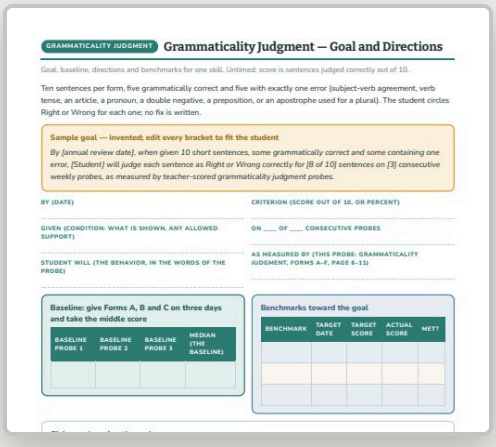
SPECIAL EDUCATION

EDITABLE

RIGHT OR WRONG?

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


GRAMMATICALITY JUDGMENT

Grammaticality Judgment — Goal and Directions

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

Ten sentences per form, five grammatically correct and five with exactly one error (subject-verb agreement, verb tense, an article, a pronoun, a double negative, a preposition, or an apostrophe used for a plural). The student circles Right or Wrong for each one; no fix is written.

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

By [annual review date], when given 10 short sentences, some grammatically correct and some containing one error, [Student] will judge each sentence as Right or Wrong correctly for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored grammaticality judgment 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)

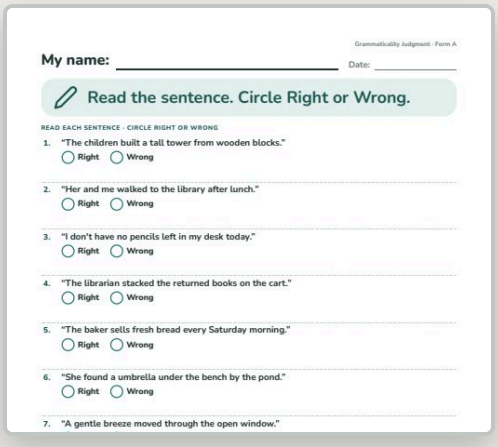
AS MEASURED BY (THIS PROBE: GRAMMATICALITY JUDGMENT, FORMS A–F, PAGE 6–11)

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?

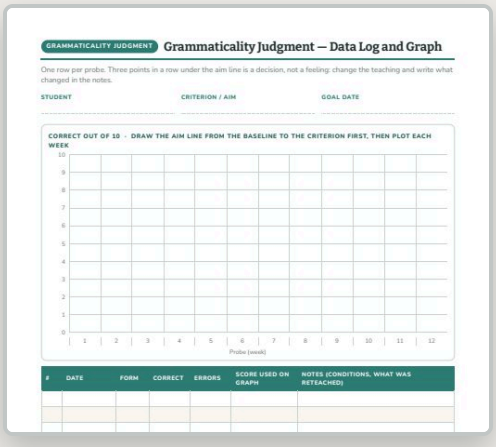

Grammaticality Judgment · Form A

My name: _____ Date: _____

Read the sentence. Circle Right or Wrong.

READ EACH SENTENCE · CIRCLE RIGHT OR WRONG

1. "The children built a tall tower from wooden blocks." ◯ Right ◯ Wrong
2. "Her and me walked to the library after lunch." ◯ Right ◯ Wrong
3. "I don't have no pencils left in my desk today." ◯ Right ◯ Wrong
4. "The librarian stacked the returned books on the cart." ◯ Right ◯ Wrong
5. "The baker sells fresh bread every Saturday morning." ◯ Right ◯ Wrong
6. "She found a umbrella under the bench by the pond." ◯ Right ◯ Wrong
7. "A gentle breeze moved through the open window."


GRAMMATICALITY JUDGMENT

Grammaticality Judgment — 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

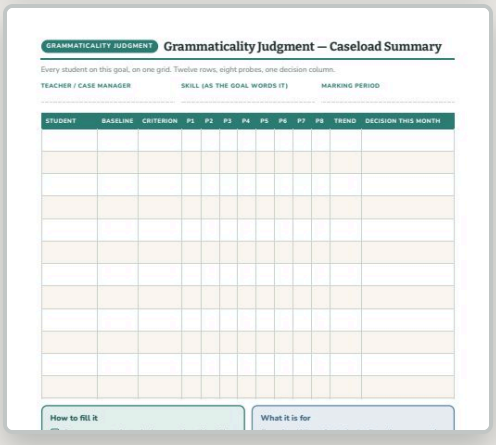
CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK

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)


GRAMMATICALITY JUDGMENT

Grammaticality Judgment — Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER

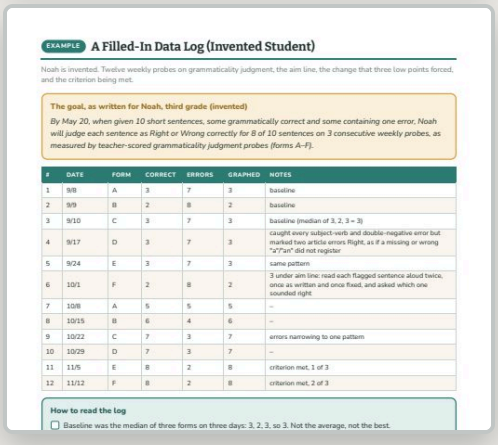
SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

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

How to fill it

What it is for


EXAMPLE

A Filled-In Data Log (Invented Student)

Noah is invented. Twelve weekly probes on grammaticality judgment, the aim line, the change that three low points forced, and the criterion being met.

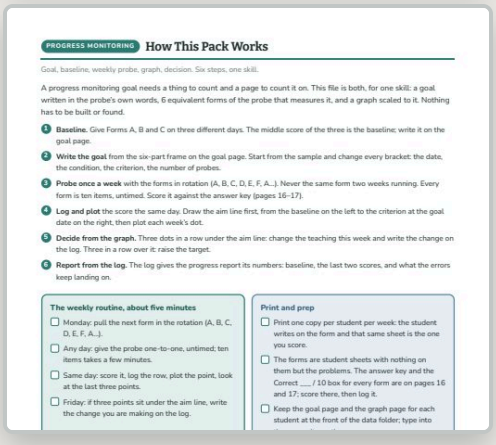
The goal, as written for Noah, third grade (invented)

By May 20, when given 10 short sentences, some grammatically correct and some containing one error, Noah will judge each sentence as Right or Wrong correctly for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored grammaticality judgment probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	2	8	2	baseline
3	9/10	C	3	7	3	baseline (median of 3, 2, 3 = 3)
4	9/17	D	3	7	3	caught every subject-verb and double-negative error but marked two article errors Right, as if a missing or wrong "a"/"an" did not register
5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: read each flagged sentence aloud twice, once as written and once fixed, and asked which one sounded right
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: 3, 2, 3, so 3. Not the average, not the best.


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

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

BRIGHT PATH SPED

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.

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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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GRAMMATICALITY JUDGMENT

Grammaticality Judgment — Goal and Directions

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

Ten sentences per form, five grammatically correct and five with exactly one error (subject-verb agreement, verb tense, an article, a pronoun, a double negative, a preposition, or an apostrophe used for a plural). The student circles Right or Wrong for each one; no fix is written.

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

By [annual review date], when given 10 short sentences, some grammatically correct and some containing one error, [Student] will judge each sentence as Right or Wrong correctly for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored grammaticality judgment 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: GRAMMATICALITY JUDGMENT, 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 sentence. Circle Right if it sounds okay, Wrong if something is off.”
- [ ] Scoring: the circled word matches whether the sentence has an error, not which word is wrong.
- [ ] Five correct and five incorrect sentences every form, order varies; a miss can be checked against the key's error-type note to see which kind is still confusing.
- [ ] 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)

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My name: _____ Date: _____

Read the sentence. Circle Right or Wrong.

READ EACH SENTENCE · CIRCLE RIGHT OR WRONG

1. "The children built a tall tower from wooden blocks."
   ◯ Right ◯ Wrong

2. "Her and me walked to the library after lunch."
   ◯ Right ◯ Wrong

3. "I don't have no pencils left in my desk today."
   ◯ Right ◯ Wrong

4. "The librarian stacked the returned books on the cart."
   ◯ Right ◯ Wrong

5. "The baker sells fresh bread every Saturday morning."
   ◯ Right ◯ Wrong

6. "She found a umbrella under the bench by the pond."
   ◯ Right ◯ Wrong

7. "A gentle breeze moved through the open window."
   ◯ Right ◯ Wrong

8. "Our class walked quietly to the gym for assembly."
   ◯ Right ◯ Wrong

9. "Yesterday, the puppy run across the wet grass."
   ◯ Right ◯ Wrong

10. "The dogs barks at the mail carrier every morning."
    ◯ Right ◯ Wrong

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My name: _____ Date: _____

Read the sentence. Circle Right or Wrong.

READ EACH SENTENCE · CIRCLE RIGHT OR WRONG

1. "We watched the clouds drift slowly across the sky."
   ◯ Right ◯ Wrong

2. "We arrived to the school early for the morning assembly."
   ◯ Right ◯ Wrong

3. "The puppy chased its tail around the living room."
   ◯ Right ◯ Wrong

4. "Last week, we goed to the science museum downtown."
   ◯ Right ◯ Wrong

5. "The farmer planted rows of corn behind the barn."
   ◯ Right ◯ Wrong

6. "The books is heavy for the small backpack."
   ◯ Right ◯ Wrong

7. "My uncle fixed the old bicycle in the garage."
   ◯ Right ◯ Wrong

8. "She practices the piano for twenty minutes each evening."
   ◯ Right ◯ Wrong

9. "He is honest student who always tells the truth."
   ◯ Right ◯ Wrong

10. "The dog's chased the mail truck down the street."
    ◯ Right ◯ Wrong

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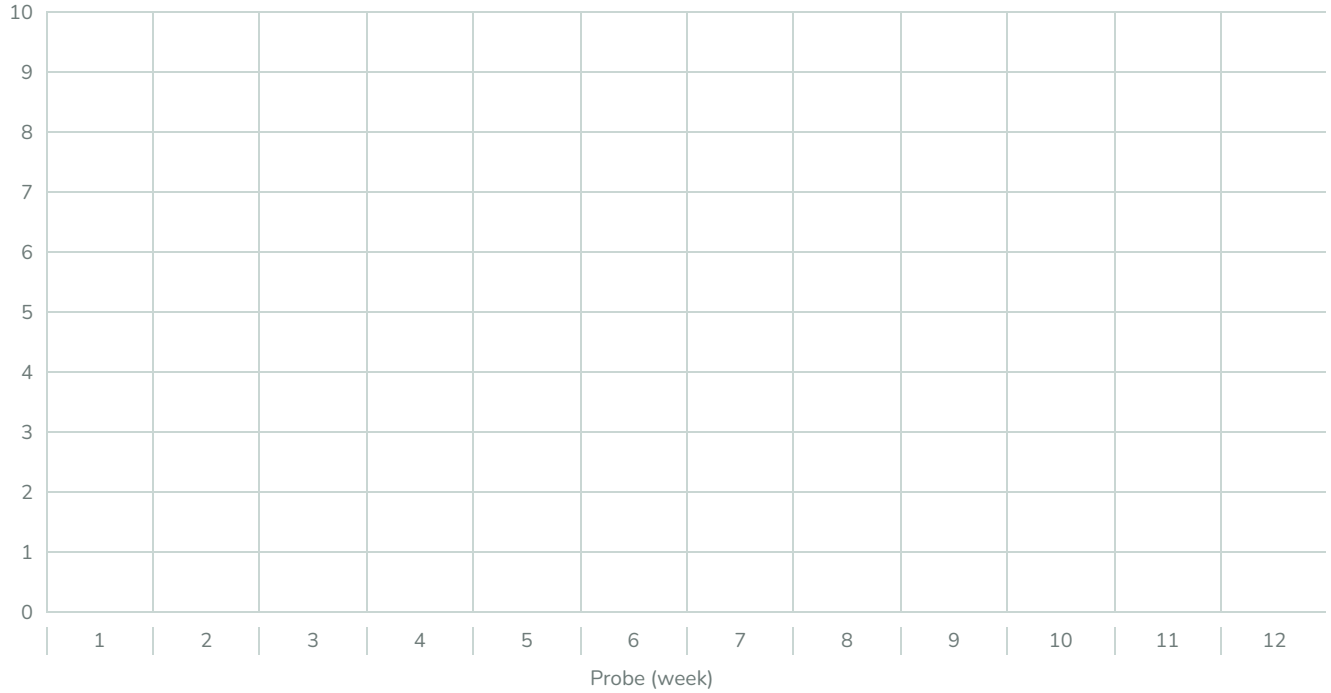
GRAMMATICALITY JUDGMENT

Grammaticality Judgment — 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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GRAMMATICALITY JUDGMENT

Grammaticality Judgment — 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)

Noah is invented. Twelve weekly probes on grammaticality judgment, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 short sentences, some grammatically correct and some containing one error, Noah will judge each sentence as Right or Wrong correctly for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored grammaticality judgment probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
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5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: read each flagged sentence aloud twice, once as written and once fixed, and asked which one sounded right
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: 3, 2, 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, 3, 2) 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: “caught every subject-verb and double-negative error but marked two article errors Right, as if a missing or wrong "a"/"an" did not register” 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 grammaticality judgment probes (10 items, untimed), Noah 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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