

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

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 items.
- Probe once a week** with the forms in rotation (A, B, C, D, E, F, A, A...). Never the same form twice running. Every form is ten items, untimed. Score 8 against the answer key (pages 16–17).
- Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion 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 leading on.

Weekly routine, about five minutes

- ☐ Monday: plot next form in the rotation (A, B, C, D, E, F, A, 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 answers on the form and that same sheet is the one you score.
- ☐ The forms are student sheets with rubbing on them but the problems. The answer key and the Corrects... / 10 box for every form are on pages 16 and 17: score there, then log 8.
- ☐ 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 non-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 ER. Run it from

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

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 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.

Measurement Conversion: Centimeters, Meters and Kilometers – Goal and Directions

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

Ten metric length conversion problems per form in two labeled columns: Group A converts cm and m (three m-to-cm, two cm-to-m); Group B converts m and km (two km-to-m, three m-to-km). The target unit is already printed on the item, so the student writes only the number. Sixty problems across six forms, none repeated. Metric length only, not weight or capacity.

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

By [annual review date], when given 10 metric length conversion problems (cm, m and km), [Student] will write the correct number of units for [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored measurement conversion 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: METRIC LENGTH CONVERSION, FORMS A–F, PAGE 6–11)

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: “Convert the measurement. Write the number in the box.”
- ☐ Correct: the exact number in the unit already printed on the item; the student never writes the unit.
- ☐ Group A converts cm and m; Group B converts m and km. Note which group the misses fall in.
- ☐ 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: _____



Convert the measurement. Write the number in the box.

Centimeters & Meters

1

$$1400 \text{ cm} = \boxed{} \text{ m}$$

2

$$10 \text{ m} = \boxed{} \text{ cm}$$

3

$$12 \text{ m} = \boxed{} \text{ cm}$$

4

$$2000 \text{ cm} = \boxed{} \text{ m}$$

5

$$21 \text{ m} = \boxed{} \text{ cm}$$

Meters & Kilometers

6

$$3000 \text{ m} = \boxed{} \text{ km}$$

7

$$11000 \text{ m} = \boxed{} \text{ km}$$

8

$$30 \text{ km} = \boxed{} \text{ m}$$

9

$$26000 \text{ m} = \boxed{} \text{ km}$$

10

$$5 \text{ km} = \boxed{} \text{ m}$$

My name: _____

Date: _____

**Convert the measurement. Write the number in the box.****Centimeters & Meters****1**

$$1100 \text{ cm} = \boxed{} \text{ m}$$

2

$$4 \text{ m} = \boxed{} \text{ cm}$$

3

$$2100 \text{ cm} = \boxed{} \text{ m}$$

4

$$29 \text{ m} = \boxed{} \text{ cm}$$

5

$$25 \text{ m} = \boxed{} \text{ cm}$$

Meters & Kilometers**6**

$$22000 \text{ m} = \boxed{} \text{ km}$$

7

$$8000 \text{ m} = \boxed{} \text{ km}$$

8

$$29 \text{ km} = \boxed{} \text{ m}$$

9

$$21000 \text{ m} = \boxed{} \text{ km}$$

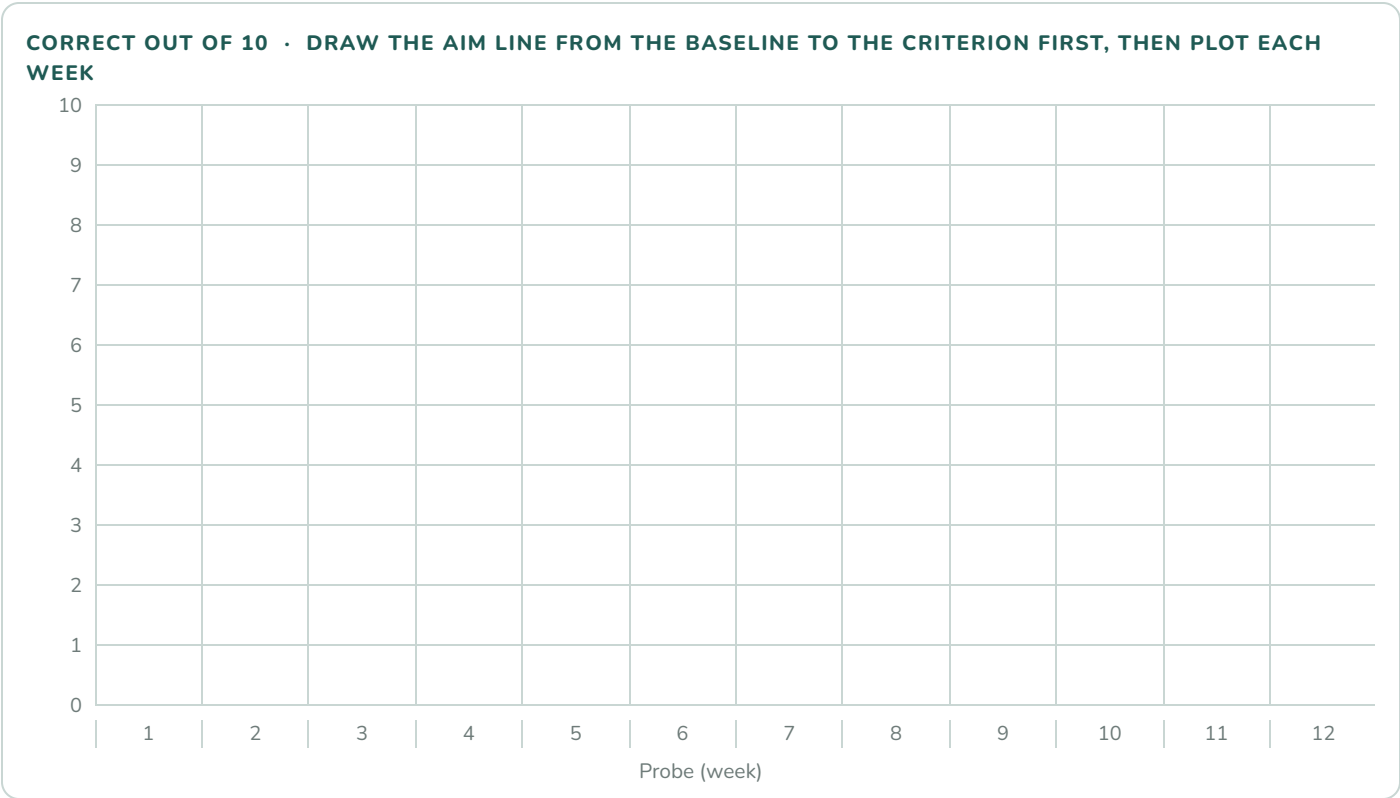
10

$$18 \text{ km} = \boxed{} \text{ m}$$

Measurement Conversion: Centimeters, Meters and Kilometers – 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
---------	-----------------	-----------



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

EXAMPLE

A Filled-In Data Log (Invented Student)

Diego is invented. Twelve weekly probes on metric length conversion, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Diego, fifth grade (invented)

By May 20, when given 10 metric length conversion problems (cm, m and km), Diego will write the correct number of units for 8 of 10 problems on 3 consecutive weekly probes, as measured by teacher-scored measurement conversion probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	5	5	5	baseline (median of 4, 4, 5 = 4)
4	9/17	D	4	6	4	the multiply items (meters to centimeters, kilometers to meters) right, the divide items (centimeters to meters, meters to kilometers) wrong, dividing by the wrong factor or not dividing at all
5	9/24	E	3	7	3	same pattern
6	10/1	F	4	6	4	3 under aim line: added a printed 100-centimeters/1-meter, 1,000-meters/1-kilometer reference strip to check divide items against
7	10/8	A	6	4	6	–
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: 4, 4, 5, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 3, 4) 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: “the multiply items (meters to centimeters, kilometers to meters) right, the divide items (centimeters to meters, meters to kilometers) wrong, dividing by the wrong factor or not dividing at all” 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 metric length conversion probes (10 items, untimed), Diego scored 4 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.