

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 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 fit. Nothing has to be built or found.

- Baseline.** Give Forms A and B on three different days. The middle score of the three is the baseline; write it on the goal page.
- Write the goal** on 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.
- Probe once a week** with the forms in rotation [A, B, C, D, E, A,]. Never the same form two weeks running. Every form is ten items, unlimited.
- Log and plot on the graph.** Three dots in a row under the aim line: 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.** Log over it: give the progress report its numbers: baseline, the last two scores, and what the errors keep landing on.

The weekly routine, about five minutes

- ☐ Monday: put the next form in the rotation [A, B, C, D, E, A,].
- ☐ Any day: give the probe one or one, unlimited ten items takes a few minutes.
- ☐ Same day: score the log, 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.

What this probe is not

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented circles in brackets; your team sets the real items from

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 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 cascadeo page is one grid for every student on this goal; print it once a month.

Equivalent forms, and why it matters

Every form has ten items drawn the same way, with no item repeated inside a form and no two forms alike. Forms are drawn independently, so an item

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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, E, F, 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 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.

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- ☐ 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, with no item repeated inside a form and no two forms alike. Forms are drawn independently, so an item can recur across the set — on a fact probe that is the point, because the facts themselves are the fixed set being learned. 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.

Odd and Even — Goal and Directions

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

Ten numbers from 1 to 99 per form, each with odd and even to choose between. Numbers above 20 are in the set at their natural rate, because a student who has learned the single digits by heart is caught by the two-digit ones.

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

By [annual review date], when given 10 numbers between 1 and 99, [Student] will identify [9 of 10] correctly as odd or even on [3] consecutive weekly probes, as measured by teacher-scored number 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: ODD AND EVEN, FORMS A–F, PAGE 5–10)

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: “Circle odd or even for each number.” Do the first one together if the format is new.
- ☐ Correct: the right word circled. Circling both, or neither, is an error.
- ☐ Note whether the misses are all two-digit numbers. A student who knows 1 to 9 by heart and guesses above that is not using the ones digit yet, which is the whole rule.
- ☐ 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)

.....

.....

.....

Circle odd or even for each number. · Untimed.

NAME

DATE

FORM

A untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 numbers between 1 and 99, [Student] will identify [9 of 10] correctly as odd or even on [3] consecutive weekly probes, as measured by teacher-scored number probes.

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

34

odd

even

86

odd

even

56

odd

even

5

odd

even

68

odd

even

61

odd

even

92

odd

even

62

odd

even

48

odd

even

57

odd

even

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

1

2

3

4

5

6

7

8

9

10

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

Correct _____ / 10

Circle odd or even for each number. · Untimed.

NAME

DATE

FORM

B untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 numbers between 1 and 99, [Student] will identify [9 of 10] correctly as odd or even on [3] consecutive weekly probes, as measured by teacher-scored number probes.

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

51

odd

even

69

odd

even

99

odd

even

28

odd

even

16

odd

even

79

odd

even

59

odd

even

89

odd

even

34

odd

even

85

odd

even

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

1

2

3

4

5

6

7

8

9

10

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

Correct _____ / 10

Odd and Even — Data Log and Graph

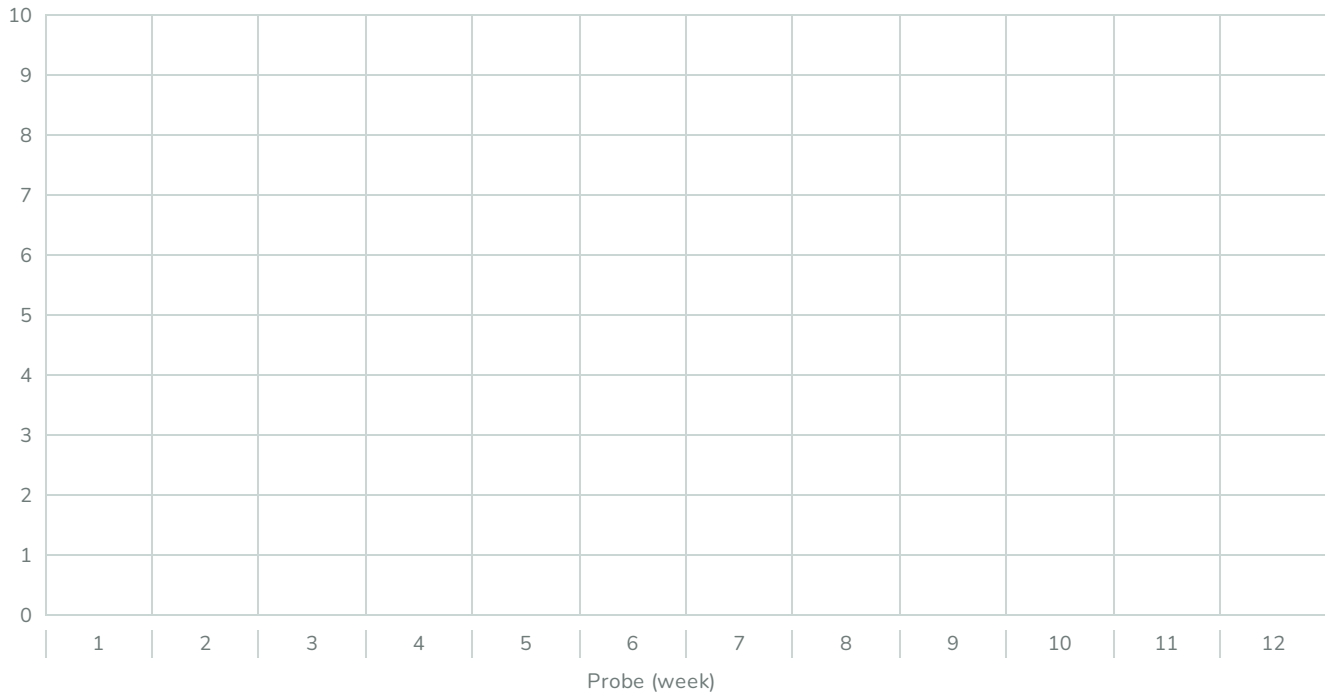
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Odd and Even — 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)

Pia is invented. Twelve weekly probes on odd and even, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Pia, second grade (invented)

By May 20, when given 10 numbers between 1 and 99, Pia will identify 9 of 10 correctly as odd or even on 3 consecutive weekly probes, as measured by teacher-scored number probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	5	5	5	baseline
2	9/9	B	6	4	6	baseline
3	9/10	C	5	5	5	baseline (median of 5, 6, 5 = 5)
4	9/17	D	6	4	6	1 to 9 perfect, everything above 20 a guess
5	9/24	E	6	4	6	same pattern
6	10/1	F	5	5	5	3 under aim line: taught looking only at the ones digit
7	10/8	A	7	3	7	–
8	10/15	B	8	2	8	–
9	10/22	C	8	2	8	errors narrowing to one pattern
10	10/29	D	8	2	8	–
11	11/5	E	9	1	9	criterion met, 1 of 3
12	11/12	F	9	1	9	criterion met, 2 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 5, 6, 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 (6, 6, 5) 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: “1 to 9 perfect, everything above 20 a guess” 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 9 or better and the goal is met.

The progress report sentence this log produces

“On weekly odd and even probes (10 items, untimed), Pia scored 5 of 10 at baseline in September and 9 of 10 on each of the two most recent probes in November. 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.