

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

[illegible]

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 place 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, then 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

- ☐ Mendar plot 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 the log, 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 leaves 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 them, then log it.
- ☐ 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 colored page is one grid for every student on this goal; print & use a month.

What this probe is not

It is not a norm-referenced test and it carries no

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from

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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. 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 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.

Idioms: Identify the Meaning – Goal and Directions

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

Ten sentences per form, each with a common idiom bold and underlined and three lettered choices for what it means: the correct meaning, a literal misreading of the idiom's own words, and an unrelated but plausible-sounding meaning. The student writes only the letter, never the literal words, so a missed item names the idiom to reteach. Sixty idioms across the six forms, ten per form, none repeated.

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

By [annual review date], when given 10 sentences each containing a bold idiom and three lettered meaning choices, [Student] will write the letter of the correct meaning for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored idiom 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: IDIOM MEANING 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 sentence. Decide what the bold idiom means. Write A, B or C.”
- ☐ Correct: the letter of the meaning that matches the idiom, never the literal words in one of the choices.
- ☐ Sixty idioms across the six forms, ten per form, none repeated, so a missed item names the idiom 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 A, B or C for what the bold idiom means.

READ EACH SENTENCE · THE BOLD PHRASE IS AN IDIOM · WRITE A, B OR C FOR WHAT IT MEANS

1. If the class waits any longer to sign up, they will **miss the boat** on the discount tickets.

(A: miss a good chance · B: miss an actual boat · C: catch a chance in time)

2. The coach told the tired runners to just **hang in there** until the final lap.

(A: hang a coat on a hook · B: keep trying, don't quit · C: give up right away)

3. If you think the backpack is in the gym, you are **barking up the wrong tree**; it's on the bus.

(A: a dog barking at a tree · B: following a wrong idea · C: finding the right answer)

4. After a rocky start, she decided to **turn over a new leaf** and finish assignments early.

(A: start fresh and improve · B: flip a plant's leaf over · C: keep repeating mistakes)

5. **To make a long story short**, the field trip got rescheduled because of the weather.

(A: make a story last longer · B: tell every single detail · C: explain it quickly)

6. The coach stayed home from practice because she was feeling **under the weather**.

(A: standing in the rain · B: feeling a bit sick · C: feeling very happy)

7. After breaking the window, the boy knew he had to **face the music** and tell his coach.

(A: accept the consequences · B: listen to a radio song · C: avoid any consequences)

8. With finals coming up, the whole study group decided to **hit the books** every night this week.

(A: slam books shut · B: study hard · C: clean a messy room)

9. Once one camper started the friendship bracelet trend, everyone wanted to **jump on the bandwagon**.

(A: jump onto a parade float · B: join in because it's popular · C: refuse to try it at all)

10. The two friends promised to stick together **through thick and thin**, no matter what happened.

(A: walking through a muddy field · B: staying only when it's easy · C: loyal in good and bad times)

My name: _____

Date: _____



Read each sentence. Write A, B or C for what the bold idiom means.

READ EACH SENTENCE · THE BOLD PHRASE IS AN IDIOM · WRITE A, B OR C FOR WHAT IT MEANS

1. Before the tour started, the guide told a joke to **break the ice** with the nervous visitors.

(A: get people talking · B: crack frozen water · C: end a friendship)

2. The students had to **burn the midnight oil** to finish the science project before the deadline.

(A: work late into the night · B: light an oil lamp · C: finish all your work early)

3. After the long hike, the campers were ready to **hit the sack** as soon as dinner was over.

(A: go to bed · B: punch a heavy bag · C: wake up early)

4. Losing the first game was **a blessing in disguise**; it pushed the team to practice harder.

(A: a disguised holiday gift · B: good, though it seemed bad · C: bad, and it stayed bad)

5. Right before the curtain rose, the director whispered **break a leg** to every actor backstage.

(A: hurt your leg · B: feel nervous · C: good luck)

6. The lifeguard was asked to **keep an eye on** the younger swimmers near the shallow end.

(A: hold an eyeball in hand · B: ignore completely · C: watch closely)

7. The new cleats **cost an arm and a leg**, so she saved up for two months.

(A: an actual arm and leg · B: very expensive · C: completely free)

8. The food drive collected two boxes, **a drop in the bucket** next to what the shelter needed.

(A: a leak in a water bucket · B: a tiny amount, not enough · C: more than enough needed)

9. When she said the test would be about fractions, she **hit the nail on the head**.

(A: hammer a nail into wood · B: guess it completely wrong · C: describe it exactly right)

10. The new crossing guard is really **on the ball**, stopping cars before anyone crosses.

(A: standing on a ball · B: alert and quick to notice · C: slow to notice things)

Idioms: Identify the Meaning – Data Log and Graph

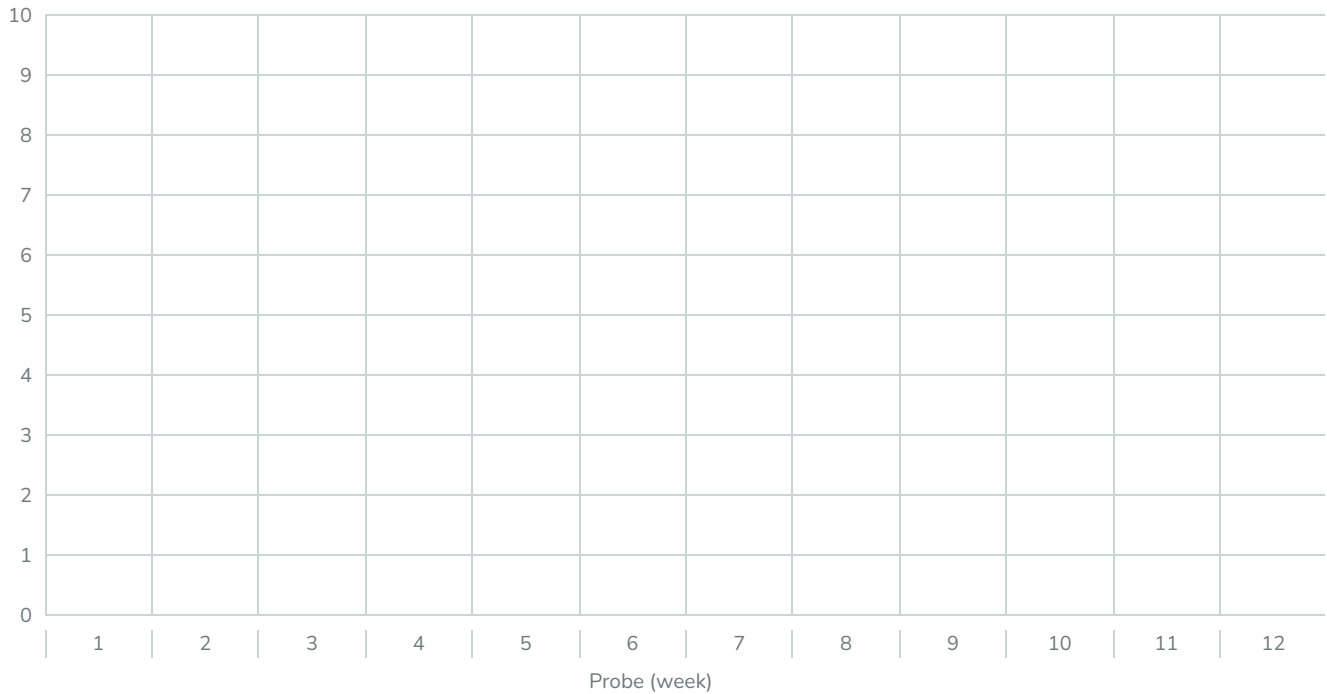
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Idioms: Identify the Meaning – 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.

EXAMPLE

A Filled-In Data Log (Invented Student)

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

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

By May 20, when given 10 sentences each containing a bold idiom and three lettered meaning choices, Nora will write the letter of the correct meaning for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored idiom 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	correctly chose lend a hand, keep your chin up and the ball is in your court, but missed the other seven
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 idioms with a quick picture-and-meaning match 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: “correctly chose lend a hand, keep your chin up and the ball is in your court, but missed the other seven” 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 idiom meaning identification probes (10 items, untimed), Nora 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.