

IEP GOAL PROGRESS GRAPHS

A graph setup sheet with the aim line worked out once, and four graph pages scaled to how goals are written: percent across twelve weeks, a count from 0 to 20, minutes from 0 to 30, and a rating from 0 to 10. Print and plot.

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

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

MINUTES 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

RATING Rating Scale Graph

For goals rated on a 0 to 10 scale or a rubric with the anchors written first. Twelve sessions, 0 to 10 by 1.

STUDENT	GOAL (SHORT)	BASELINE	CRITERION / AIM

SETUP Graph Setup Sheet

One per goal. Filled in 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

GOAL GRAPH How to Use These Five Pages

Ninety seconds. Which graph fits which goal, the three rules for reading any graph, and the weekly habit that turns a score into a dot the team can act on.

Which graph fits which goal	USE	PAGE
The goal says: "Every goal, once, before the first point: baseline, criterion, review week, who plots."	Graph Setup Sheet	4
"...% accuracy", "... percent of opportunities", "... of ... correct" — a percent	Percent Graph, 12 Weeks	5
"no more than ___ times per ___", "at least ___ times" — a count up to 20	Frequency Count Graph	6
"for ___ minutes", "within ___ minutes" — duration or latency	Duration Graph	7
"rated ___ or better" on a 0 to 10 scale or a rubric with anchors	Rating Scale Graph	8

- Fill in the setup sheet first (page 4):** the baseline, the criterion from the IEP, the review week, and the rise per week worked out once. The criterion and the number of weeks are the team's; nothing on these pages says what they should be.
- Pick the graph** whose scale matches the measure in the goal (table above), write its page number on the setup sheet, and draw the aim line with a ruler from the baseline at the left axis to the criterion at the review week, before the first point.
- Every week, one dot:** the score from the data sheet into the score row, the date above it, one point in the middle of its column, a ruler from the last point. **Every third point**, look at the last three against the aim line and decide.

The three rules for reading any graph (printed under every grid)

Aim line first. Before the first point, a straight line from the baseline 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 new, 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

The weekly habit, and the marks

The data sheet is filled during the week; the graph gets one point at the end of it, plotted with a pen.

Marks: **dot** = score; **solid line** from one dot to the next; **dashed line** the aim line, drawn first; **vertical line** a phase change, with the week written on page 4; **empty column** a missed week, never a zero. The

FREE

9 Pages

4 Graph Scales

Print & Plot

Graph Setup Sheet

One per goal, filled in 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
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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

Every phase change goes here

A vertical line on the graph with nothing written beside it is a mystery in March. The week number here matches the line on the graph, and the reason is the three points that forced it. A change nobody wrote down did not happen, as far as the next meeting can tell.

Notes (missed weeks and why, a sub week, a changed data sheet)

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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, written 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 4). 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 4.

Rating Scale Graph

For goals rated on a 0 to 10 scale or a rubric with the anchors written first. Twelve sessions, 0 to 10 by 1.

STUDENT

GOAL (SHORT)

BASELINE

CRITERION / AIM

RATING (0 TO 10 BY 1) · AGAINST ANCHORS WRITTEN BEFORE THE FIRST RATING



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

What to plot

One point a session: the rating, or the average of the day's ratings to one decimal, against anchors written down before the first one. Two adults rating the same session should land within two points; if they do not, rewrite the anchors.

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 4). 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 4.