

One skill, start to finish: the IEP goal, four ten-numeral probe forms, and a graph scaled to the probe. Numbers 0 to 20, 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 page to count it on. This file is both, for one skill: a goal written in the probe's own words, 4 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 form on the goal page. Start from the sample and change every bracketed date, the decision, the criterion, the number of probes.
- Probe once a week** with the forms in rotation (A, B, C, D, A.). Never the same form two weeks running. Every form is ten items, untimed.
- 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.
- 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 in numbers: baseline, the last two scores, and whether the numbers are tenns, n, numbers, or both.

The weekly routine, about five minutes

- ☐ Monday: plot the next form in the rotation (A, B, C, D, 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 out under the aim line, write the change you are making on the log.

Print and prep

- ☐ One student copy of each form in a sheet protector lasts the year; the student reads from it and writes nothing.
- ☐ The teacher copy is the one you mark on; the student copy stays clean.
- ☐ 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 looseleaf 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 scores. The sample goal used here invents the

Equivalent forms, and why it matters

The four forms are cut from one shuffle of the 21 numerals, so none number appears and 13 of the 21

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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, A...). Never the same form two weeks running. Every form is ten items, untimed.
- 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 whether the misses are teens, -ty numbers, or both.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, 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

- ☐ One student copy of each form in a sheet protector lasts the year; the student reads from it and writes nothing.
- ☐ The teacher copy is the one you mark on; the student copy stays clean.
- ☐ 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

The four forms are cut from one shuffle of the 21 numerals, so every number appears and 19 of the 21 appear twice across the set. Four is the ceiling at ten items a form, and the build refuses to make a fifth rather than print a short one. 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.

Goal, baseline, directions and benchmarks for one skill. Untimed; score is numbers named correctly out of 10.

Ten numerals from 0 to 20 in random order on each form. The four forms are cut from one shuffle of all 21 numbers, so every number appears across the set and 19 of the 21 appear twice.

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

By [annual review date], when shown a page of 10 numerals between 0 and 20 in random order, [Student] will name [9 of 10] numerals correctly on [3] consecutive weekly probes, as measured by teacher-recorded number identification 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: NUMBER ID, FORMS A–D, PAGE 5–8)

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: "Tell me the name of each number. Go across the row."
- ☐ Correct: the number name within about 3 seconds. Teen and -ty confusions ("thirteen" for 30) are errors and worth a note.
- ☐ Untimed. Score all ten.
- ☐ If the student cannot name numbers past 10, write the goal for 0–10 and score only those items until the criterion is met.

Scoring rules for this student (accepted answers, reversals, supports allowed)

.....

.....

.....

What the errors say to reteach (carry over from the log)

.....

.....

.....

Point to each number. Say its name. · Untimed.

NAME

DATE

FORM

A untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when shown a page of 10 numerals between 0 and 20 in random order, [Student] will name [9 of 10] numerals correctly on [3] consecutive weekly probes, as measured by teacher-recorded number identification probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

20

6

12

5

11

16

17

0

4

1

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Numbers named correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Point to each number. Say its name. · Untimed.

NAME

DATE

FORM

B untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when shown a page of 10 numerals between 0 and 20 in random order, [Student] will name [9 of 10] numerals correctly on [3] consecutive weekly probes, as measured by teacher-recorded number identification probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

3

9

2

19

15

8

13

7

14

18

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Numbers named correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Number Identification 0–20 — Data Log and Graph

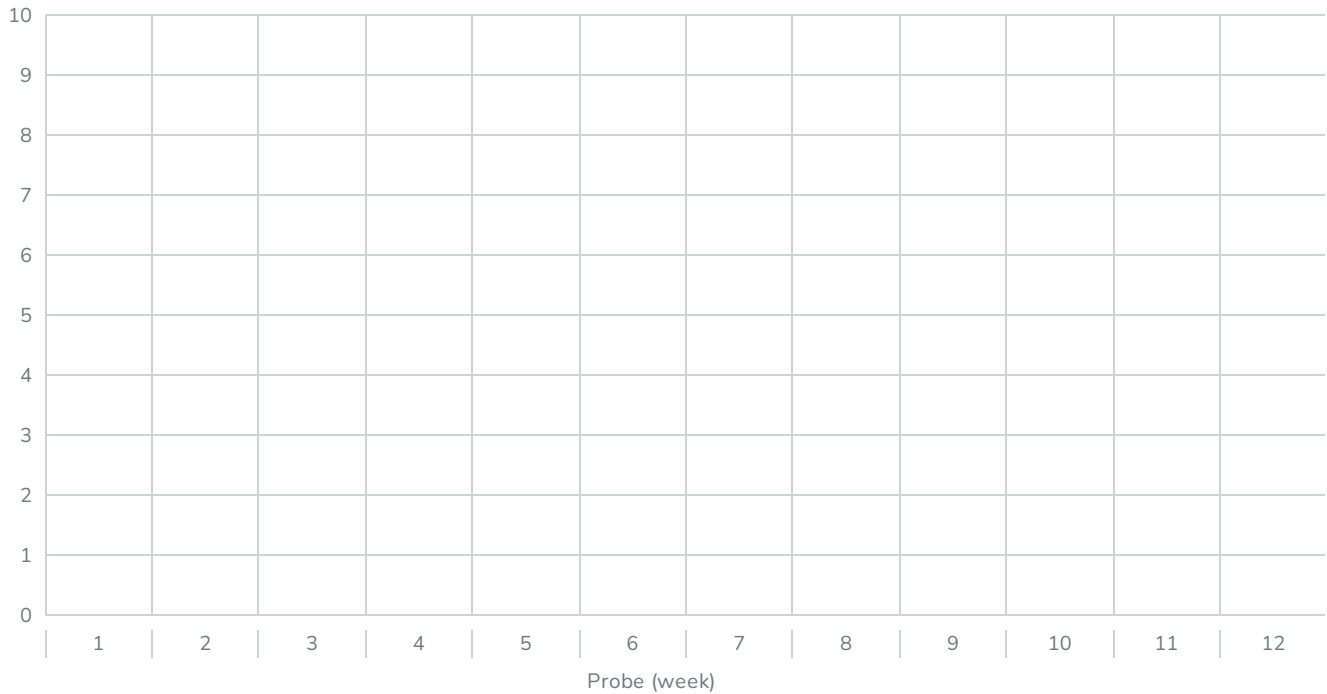
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 RETEACHING)

Number Identification 0–20 — 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)

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

The goal, as written for Rosa, kindergarten (invented)

By May 20, when shown a page of 10 numerals between 0 and 20 in random order, Rosa will name 9 of 10 numerals correctly on 3 consecutive weekly probes, as measured by teacher-recorded number identification probes (forms A–D).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	5	5	5	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	5	5	5	baseline (median of 5, 4, 5 = 5)
4	9/17	D	5	5	5	0–10 all correct; every miss is a teen
5	9/24	A	6	4	6	teens again
6	10/1	B	5	5	5	3 under aim line: teens only for two weeks, ten-frames and the numeral together
7	10/8	C	7	3	7	–
8	10/15	D	8	2	8	–
9	10/22	A	8	2	8	13 and 15 still swapped
10	10/29	B	9	1	9	–
11	11/5	C	9	1	9	criterion met, 1 of 3
12	11/12	D	9	1	9	criterion met, 2 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 5, 4, 5, so 5. Not the average, not the best.
- ☐ The aim line runs from 5 in week 1 to 9 at the goal date. Probes 4, 5 and 6 (5, 6, 5) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ “Every miss is a teen” is the whole finding. A score of 5 of 10 would have looked like a student who knows half her numbers; the note says she knows 0 to 10 cold and none of the teens, which is two weeks of work, not a year of it.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 9 or better and the goal is met. The next goal is missing numbers to 30, or addition within 10.

The progress report sentence this log produces

“On weekly number identification probes (10 numerals from 0 to 20, untimed), Rosa named 5 of 10 correctly at baseline in September and 9 of 10 on each of the two most recent probes in November. Errors at baseline were entirely in the teens. Progress is sufficient to meet the goal of 9 of 10 on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.