

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: all words in the probe's own words; its 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 scores 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 log.** 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: plot 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 probes.
- ☐ 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 forms 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 cascade page is one grid for every student on this goal; print it once a month.

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

Figurative Language: Personification and Hyperbole — Goal and Directions

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

Ten sentences per form: five give something non-human a human action or feeling (personification), five use an obvious, already-printed exaggeration (hyperbole). The student writes only the one word that makes the sentence figurative, so the score points at one device at a time.

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

By [annual review date], when given 10 sentences each containing personification or hyperbole, [Student] will write the one figurative word for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored figurative language 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: PERSONIFICATION AND HYPERBOLE, 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: “Read each sentence. Write the one word that makes it personification or hyperbole.”
- ☐ Correct: the exact word the sentence uses, spelled the way it appears in the sentence.
- ☐ Five personification and five hyperbole items every form, so a missed item names which device 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 each sentence. Write the key word in the box.

READ THE SENTENCE · WRITE THE KEY WORD IN THE BOX

1. The line for the water slide seemed to stretch on into infinity by noon.

2. The wind howled outside the classroom window all through the storm.

3. The volcano grumbled quietly beneath the sleeping village for years.

4. The crowd at the game must have cheered a billion times by halftime.

5. The old clock groaned every hour on the hour in the school hallway.

6. The heavy door groaned open before the first bell of the day.

7. The new backpack has been dropped on that same step a thousand times.

8. The old computer groaned as it tried to load the slow website.

9. My little sister has asked me the same question a million times today.

10. The line for the water fountain seemed to stretch on forever after recess.

My name: _____

Date: _____



Read each sentence. Write the key word in the box.

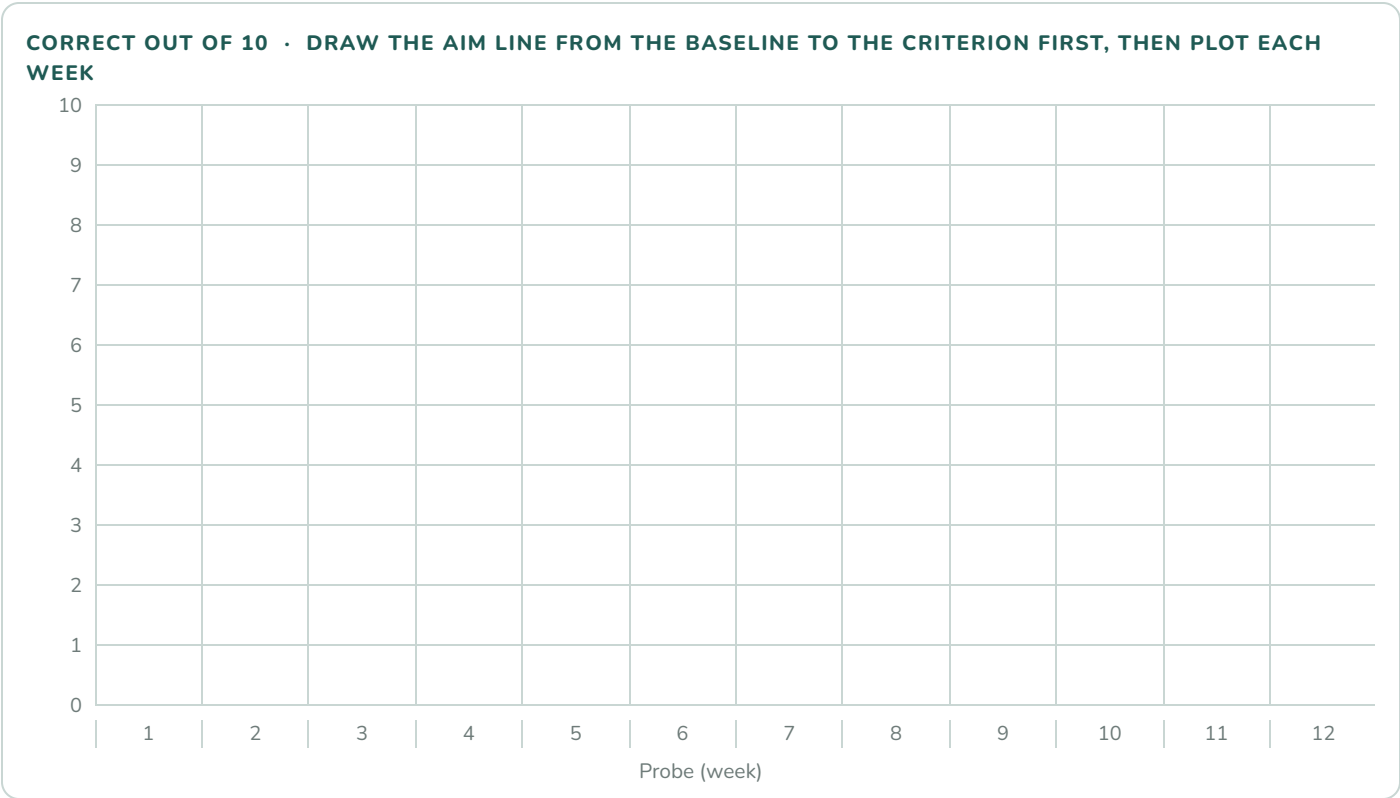
READ THE SENTENCE · WRITE THE KEY WORD IN THE BOX

1. The clock on the wall yawned through the long afternoon lesson.
2. My sister has rewound that same song a thousand times this week.
3. The wind whispered through the tall grass behind the playground.
4. My little brother has asked for a snack a billion times this afternoon.
5. My little sister said her chores would take her into infinity to finish.
6. The volcano groaned and shook the ground before the ash began to fall.
7. The classroom computer complained with a beep before it finally woke up.
8. Waiting for the bell to ring on the last day of school took forever.
9. The coach said we ran that same play a million times during practice.
10. The front door complained with a long squeak every winter morning.

Figurative Language: Personification and Hyperbole — 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)

Figurative Language: Personification and Hyperbole — 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)

Dante is invented. Twelve weekly probes on personification and hyperbole, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Dante, fourth grade (invented)

By May 20, when given 10 sentences each containing personification or hyperbole, Dante will write the one figurative word for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored figurative language 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	named three of the five personification nouns right, but missed the other two and every hyperbole word
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: pre-taught the hyperbole words with a quick sort 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) 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: “named three of the five personification nouns right, but missed the other two and every hyperbole word” 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 personification and hyperbole probes (10 items, untimed), Dante 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.