

IEP GOAL PROGRESS GRAPHS

Eleven graph pages scaled to how goals are written: percent (12 and 36 weeks), frequency in two ranges, duration, rate per minute, trials correct, rating scale, two-goal comparison, daily behavior, a blank graph you label. Setup sheet, chooser, filled example. Fillable PDF.

SETUP Graph Setup Sheet

One per goal. Used before the first point. The aim line comes from three of these fields, and every phase change is written here with the week it happened.

STUDENT	GOAL (SHORT)	CASE MANAGER
MEASURE (PERCENT, COUNT, MINUTES, RATE, TRIALS, RATING)	BASELINE (SCORE AND DATE)	CRITERION (SCORE FROM THE IEP)
REVIEW DATE, AND ITS WEEK NUMBER ON THE GRAPH	DATA SHEET THE SCORE COMES FROM	GRAPH PAGE USED, AND THE SCALE CHOSEN (TOP VALUE)
WHO PLOTS	WHEN (DAY OF THE WEEK)	YOUR TEAM'S DECISION RULE, IF IT DIFFERS FROM THREE POINTS

The aim line, worked out once

BASELINE (LEFT AXIS)	CRITERION (AT THE REVIEW WEEK)	WEEKS BETWEEN THEM	RISE PER WEEK = (CRITERION - BASELINE) ÷ WEEKS

Draw the line with a ruler from the baseline at the left axis to the criterion at the review week. The rise per week is what each weekly point is compared with; it is written here so a substitute plotting week 7 can find the line without a meeting.

PHASE CHANGES, WITH THE WEEK ON THE GRAPH

DATE	AFTER WEEK	WHAT CHANGED (TEACHING, SETTING, SCHEDULE, WHO COLLECTED)	WHY (WHAT THE GRAPH SHOWED)	INITIALS

PERCENT Percent Graph, 12 Weeks

For goals written as a percent accuracy, percent of opportunities, correct out of given. One point a week, 0 to 100 by 10.

STUDENT	GOAL (SHORT)	BASELINE	CRITERION / AIM
PERCENT (0 TO 100 BY 10) - DRAW THE AIM LINE FIRST, THEN ONE POINT A WEEK			

COUNT Frequency Count Graph

For goals written as a count: "no more than ___ times per ___" or "at least ___ times." Twelve sessions, 0 to 20 by 2.

STUDENT	GOAL (SHORT)	BASELINE	CRITERION / AIM
COUNT (0 TO 20 BY 2) - THE SAME LENGTH OF OBSERVATION EVERY SESSION			

TRIALS Trials Correct Graph

For goals written as ___ out of 10 trials or opportunities. Twenty sessions in two blocks of ten, 0 to 10 by 1.

STUDENT	GOAL (SHORT)	BASELINE	CRITERION (OF 10)
SESSIONS 1 TO 10 - CORRECT OF 10			
SESSIONS 11 TO 20 - CORRECT OF 10			

COMPARE Two-Goal Comparison Graph

Two goals, or one goal in two settings, on one page for the meeting. Two percent grids, twelve weeks each, 0 to 100 by 20.

STUDENT	GOAL A (SHORT)	GOAL B (SHORT)	CRITERION A / B
GOAL A - PERCENT, 0 TO 100 BY 20, TWELVE WEEKS			
WEEK 1 2 3 4 5 6 7 8 9 10 11 12			
Date			
Percent			
GOAL B - PERCENT, 0 TO 100 BY 20, TWELVE WEEKS			

EXAMPLE A Percent Graph, Filled In

Priya is invented, and so is every number. The decision under the graph came from three points and a ruler, not from a feeling about the month.

STUDENT	GOAL (SHORT)	MEASURE	BASELINE	CRITERION	REVIEW	AIM LINE
Priya, second grade (invented)	Answers comprehension questions about a passage read aloud to her	Percent correct, weekly	20% (5/25)	80%	Week 12	20 to 80 over 12 weeks: +5 a week

PERCENT (0 TO 100 BY 10) - THE AIM LINE WAS DRAWN ON 5/5, BEFORE THE FIRST POINT

change after week 5

aim line

Which Graph for Which Goal

The measure written in the goal picks the scale. Match it once, write the page number on the setup sheet, and every week after that is a dot and a ruler.

IF THE GOAL IS MEASURED AS	USE	WHERE
"__% accuracy" / "__ percent of opportunities" / "__ of __ correct" written as a percent	Percent graph, 12 weeks; the 36-week page for a year on one sheet	Pages 6, 7
"no more than __ times per __" / "at least __ times" — a count up to 20	Frequency count graph	Page 8
A count that runs past 20: words read, steps completed, items sorted, requests made	Frequency count graph, high range, 0 to 50	Page 9
"for __ minutes" / "within __ minutes" — duration or latency	Duration graph, 0 to 30 minutes	Page 10
"__ per minute" — words, problems, responses, requests	Rate per minute graph, 0 to 5	Page 11
"__ out of 10 trials" / "__ of 10 opportunities"	Trials correct graph, twenty sessions	Page 12
"rated __ or better" on a 0 to 10 scale or a rubric with anchors	Rating scale graph	Page 13
Two goals, or one goal in two settings, on one page for the meeting	Two-goal comparison graph	Page 14
A daily behavior count across a month	Daily behavior graph, 20 school days	Page 15
None of these, or a scale the goal names itself: 0 to 200 words, 0 to 8 steps, 0 to 60 seconds	Blank graph you label	Page 16

The three rules for reading a graph

- ☐ **Aim line first.** Before the first point, a straight line from the baseline at the left axis to the criterion at the review week. Above it is ahead; below it is behind.
- ☐ **Three points.** Three in a row below the line: change something now, not at the review date. Three in a row above it: the criterion is close; raise the target.
- ☐ **Phase change line.** Whenever anything changes (the teaching, the setting, who collects), a vertical line after that week. Points are never connected across it.

What this file is not

Not a spreadsheet and not a charting tool: the file does not draw the line, and it does not say what the criterion should be or how many weeks a goal gets. Those come from the student's IEP and your team; the setup sheet (page 5) has a blank for each. The graphs make sure the same number lands in the same place every week, so the line means something when the team looks at it.

How the paper moves

WHEN	WHAT
Once per goal	Setup sheet (5): baseline, criterion, review week, the graph page, who plots and when. Draw the aim line on the graph the same day.
Every week	The score from the data sheet into the score row, the date above it, one dot with a pen, a ruler from the last dot.
Every third point	Look at the last three against the aim line. If they force a change, make it, draw the phase change line, and write it on page 5 with the week.

Percent Graph, 12 Weeks

For goals written as a percent: accuracy, percent of opportunities, correct out of given. One point a week, 0 to 100 by 10.

STUDENT

GOAL (SHORT)

BASELINE

CRITERION / AIM

PERCENT (0 TO 100 BY 10) · DRAW THE AIM LINE FIRST, THEN ONE POINT A WEEK



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Percent												

What to plot

One point a week: the percent from that week's data sheet, typed in the score row and plotted in the middle of its column. Percent = $\text{correct} \div \text{given} \times 100$, from the same kind of sheet every week.

The aim line

A straight line from the baseline at the left axis to the criterion at the review week, both copied from the setup sheet (page 5). Draw it with a ruler before the first point, so every point already has something to be above or below.

The three-point rule

Three points in a row below the line: change something this week and draw a vertical phase change line after the last point. Three in a row above it: the criterion is close; raise the target or move to the next benchmark. Write either on page 5.

Frequency Count Graph

For goals written as a count: “no more than __ times per __” or “at least __ times.” Twelve sessions, 0 to 20 by 2.

STUDENT

GOAL (SHORT)

BASELINE

CRITERION / AIM

COUNT (0 TO 20 BY 2) · THE SAME LENGTH OF OBSERVATION EVERY SESSION



SESSION	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Count												

What to plot

One point a session: the total from the frequency sheet, typed in the count row. A count only compares with another count taken over the same length of time; write that length on page 5 and keep it.

The aim line

A straight line from the baseline at the left axis to the criterion at the review week, both copied from the setup sheet (page 5). Draw it with a ruler before the first point, so every point already has something to be above or below.

The three-point rule

Three points in a row on the wrong side of the line (above it for a behavior that should fall, below it for one that should rise): change something this week and draw a phase change line after the last point. Write the change on page 5.

Duration Graph

For goals written in minutes: on task for ___ minutes, or starts within ___ minutes. Twelve sessions, 0 to 30 by 3.

STUDENT

GOAL (SHORT)

BASELINE

CRITERION / AIM

MINUTES (0 TO 30 BY 3) · DURATION OR LATENCY, NEVER BOTH ON ONE GRAPH



SESSION	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Minutes												

What to plot

One point a session: the minutes from the duration sheet (how long it lasted) or the latency sheet (how long until it started). Pick the one the goal names, write it on page 5, and plot only that one here.

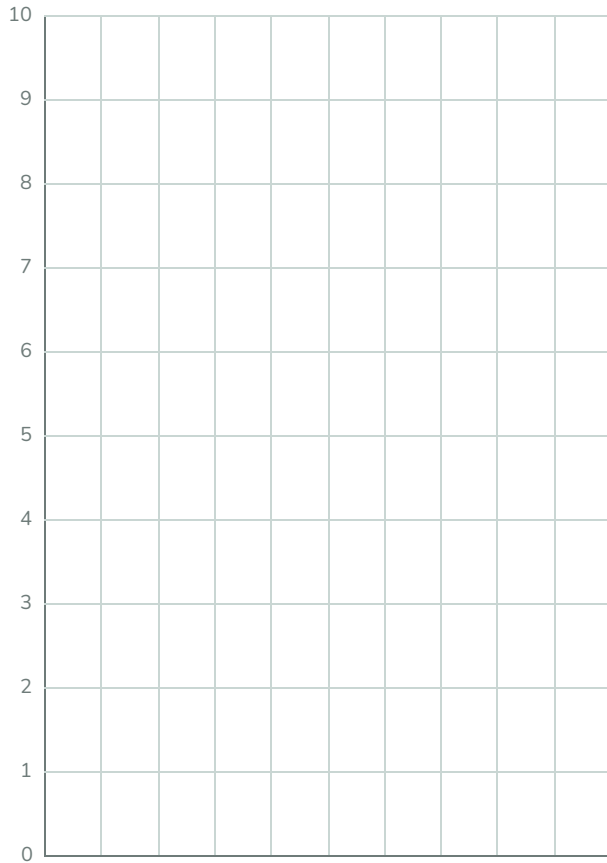
The aim line

A straight line from the baseline at the left axis to the criterion at the review week, both copied from the setup sheet (page 5). Draw it with a ruler before the first point, so every point already has something to be above or below.

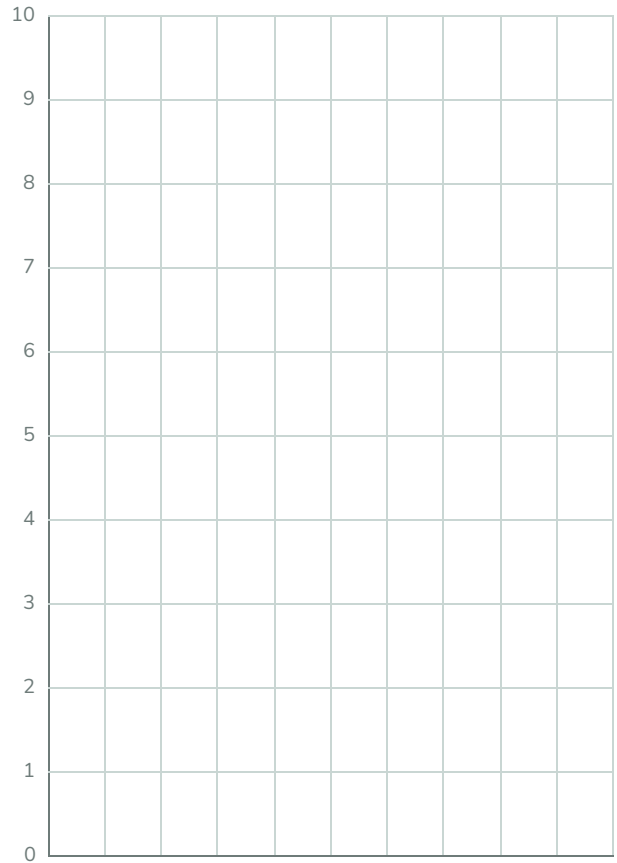
The three-point rule

Three points in a row on the wrong side of the line (above it for a duration that should shrink, below it for one that should grow): change something this week and draw a phase change line after the last point. Write the change on page 5.

For goals written as ___ out of 10 trials or opportunities. Twenty sessions in two blocks of ten, 0 to 10 by 1.

STUDENT
GOAL (SHORT)
BASELINE
CRITERION (OF 10)
SESSIONS 1 TO 10 · CORRECT OF 10


SESS.	1	2	3	4	5	6	7	8	9	10
Date										
Correct										

SESSIONS 11 TO 20 · CORRECT OF 10


SESS.	11	12	13	14	15	16	17	18	19	20
Date										
Correct										

What to plot

One point a session: the number correct out of ten trials, from the trial sheet. If a session gave fewer than ten trials, write the fraction in the date cell and plot the count as a percent of ten.

The aim line

A straight line from the baseline at the left axis to the criterion at the review week, both copied from the setup sheet (page 5). Draw it with a ruler before the first point, so every point already has something to be above or below.

The three-point rule

Three points in a row below the line: change something this week and draw a vertical phase change line after the last point. Three in a row above it: the criterion is close; raise the target or move to the next benchmark. Write either on page 5.

Two-Goal Comparison Graph

Two goals, or one goal in two settings, on one page for the meeting. Two percent grids, twelve weeks each, 0 to 100 by 20.

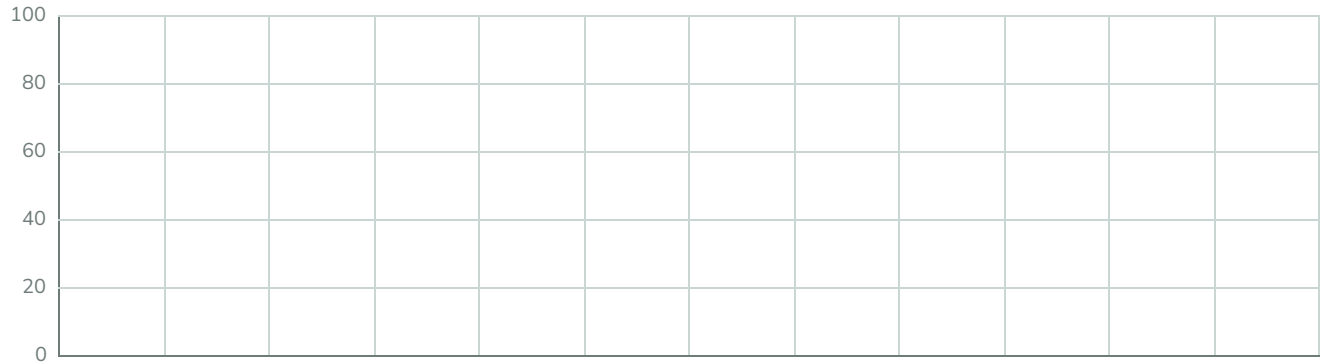
STUDENT

GOAL A (SHORT)

GOAL B (SHORT)

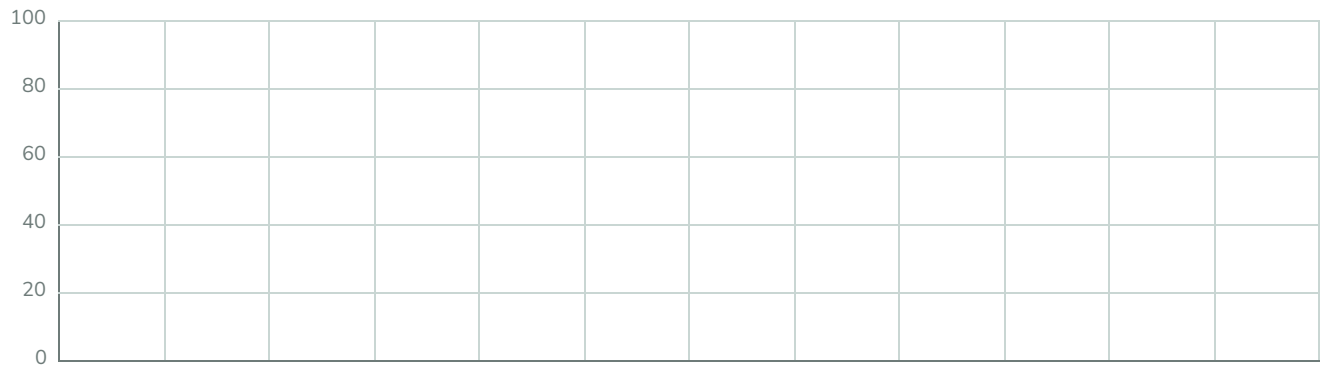
CRITERION A / B

GOAL A • PERCENT, 0 TO 100 BY 20, TWELVE WEEKS



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Percent												

GOAL B • PERCENT, 0 TO 100 BY 20, TWELVE WEEKS



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Percent												

What to plot

One point a week on each grid, the same weeks on both. Two goals, or one goal in two settings (the classroom and the cafeteria, with the teacher and with the para).

The aim line

One per grid, each from its own baseline and criterion on page 5. If the goal is the same in two settings, the two aim lines are the same line.

The three-point rule

Read each grid on its own. Three points below one line and not the other says the difference is the setting, not the skill; write that on page 5.

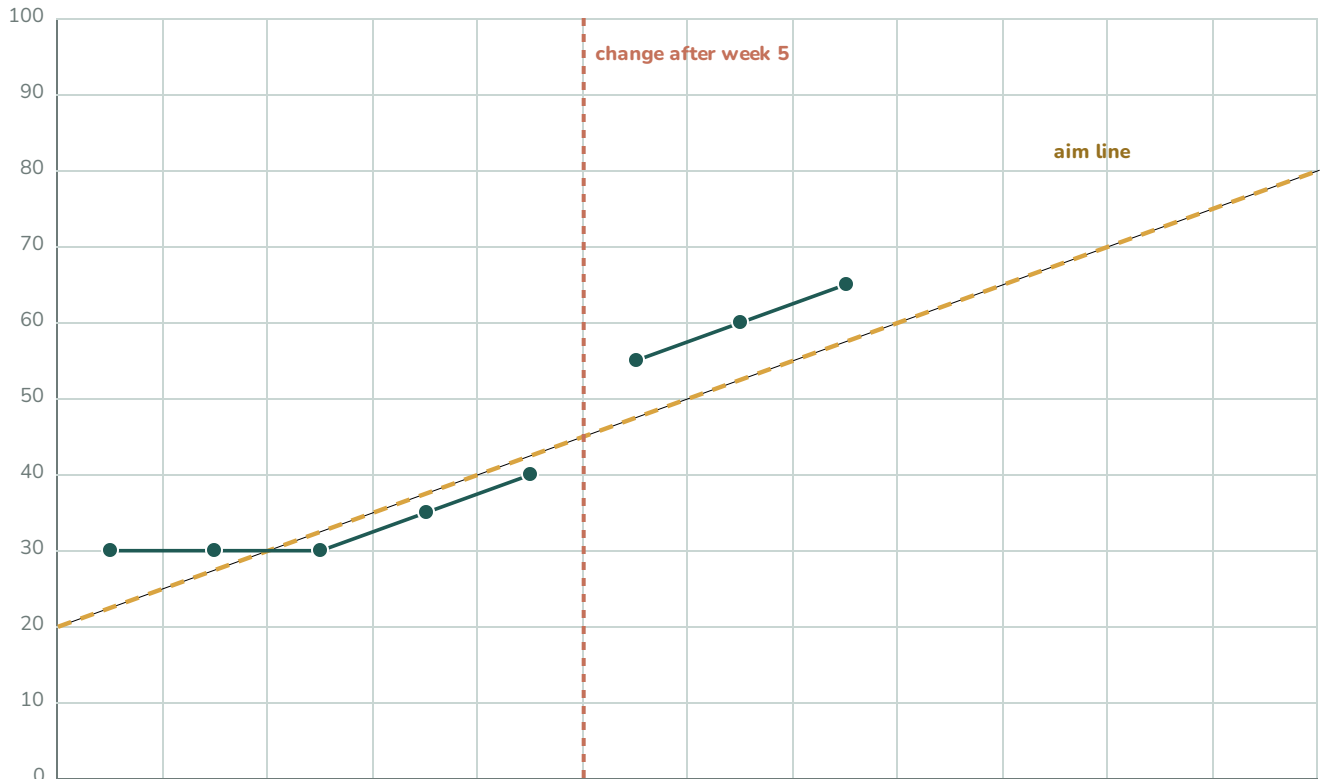
EXAMPLE

A Percent Graph, Filled In

Priya is invented, and so is every number. The decision under the graph came from three points and a ruler, not from a feeling about the month.

STUDENT	GOAL (SHORT)	MEASURE	BASELINE	CRITERION	REVIEW	AIM LINE
Priya, second grade (invented)	Answers comprehension questions about a passage read aloud to her	Percent correct, weekly	20% (9/5)	80%	Week 12	20 to 80 over 12 weeks: +5 a week

PERCENT (0 TO 100 BY 10) · THE AIM LINE WAS DRAWN ON 9/5, BEFORE THE FIRST POINT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date	9/12	9/19	9/26	10/3	10/10	10/17	10/24	10/31	–	–	–	–
Percent	30	30	30	35	40	55	60	65	–	–	–	–

The three-point rule, applied on 10/10

The aim line rises 5 points a week from 20, so it passes 25, 30, 35, 40, 45 at weeks 1 to 5. Week 1 (30) is above it and week 2 (30) is on it. Weeks 3, 4 and 5 are below it: 30 against 35, 35 against 40, 40 against 45. Three in a row is the rule, so on 10/10 the teacher changed something (the questions read before the passage, not after) and drew the phase change line after week 5; the change is on the setup sheet with the week number.

After the change

Weeks 6, 7 and 8 are above the line: 55 against 50, 60 against 55, 65 against 60. The points are not connected across the phase change line, so the graph shows two things: a flat first phase, and a rising second one. Nothing here says the change caused the rise; it says the next three points, and the review at week 12, are what the team looks at next. The criterion is 80; the line reaches it at week 12, and week 8 is 15 points short of it.