

PARALLEL STRUCTURE: CHOOSE THE CORRECT SENTENCE

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

Parallel Structure: Choose the Correct Sentence – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed, score is parallel structure items correct out of 10.

Ten sentence-sets per form, each three fixed sentences labeled A, B and C where exactly one uses correct parallel structure in a list or compound construction. The student writes only the letter, never a rewrite, so a missed item names the specific break to reteach. Sixty sentence-sets across the six forms, ten per form, none repeated, covering mixed gerund/infinitive lists, mixed verb tense, mismatched adjective lists, and correlative conjunctions.

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

By [annual review date], when given 10 sets of three sentences with one lettered choice using correct parallel structure, [Student] will write the letter of the correct sentence for 8 of 10 sets on 3 consecutive weekly probes, as measured by teacher-scored parallel structure 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: PARALLEL STRUCTURE SENTENCE SELECTION, FORMS A-F, PAGE 8-13) _____

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 BASILINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

☐ Say "Read sentences A, B and C. Only one is written correctly. Write A, B or C."

☐ Correct: the letter of the one sentence with matching grammatical structure across its list or compound construction, never a rewrite of one of the other two.

☐ Sixty sentence-sets across the six forms, ten per form, none repeated, so a missed item names the specific break (mixed verb forms, mismatched adjectives, an uneven correlative pair) to reteach, not just a lower score.

☐ Untimed. Let the student finish all ten.

Parallel Structure: Form A

My name: _____ Date: _____

Read sentences A, B and C. Write the letter of the one that sounds right.

READ SENTENCES A, B AND C. ONLY ONE USES CORRECT PARALLEL STRUCTURE. WRITE ITS LETTER

- A. This week, the debate team is researching, outlining, and to rehearse their arguments.
B. This week, the debate team is researching, outlining, and rehearsing their arguments.
C. This week, the debate team is researching, outlining, and rehearse their arguments.
- A. The choir director not only selected the songs but also to arrange the harmonies.
B. The choir director not only selected the songs but also arranged the harmonies.
C. The choir director not only selected the songs but also a new set of harmonies.
- A. Along the trail, the hikers enjoyed climbing, resting, and to photograph the view.
B. Along the trail, the hikers enjoyed climbing, resting, and photographing the view.
C. Along the trail, the hikers enjoyed climbing, resting, and photograph the view.
- A. On Tuesdays, the recycling crew spends an hour sorting, crushing, and to load the bins.
B. On Tuesdays, the recycling crew spends an hour sorting, crushing, and load the bins.
C. On Tuesdays, the recycling crew spends an hour sorting, crushing, and loading the bins.
- A. The newspaper staff not only wrote the articles but also to edit the photos.
B. The newspaper staff not only wrote the articles but also a full photo edit.
C. The newspaper staff not only wrote the articles but also edited the photos.
- A. The librarian shelved the returns and organized the new arrivals.
B. The librarian shelved the returns and organizes the new arrivals.
C. The librarian shelved the returns and will organize the new arrivals.
- A. The puzzle was tricky, detailed, and a challenge.
B. The puzzle was tricky, detailed, and taking all afternoon.
C. The puzzle was tricky, detailed, and satisfying.
- A. The recycling team not only collected the bins but also to sort the glass.
B. The recycling team not only collected the bins but also sort the glass.

Parallel Structure: Choose the Correct Sentence – 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

WEEK	1	2	3	4	5	6	7	8	9	10	11	12

Probe (weekly)

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

Parallel Structure: Choose the Correct Sentence – 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	BASILINE	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. Take that trend, 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)

Marcus is invented. Twelve weekly probes on parallel structure sentence selection, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Marcus, seventh grade (invented)

By May 20, when given 10 sets of three sentences with one lettered choice using correct parallel structure, Marcus will write the letter of the correct sentence for 8 of 10 sets on 3 consecutive weekly probes, as measured by teacher-scored parallel structure probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRADED	NOTES
1	9/1	A	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	correctly chose the sentences built around mixed gerund/infinitive and mixed verb tense breaks but missed the sentence with testing mismatched adjective lists and correlative conjunctions
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line pre-taught the adjective-list and correlative-conjunction patterns with a quick matching activity before returning to the probe
7	10/8	A	5	5	5	—
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: 2, 3, 3, so 3. Not the average, not the best.

☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 2, 3) set 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: "correctly chose the sentences built around mixed gerund/infinitive and mixed verb tense breaks but missed the sentence-sets testing mismatched adjective lists and correlative conjunctions" is what set 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

By May 20, when given 10 sets of three sentences with one lettered choice using correct parallel structure, Marcus will write the letter of the correct sentence for 8 of 10 sets on 3 consecutive weekly probes, as measured by teacher-scored parallel structure probes (forms A-F).

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 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 probes.
- 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).
- 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 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 completed 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, 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

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.

Parallel Structure: Correct Sentence — Goal and Directions

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

Ten sentence-sets per form, three fixed sentences labeled A, B and C where exactly one uses correct parallel structure. The student writes only the letter, never a rewrite, so a missed item names the specific break to reteach. Sixty sentence-sets across the six forms, none repeated.

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

By [annual review date], when given 10 three-sentence sets, [Student] will write the letter of the one with correct parallel structure for [8 of 10] sets on [3] consecutive weekly 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: PARALLEL STRUCTURE SENTENCE SELECTION, FORMS A–F, PAGE 6–11)

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read A, B and C. Only one is written correctly. Write its letter."
- ☐ Correct: the letter of the sentence with matching grammatical structure throughout, never a rewrite of one of the other two.
- ☐ Sixty sentence-sets, none repeated, so a missed item names the specific break (verb form, adjective list, correlative pair) to reteach.
- ☐ 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: _____



Read sentences A, B and C. Write the letter of the one that sounds right.

READ SENTENCES A, B AND C · ONLY ONE USES CORRECT PARALLEL STRUCTURE · WRITE ITS LETTER

1. A. This week, the debate team is researching, outlining, and to rehearse their arguments.
 B. This week, the debate team is researching, outlining, and rehearsing their arguments.
 C. This week, the debate team is researching, outlining, and rehearse their arguments.

☐

2. A. The choir director not only selected the songs but also to arrange the harmonies.
 B. The choir director not only selected the songs but also arranged the harmonies.
 C. The choir director not only selected the songs but also a new set of harmonies.

☐

3. A. Along the trail, the hikers enjoyed climbing, resting, and to photograph the view.
 B. Along the trail, the hikers enjoyed climbing, resting, and photographing the view.
 C. Along the trail, the hikers enjoyed climbing, resting, and photograph the view.

☐

4. A. On Tuesdays, the recycling crew spends an hour sorting, crushing, and to load the bins.
 B. On Tuesdays, the recycling crew spends an hour sorting, crushing, and load the bins.
 C. On Tuesdays, the recycling crew spends an hour sorting, crushing, and loading the bins.

☐

5. A. The newspaper staff not only wrote the articles but also to edit the photos.
 B. The newspaper staff not only wrote the articles but also a full photo edit.
 C. The newspaper staff not only wrote the articles but also edited the photos.

☐

6. A. The librarian shelved the returns and organized the new arrivals.
 B. The librarian shelved the returns and organizes the new arrivals.
 C. The librarian shelved the returns and will organize the new arrivals.

☐

7. A. The puzzle was tricky, detailed, and a challenge.
 B. The puzzle was tricky, detailed, and taking all afternoon.
 C. The puzzle was tricky, detailed, and satisfying.

☐

8. A. The recycling team not only collected the bins but also sorted the glass.
 B. The recycling team not only collected the bins but also to sort the glass.
 C. The recycling team not only collected the bins but also a careful glass sort.

☐

9. A. The lecture was long, detailed, and a lifesaver.
 B. The lecture was long, detailed, and running past the bell.
 C. The lecture was long, detailed, and informative.

☐

10. A. The committee finished the day reviewing, revising, and approving the budget.
 B. The committee finished the day reviewing, revising, and to approve the budget.
 C. The committee finished the day reviewing, revising, and approve the budget.

☐

My name: _____

Date: _____



Read sentences A, B and C. Write the letter of the one that sounds right.

READ SENTENCES A, B AND C · ONLY ONE USES CORRECT PARALLEL STRUCTURE · WRITE ITS LETTER

1. A. The storm was sudden, loud, and frightening.
B. The storm was sudden, loud, and a disaster.
C. The storm was sudden, loud, and knocking out the power.

☐

2. A. The recipe was quick, simple, and a treat.
B. The recipe was quick, simple, and delicious.
C. The recipe was quick, simple, and saving us time.

☐

3. A. The committee not only reviewed the budget but also to approve the trip.
B. The committee not only reviewed the budget but also approved the trip.
C. The committee not only reviewed the budget but also a quick approval.

☐

4. A. The volunteer not only sorted the donations but also labeled the boxes.
B. The volunteer not only sorted the donations but also to label the boxes.
C. The volunteer not only sorted the donations but also a neat label system.

☐

5. A. The janitor swept the gym and locks the doors.
B. The janitor swept the gym and will lock the doors.
C. The janitor swept the gym and locked the doors.

☐

6. A. Each spring, the gardener enjoys planting, watering, and weeding the beds.
B. Each spring, the gardener enjoys planting, watering, and to weed the beds.
C. Each spring, the gardener enjoys planting, watering, and weed the beds.

☐

7. A. The scout troop not only pitched the tents but also to build the fire.
B. The scout troop not only pitched the tents but also a roaring fire.
C. The scout troop not only pitched the tents but also built the fire.

☐

8. A. The costume was colorful, creative, and a hit.
B. The costume was colorful, creative, and comfortable.
C. The costume was colorful, creative, and stealing the show.

☐

9. A. The coach reviewed the footage and explains the new play.
B. The coach reviewed the footage and explained the new play.
C. The coach reviewed the footage and will explain the new play.

☐

10. A. The vet examined the puppy and recorded its weight.
B. The vet examined the puppy and records its weight.
C. The vet examined the puppy and will record its weight.

☐

Parallel Structure: Correct Sentence — 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)

Marcus is invented. Twelve weekly probes on parallel structure sentence selection, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Marcus, seventh grade (invented)

By May 20, when given 10 three-sentence sets, Marcus will write the letter of the one with correct parallel structure for 8 of 10 sets on 3 consecutive weekly probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	chose the gerund/infinitive and verb-tense sets correctly but missed mismatched-adjective and correlative sets
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: pre-taught the adjective-list and correlative-conjunction patterns with a quick matching activity
7	10/8	A	5	5	5	–
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How to read the log

- ☐ Baseline was the median of three forms on three days: 2, 3, 3, so 3. Not the average, not the best.
- ☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 2, 3) 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: “chose the gerund/infinitive and verb-tense sets correctly but missed mismatched-adjective and correlative sets” 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 parallel structure sentence selection probes (10 items, untimed), Marcus scored 3 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.