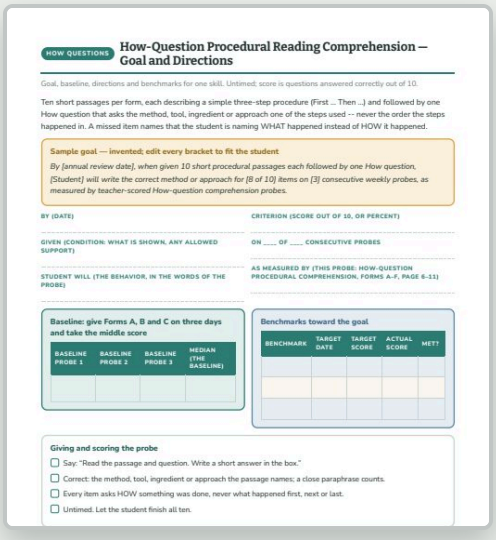
SPECIAL EDUCATION

EDITABLE

HOW QUESTION PROCEDURAL READING

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


HOW QUESTIONS

How-Question Procedural Reading Comprehension — Goal and Directions

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

Ten short passages per form, each describing a simple three-step procedure (First ... Then ...) and followed by one How question that asks the method, tool, ingredient or approach one of the steps used -- never the order the steps happened in. A missed item names that the student is naming WHAT happened instead of HOW it happened.

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

By [annual review date], when given 10 short procedural passages each followed by one How question, [Student] will write the correct method or approach for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored How-question comprehension 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: HOW-QUESTION PROCEDURAL COMPREHENSION, FORMS A–F, PAGE 6–11)

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

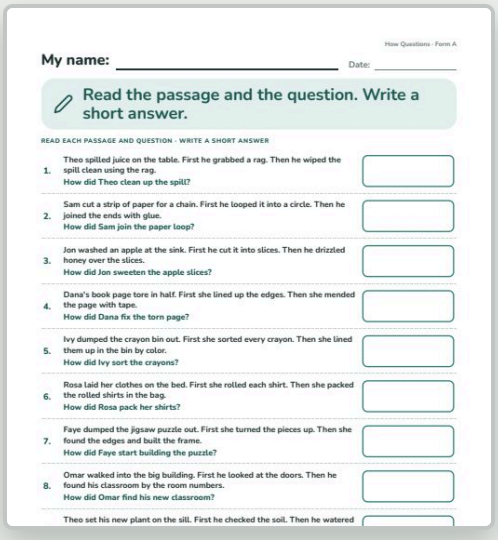
BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read the passage and question. Write a short answer in the box."
- ☐ Correct: the method, tool, ingredient or approach the passage names; a close paraphrase counts.
- ☐ Every item asks HOW something was done, never what happened first, next or last.
- ☐ Untimed. Let the student finish all ten.


How Questions · Form A

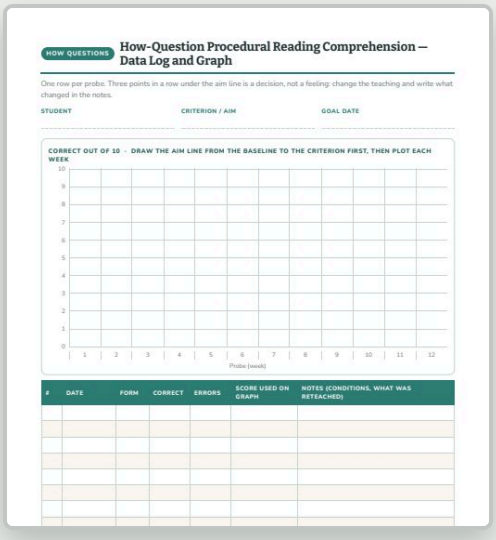
My name: _____ Date: _____

Read the passage and the question. Write a short answer.

READ EACH PASSAGE AND QUESTION · WRITE A SHORT ANSWER

1. Theo spilled juice on the table. First he grabbed a rag. Then he wiped the spill clean using the rag. **How did Theo clean up the spill?**
2. Sam cut a strip of paper for a chain. First he looped it into a circle. Then he joined the ends with glue. **How did Sam join the paper loop?**
3. Jon washed an apple at the sink. First he cut it into slices. Then he drizzled honey over the slices. **How did Jon sweeten the apple slices?**
4. Dana's book page tore in half. First she lined up the edges. Then she mended the page with tape. **How did Dana fix the torn page?**
5. Ivy dumped the crayon bin out. First she sorted every crayon. Then she lined them up in the bin by color. **How did Ivy sort the crayons?**
6. Rosa laid her clothes on the bed. First she rolled each shirt. Then she packed the rolled shirts in the bag. **How did Rosa pack her shirts?**
7. Faye dumped the jigsaw puzzle out. First she turned the pieces up. Then she found the edges and built the frame. **How did Faye start building the puzzle?**
8. Omar walked into the big building. First he looked at the doors. Then he found his classroom by the room numbers. **How did Omar find his new classroom?**

Theo set his new plant on the sill. First he checked the soil. Then he watered


HOW QUESTIONS

How-Question Procedural Reading Comprehension — 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

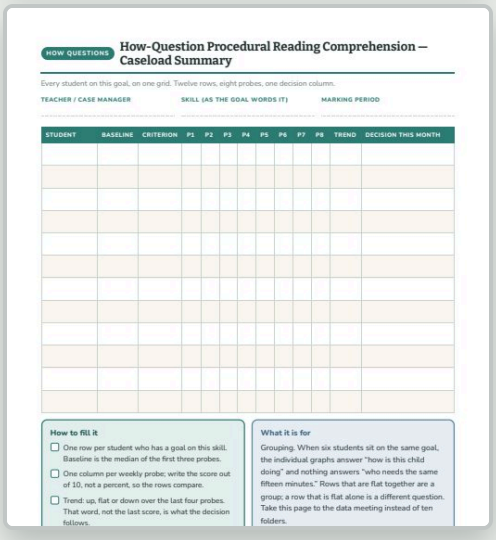
CRITERION / AIM

GOAL DATE

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

Probe (week)

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


HOW QUESTIONS

How-Question Procedural Reading Comprehension — 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

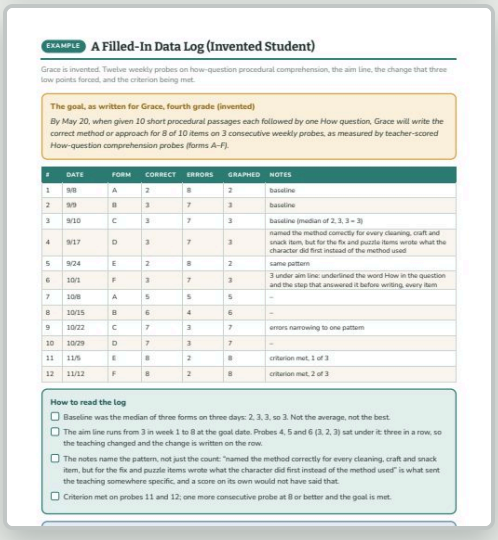
STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

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.

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)

Grace is invented. Twelve weekly probes on how-question procedural comprehension, the aim line, the change that three low points forced, and the criterion being met.

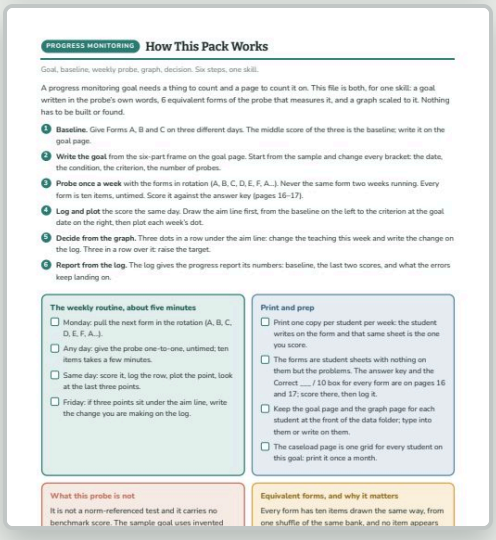
The goal, as written for Grace, fourth grade (invented)

By May 20, when given 10 short procedural passages each followed by one How question, Grace will write the correct method or approach for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored How-question comprehension 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 method correctly for every cleaning, craft and snack item, but for the fix and puzzle items wrote what the character did first instead of the method used
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: underlined the word How in the question and the step that answered it before writing, every item
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 method correctly for every cleaning, craft and snack item, but for the fix and puzzle items wrote what the character did first instead of the method used" 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.

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

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

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.

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.
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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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HOW QUESTIONS

How-Question Procedural Reading Comprehension — Goal and Directions

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

Ten short passages per form, each describing a simple three-step procedure (First ... Then ...) and followed by one How question that asks the method, tool, ingredient or approach one of the steps used -- never the order the steps happened in. A missed item names that the student is naming WHAT happened instead of HOW it happened.

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

By [annual review date], when given 10 short procedural passages each followed by one How question, [Student] will write the correct method or approach for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored How-question comprehension 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: HOW-QUESTION PROCEDURAL COMPREHENSION, 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 passage and question. Write a short answer in the box.”
- [ ] Correct: the method, tool, ingredient or approach the passage names; a close paraphrase counts.
- [ ] Every item asks HOW something was done, never what happened first, next or last.
- [ ] 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 passage and the question. Write a short answer.

READ EACH PASSAGE AND QUESTION · WRITE A SHORT ANSWER

1. Theo spilled juice on the table. First he grabbed a rag. Then he wiped the spill clean using the rag.
   How did Theo clean up the spill?

2. Sam cut a strip of paper for a chain. First he looped it into a circle. Then he joined the ends with glue.
   How did Sam join the paper loop?

3. Jon washed an apple at the sink. First he cut it into slices. Then he drizzled honey over the slices.
   How did Jon sweeten the apple slices?

4. Dana's book page tore in half. First she lined up the edges. Then she mended the page with tape.
   How did Dana fix the torn page?

5. Ivy dumped the crayon bin out. First she sorted every crayon. Then she lined them up in the bin by color.
   How did Ivy sort the crayons?

6. Rosa laid her clothes on the bed. First she rolled each shirt. Then she packed the rolled shirts in the bag.
   How did Rosa pack her shirts?

7. Faye dumped the jigsaw puzzle out. First she turned the pieces up. Then she found the edges and built the frame.
   How did Faye start building the puzzle?

8. Omar walked into the big building. First he looked at the doors. Then he found his classroom by the room numbers.
   How did Omar find his new classroom?

9. Theo set his new plant on the sill. First he checked the soil. Then he watered it only when the soil felt dry.
   How did Theo know when to water his plant?

10. Cole wanted to learn a jump rope trick. First he watched his sister. Then he practiced the trick one step at a time.
    How did Cole learn the new jump rope trick?

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My name: _____ Date: _____

Read the passage and the question. Write a short answer.

READ EACH PASSAGE AND QUESTION · WRITE A SHORT ANSWER

1. Rosa folded a square of paper in half. First she folded it again. Then she cut along the folds with scissors.
   How did Rosa cut the folded paper?

2. Faye spread peanut butter on a cracker. First she added raisins. Then she pressed a second cracker on top.
   How did Faye decorate the cracker sandwich?

3. Omar's toy truck had a loose wheel. First he found the pliers. Then he tightened the wheel using pliers.
   How did Omar fix the loose wheel?

4. Theo emptied his messy desk. First he grouped the papers. Then he stacked them in the desk by size.
   How did Theo stack the papers in his desk?

5. Eli set out his camping gear. First he grouped it by weight. Then he packed the heaviest items in by weight.
   How did Eli decide what to pack first?

6. Lucy looked at the maze on her sheet. First she found the dot. Then she traced a path through the open lanes.
   How did Lucy solve the maze?

7. Tess stood at the school garden. First she checked the sign. Then she found the tomato patch using the map.
   How did Tess find the tomato patch?

8. Priya got a new fish for her desk. First she read the feeding chart. Then she fed the fish by the chart every day.
   How did Priya know how much to feed the fish?

9. Eli wanted to play a song on the recorder. First he split the song up. Then he practiced one line at a time.
   How did Eli learn to play the whole song?

10. Priya got paint on her hands in art. First she ran the water. Then she scrubbed her hands clean with soap.
    How did Priya get the paint off her hands?

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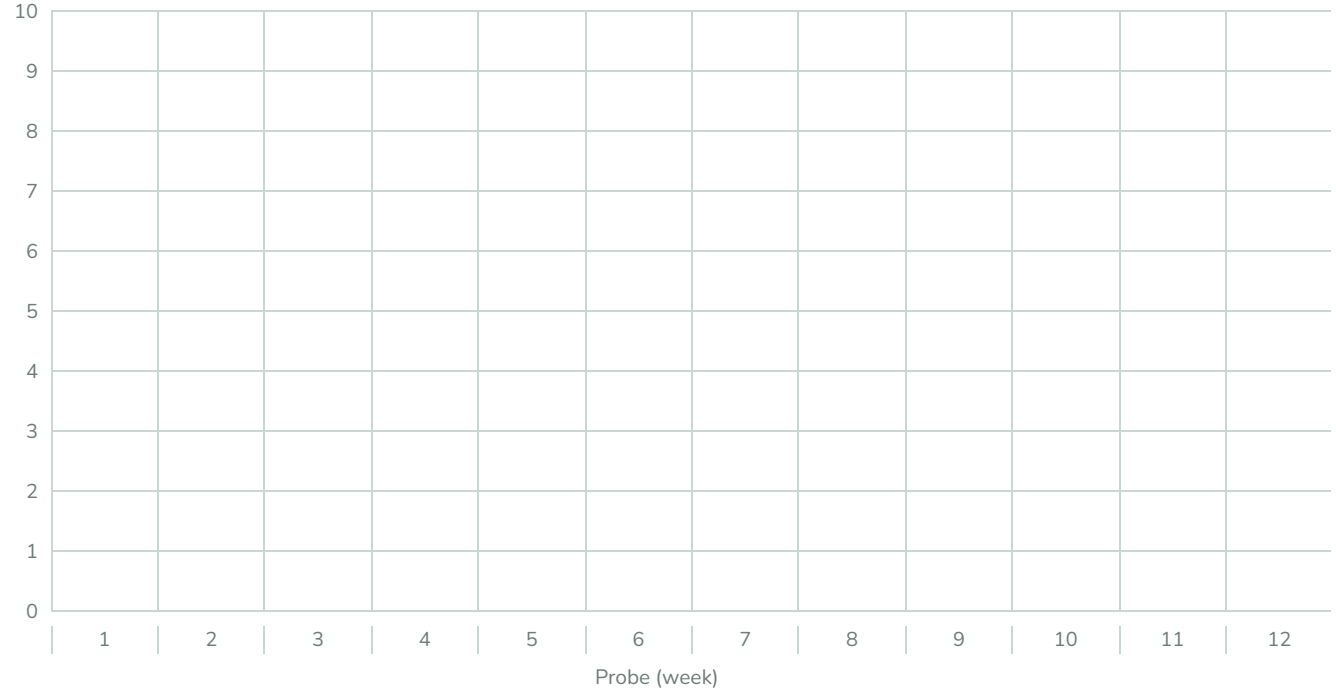
HOW QUESTIONS

How-Question Procedural Reading Comprehension — 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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HOW QUESTIONS

How-Question Procedural Reading Comprehension — 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)

Grace is invented. Twelve weekly probes on how-question procedural comprehension, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 short procedural passages each followed by one How question, Grace will write the correct method or approach for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored How-question comprehension 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 method correctly for every cleaning, craft and snack item, but for the fix and puzzle items wrote what the character did first instead of the method used
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: underlined the word How in the question and the step that answered it before writing, every item
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 method correctly for every cleaning, craft and snack item, but for the fix and puzzle items wrote what the character did first instead of the method used” 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 how-question procedural comprehension probes (10 items, untimed), Grace 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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