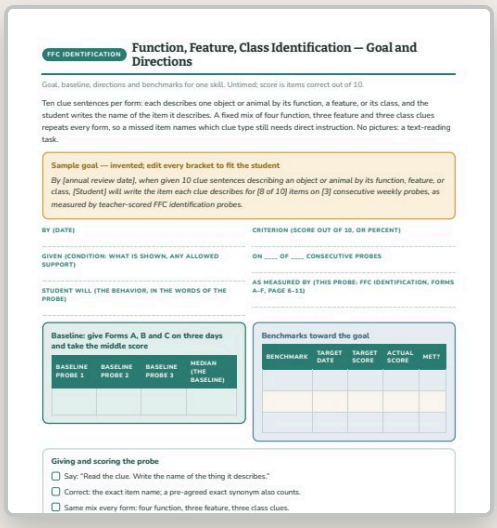
SPECIAL EDUCATION

EDITABLE

FUNCTION, FEATURE, CLASS (FFC)

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


FFC IDENTIFICATION

Function, Feature, Class Identification — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is items correct out of 10.

Ten clue sentences per form: each describes one object or animal by its function, a feature, or its class, and the student writes the name of the item it describes. A fixed mix of four function, three feature and three class clues repeats every form, so a missed item names which clue type still needs direct instruction. No pictures: a text-reading task.

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

By [annual review date], when given 10 clue sentences describing an object or animal by its function, feature, or class, [Student] will write the item each clue describes for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored FFC 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: FFC IDENTIFICATION, FORMS A–F, PAGE 6–11)

Baseline: give Forms A, B and C on three days and take the middle score

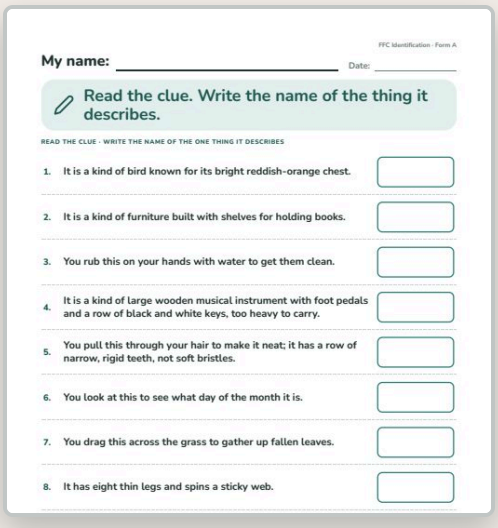
BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read the clue. Write the name of the thing it describes."
- ☐ Correct: the exact item name; a pre-agreed exact synonym also counts.
- ☐ Same mix every form: four function, three feature, three class clues.


FFC Identification · Form A

My name: _____ Date: _____

Read the clue. Write the name of the thing it describes.

READ THE CLUE · WRITE THE NAME OF THE ONE THING IT DESCRIBES

1. It is a kind of bird known for its bright reddish-orange chest. ☐
2. It is a kind of furniture built with shelves for holding books. ☐
3. You rub this on your hands with water to get them clean. ☐
4. It is a kind of large wooden musical instrument with foot pedals and a row of black and white keys, too heavy to carry. ☐
5. You pull this through your hair to make it neat; it has a row of narrow, rigid teeth, not soft bristles. ☐
6. You look at this to see what day of the month it is. ☐
7. You drag this across the grass to gather up fallen leaves. ☐
8. It has eight thin legs and spins a sticky web. ☐


FFC IDENTIFICATION

Function, Feature, Class 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

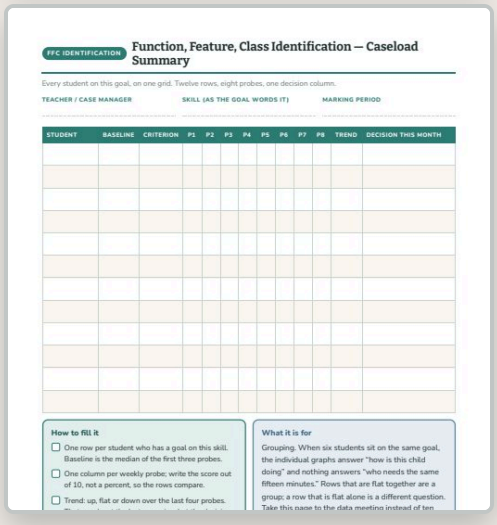
CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK

10 9 8 7 6 5 4 3 2 1 0

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 RETEACHED)


FFC IDENTIFICATION

Function, Feature, Class 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

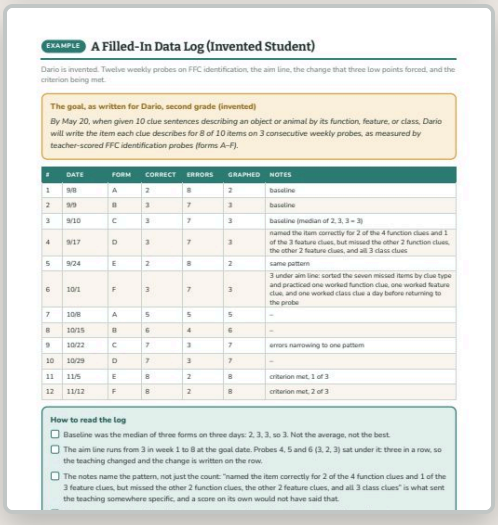
STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

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.

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


EXAMPLE

A Filled-In Data Log (Invented Student)

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

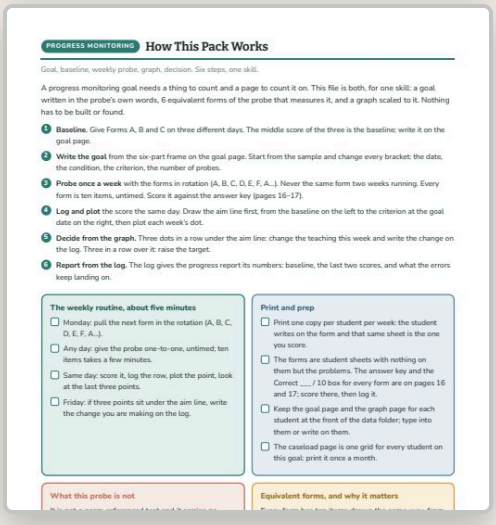
The goal, as written for Dario, second grade (invented)

By May 20, when given 10 clue sentences describing an object or animal by its function, feature, or class, Dario will write the item each clue describes for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored FFC 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 the item correctly for 2 of the 4 function clues and 1 of the 3 feature clues, but missed the other 2 function clues, the other 2 feature clues, and all 3 class clues
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the seven missed items by clue type and practiced one worked function clue, one worked feature clue, and one worked class clue a day 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 item correctly for 2 of the 4 function clues and 1 of the 3 feature clues, but missed the other 2 function clues, the other 2 feature clues, and all 3 class clues" is what sent the teaching somewhere specific, and a score on its own would not have said that.


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.

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.

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

Equivalent forms, and why it matters

Fillable PDF | 18 Pages | Six Probe Forms | Goal + Graph

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PROGRESS MONITORING

How This Pack Works

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

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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 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.

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FFC IDENTIFICATION

Function, Feature, Class Identification — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is items correct out of 10.

Ten clue sentences per form: each describes one object or animal by its function, a feature, or its class, and the student writes the name of the item it describes. A fixed mix of four function, three feature and three class clues repeats every form, so a missed item names which clue type still needs direct instruction. No pictures: a text-reading task.

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

By [annual review date], when given 10 clue sentences describing an object or animal by its function, feature, or class, [Student] will write the item each clue describes for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored FFC 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: FFC IDENTIFICATION, FORMS A–F, PAGE 6–11)

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	MET?

Giving and scoring the probe

- [ ] Say: “Read the clue. Write the name of the thing it describes.”
- [ ] Correct: the exact item name; a pre-agreed exact synonym also counts.
- [ ] Same mix every form: four function, three feature, three class clues.
- [ ] Untimed. Let the student finish all ten before you score.

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

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

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My name: _____ Date: _____

Read the clue. Write the name of the thing it describes.

READ THE CLUE · WRITE THE NAME OF THE ONE THING IT DESCRIBES

1. It is a kind of bird known for its bright reddish-orange chest. ☐
2. It is a kind of furniture built with shelves for holding books. ☐
3. You rub this on your hands with water to get them clean. ☐
4. It is a kind of large wooden musical instrument with foot pedals and a row of black and white keys, too heavy to carry. ☐
5. You pull this through your hair to make it neat; it has a row of narrow, rigid teeth, not soft bristles. ☐
6. You look at this to see what day of the month it is. ☐
7. You drag this across the grass to gather up fallen leaves. ☐
8. It has eight thin legs and spins a sticky web. ☐
9. It has a hard spiral shell on its back and moves very slowly. ☐
10. It is the round home hanging from a tree branch where a whole swarm of insects lives together and makes honey. ☐

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My name: _____ Date: _____

Read the clue. Write the name of the thing it describes.

READ THE CLUE · WRITE THE NAME OF THE ONE THING IT DESCRIBES

1. It is a kind of furniture with drawers that hold folded clothes. ☐
2. It is a kind of fish with pink flesh and small dark spots along its side, often caught by anglers in cold mountain streams. ☐
3. You pull this thin piece of cloth over your body to stay warm at night; it is not a thick comforter or quilt. ☐
4. It has hard, brown scales layered on top of each other and grows on an evergreen tree. ☐
5. You use this to sweep crumbs and dust off the floor. ☐
6. It is a kind of flower with a yellow center and white petals. ☐
7. You pull this up and down to close a jacket or a bag. ☐
8. It has a hard outer shell and two big claws, and walks sideways across the sand. ☐
9. You use this tool to dig a hole in the dirt. ☐
10. It has a curled tail and a head shaped a little like a tiny horse. ☐

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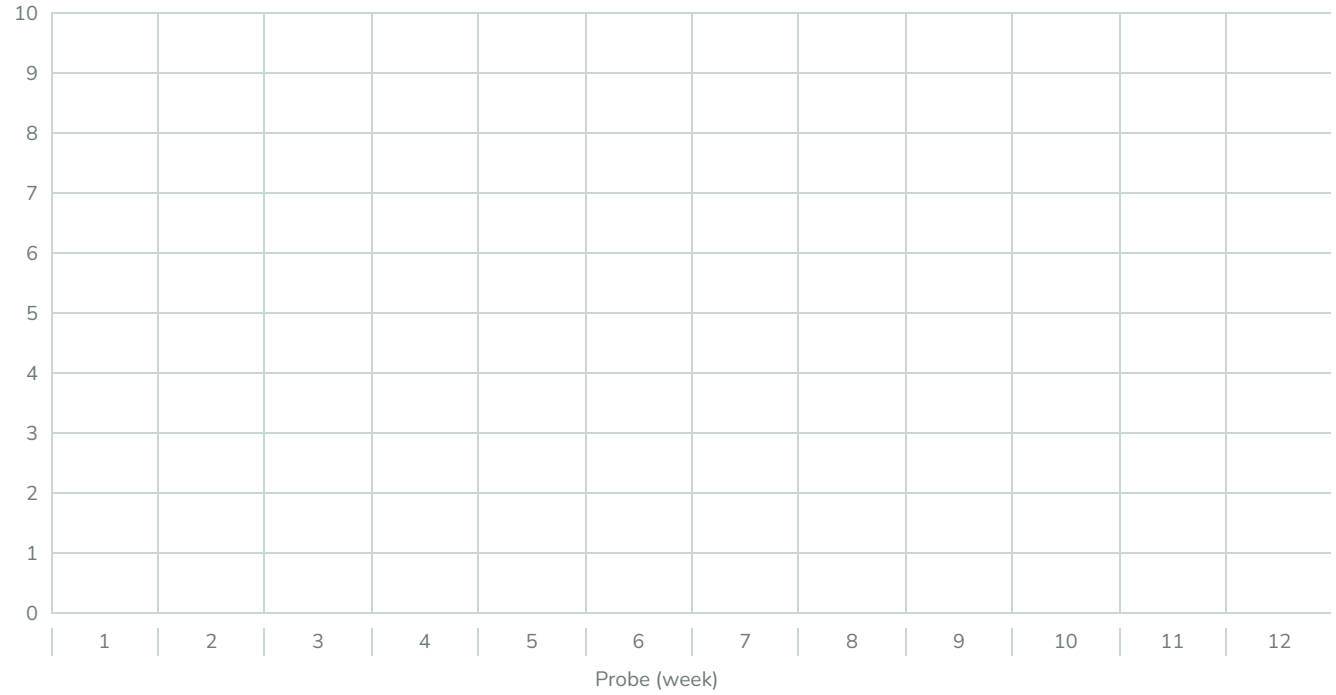
FFC IDENTIFICATION

Function, Feature, Class 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)

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FFC IDENTIFICATION

Function, Feature, Class 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.

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EXAMPLE A Filled-In Data Log (Invented Student)

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

The goal, as written for Dario, second grade (invented)

By May 20, when given 10 clue sentences describing an object or animal by its function, feature, or class, Dario will write the item each clue describes for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored FFC identification probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
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3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	named the item correctly for 2 of the 4 function clues and 1 of the 3 feature clues, but missed the other 2 function clues, the other 2 feature clues, and all 3 class clues
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the seven missed items by clue type and practiced one worked function clue, one worked feature clue, and one worked class clue a day 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 item correctly for 2 of the 4 function clues and 1 of the 3 feature clues, but missed the other 2 function clues, the other 2 feature clues, and all 3 class clues” 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 FFC identification probes (10 items, untimed), Dario 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.

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