

What Is Inside, and Where

22 pages: three sections, a worked example and a back page. Nothing here scores a response against a published norm or sets when a referral is warranted; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE **4**

01 Set Up the Caseload

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**Code Key:
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Domains and
Levels**
SETUP **6**



**Multiple-Meaning
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**Binder Cover and
Divider Tabs**
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02 Take the Data

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**Two-Meaning
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**Quick Daily
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**Paraprofessional
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03 Track, Report and Share

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**Cumulative
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**Quarterly
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**Family Update —
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**Progress Note
Phrase Bank**
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**A Session of Data,
Filled In**
EXAMPLE **21**

How the sections build on each other: Section 1 sets up the marks, domain codes and caseload once. Section 2 is every session's data — a detailed sheet for identifying the meaning a sentence calls for, a separate sheet for producing both meanings of a word, a quick combined check, a frequency chart, and a form for a second adult. Section 3 turns that data into a tracker, a graph, a family update and language for a progress note, closed out with one worked example.

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the trial marks themselves are faster with a pen.



1

Set up once

Define the recording marks, domain codes and generalization levels (page 6) as a team before the first session, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Take data every session

Run the identification sheet when a goal targets picking the meaning a context calls for (page 10), or the production sheet when the goal targets giving both meanings (page 11), or the quick combined check (page 12) on a tighter day, and add the session up on the frequency chart (page 13) before moving on.

The paraprofessional form is the plain-words version for a day the case manager is not the one listening.



3

Roll up and share

Copy the percent onto the tracker (page 16) the same day, and plot the graph (page 17) once a week.

The family update (page 19) and the phrase bank (page 20) are ready to use as soon as a session of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a response against a published norm or compute a percent for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **Receptive/Expressive Vocabulary** — a vocabulary SIZE screener. Not **Semantic Word Relationships and Word Meaning Progress Monitoring Editable** — a SIX-domain pack where this skill is one page. This file is the one-skill slice, checked two ways: picking the meaning a sentence calls for, and producing both meanings alone.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark says only whether a response matched the meaning in context, or a second meaning was produced, as judged that session — never a norm score, a condition name, or a referral rule.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the sheets; the tracker only needs the totals.

Anything else — the Ask a Question tab; a fix to the file is a free update.

02

Take the Data

A detailed sheet for identifying the meaning a context sentence calls for, a separate one for producing both meanings of a word, a faster combined check for a day with no time for a full session, a within-session tally chart, and a plain-language form for the paraprofessional or the general education teacher.

IN THIS SECTION

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DATA

Meaning Identification Data Sheet (Receptive)

One context sentence at a time, ten trials a session. The student is only asked which meaning the sentence calls for — not to define the word..

STUDENT

WORD LIST / STIMULUS SET USED

LEVEL (PAGE 6)

CRITERION FROM THE IEP

CUED TRIALS COUNT AS CORRECT? (Y / N)

SAMPLE MULTIPLE-MEANING WORDS (TEN WORDS, TWO MEANINGS EACH — SWAP IN YOUR OWN)
bat → flying animal / baseball bat · **bank** → money bank / river's edge · **spring** → the season / a coil · **bark** → dog's bark / tree's bark · **fan** → cooling fan / team fan · **ring** → finger ring / bell's ring · **trunk** → tree trunk / car trunk · **light** → a light / not heavy · **pitcher** → water pitcher / baseball pitcher · **bowl** → a bowl / to bowl

Read ONE context sentence per trial — e.g. for "bat": "A bat flew out of the cave at sunset." calls for a flying animal that comes out at night; "She swung the bat and hit the ball." calls for a wooden stick used to hit a ball.

DATE	1	2	3	4	5	6	7	8	9	10	+ (OF 10)	%	LEVEL

WHAT COUNTS AS A CORRECT IDENTIFICATION
Matches the meaning the sentence calls for; the OTHER real meaning still scores a minus.

WORDS WHOSE CONTEXT-MATCHED MEANING IS STILL MISSED
.....
.....
.....

DATA

Two-Meaning Production Data Sheet (Expressive)

The word alone, no context sentence. The student must produce two DIFFERENT meanings; the two columns keep them apart instead of collapsing into one percent that hides which meaning is missing.

STUDENT

SESSION DATE

LEVEL (PAGE 6)

CRITERION FROM THE IEP

CUED MEANINGS COUNT AS CORRECT? (Y / N)

TARGET WORDS (WORD ALONE, NO CONTEXT SENTENCE — SAME TEN WORDS AS THE IDENTIFICATION SHEET)

bat · bank · spring · bark · fan · ring · trunk · light · pitcher · bowl

WORD	MEANING 1 GIVEN (WRITE IT IN)	CORRECT? (Y/N)	MEANING 2 GIVEN, DIFFERENT (WRITE IT IN)	CORRECT & DISTINCT? (Y/N)	NOTE
bat					
bank					
spring					
bark					
fan					
ring					
trunk					
light					
pitcher					
bowl					

WHY TWO SEPARATE MEANING COLUMNS

A student can give one real meaning of a word easily and still not know, or not produce, that the word has a second one. The two columns keep those apart instead of collapsing them into one percent that hides which meaning is missing. "Correct & distinct" is marked N if meaning 2 repeats meaning 1 in different words.

WORDS WHERE ONLY ONE MEANING IS EVER PRODUCED

.....

.....

.....

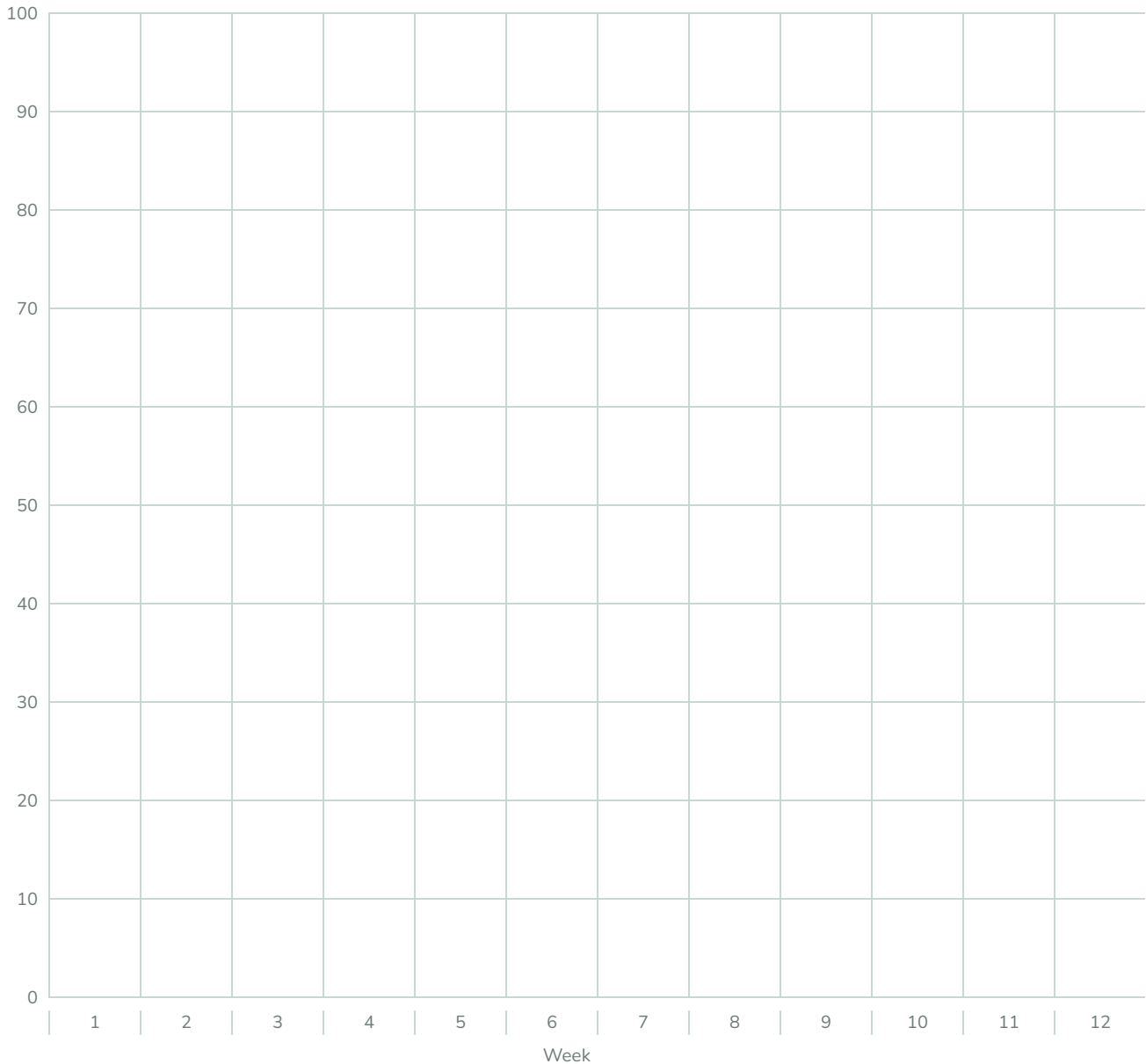
.....

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM
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PERCENT CORRECT, IDENTIFICATION AND/OR PRODUCTION — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing accuracy. Three points flat or falling in a row: check the frequency chart (page 13) for what changed.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

MEANING IDENTIFICATION SHEET (PAGE 10) —
MARCUS T., GRADE 4 (INVENTED)

Word list: sample bank, teacher-selected · **Criterion from the IEP:** 80% accuracy across three consecutive sessions · **Cued trials count as correct:** N

DATE	1	2	3	4	5	6	7	8	9	10	+	%	LEVEL
Oct 1	+	+	-	+	+	+	-	+	+	+	8	80	Context
Oct 3	+	+	+	-	+	+	+	+	+	+	9	90	Context
Oct 7	+	+	+	+	+	+	+	-	+	+	9	90	Context
Oct 10	+	+	+	+	+	+	+	+	+	+	10	100	Context
Oct 14	+	-	+	-	+	+	-	+	-	+	6	60	Varied

Three sessions at 80%+ met criterion Oct 7; the Oct 14 drop to 60% is the harder varied-context level, not a problem.

TWO-MEANING PRODUCTION SHEET (PAGE 11) —
SAME SESSION, OCT 14

WORD	MEANING 1 CORRECT?	MEANING 2 CORRECT?	BOTH DISTINCT?
bat	Y	Y	Y
bank	Y	N	N
spring	Y	Y	Y
bark	N	Y	N
fan	Y	Y	Y
ring	Y	N	N
trunk	Y	Y	Y
light	N	N	N

Both meanings on 4 of 8; “bank,” “ring” and “light” go on the “only one meaning” list (page 11).

FREQUENCY CORRECT/INCORRECT CHART (PAGE 13) — OCT 14,
BOTH SKILLS, SAME SESSION

SKILL	PRESENTED	CORRECT	INCORRECT	SC	NR	%
Meaning identification (receptive)	10	6	4	0	0	60
Two-meaning production (expressive)	8	4	4	0	0	50

Same session: identification 60% (varied), production 50% (both meanings required).

THE DECISION, WRITTEN ON THE
TRACKER (PAGE 16)

Identification: criterion met Oct 7; now 60% at the harder varied-context level. **Production:** both meanings on half the words — keep teaching “bank,” “ring” and “light.”

SKILL SNAPSHOT (FEEDS THE QUARTERLY SUMMARY, PAGE 18)

SKILL	BASELINE (DATE, %)	CURRENT (DATE, %, LEVEL)	STATUS	ONE-LINE NOTE FOR THE QUARTERLY SUMMARY
Identification	30% (Sep 20)	60% varied (Oct 14)	SP	Met single-context criterion Oct 7; now generalizing to varied contexts.
Production	20% (Sep 20)	50% (Oct 14)	SP	Producing both meanings on half of words tested; three specific words still need work.

WHY THIS IS ENOUGH

Every decision here came from a number already written down. The quarterly summary is a copying job.