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

By [annual review date], when the teacher says 10 single-syllable words, [Student] will say the first sound of [9 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded first sound 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: FIRST SOUNDS, FORMS A-F, PAGE 5-10)

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

- ☐ This is a listening task. Do not show the page to the student; you read from it and mark on it.
- ☐ Say: "I will say a word. You tell me the first sound. Cat starts with /k/. Ready?"
- ☐ Correct: the sound within about 3 seconds. The LETTER NAME is an error; say "What sound?" once, then move on.
- ☐ Untimed. Score all ten. Write in the scoring rules below whether you accept /k/ for the letter c and anything else your team decided.

Scoring rules for this student (accepted answers, reversals, supports allowed)

.....

.....

.....

What the errors say to reteach (carry over from the log)

.....

.....

.....

TEACHER COPY. Say each word. The student says only its first sound. · Untimed.

NAME

DATE

FORM

A untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when the teacher says 10 single-syllable words, [Student] will say the first sound of [9 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded first sound probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

cat

nut

jug

hog

cop

mop

bin

log

kit

net

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

First sounds correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

TEACHER COPY. Say each word. The student says only its first sound. · Untimed.

NAME

DATE

FORM

B untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when the teacher says 10 single-syllable words, [Student] will say the first sound of [9 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded first sound probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

lit

fun

sun

tug

dot

cap

bit

sit

but

pot

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

First sounds correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

First Sound Identification — Data Log and Graph

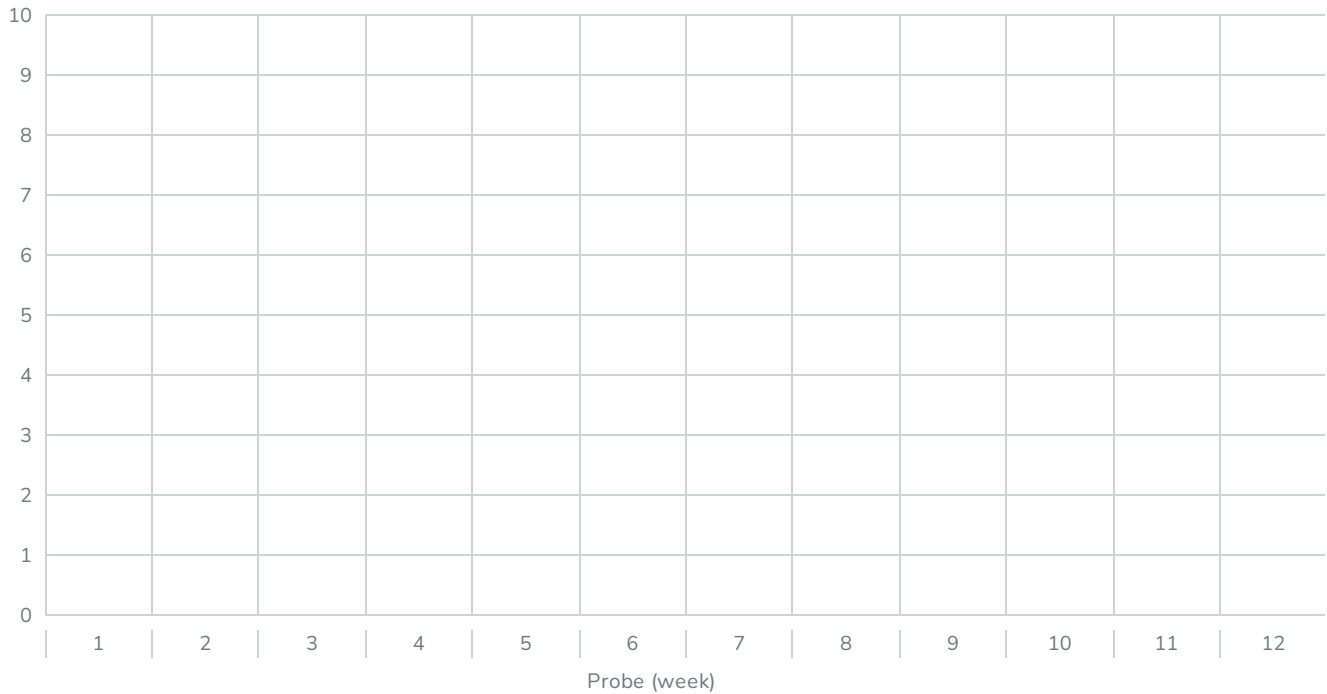
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 RETEACHING)

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)

Ivy is invented. Twelve weekly probes on first sound identification, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Ivy, kindergarten (invented)

By May 20, when the teacher says 10 single-syllable words, Ivy will say the first sound of 9 of 10 words correctly on 3 consecutive weekly probes, as measured by teacher-recorded first sound probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	6	4	6	baseline
3	9/10	C	5	5	5	baseline (median of 4, 6, 5 = 5)
4	9/17	D	5	5	5	the misses were all words starting with /f/ and /v/
5	9/24	E	5	5	5	same pattern
6	10/1	F	4	6	4	3 under aim line: added a daily two-minute sound sort on f and v
7	10/8	A	7	3	7	–
8	10/15	B	7	3	7	–
9	10/22	C	8	2	8	errors narrowing to one pattern
10	10/29	D	8	2	8	–
11	11/5	E	9	1	9	criterion met, 1 of 3
12	11/12	F	9	1	9	criterion met, 2 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 4, 6, 5, so 5. Not the average, not the best.
- ☐ The aim line runs from 5 in week 1 to 9 at the goal date. Probes 4, 5 and 6 (5, 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: “the misses were all words starting with /f/ and /v/” 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 9 or better and the goal is met.

The progress report sentence this log produces

“On weekly first sound identification probes (10 items, untimed), Ivy scored 5 of 10 at baseline in September and 9 of 10 on each of the two most recent probes in November. Progress is sufficient to meet the goal of 9 of 10 on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.