

POINTS, LINES & ANGLES

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

POINTS, LINES, RAYS & ANGLES Points, Lines, Rays, and Angles – Goal and Directions

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

Ten drawn figures per form — two each of a point, a line, a line segment, a ray, and an angle — and the student writes which of five words fits point, line, segment, ray, or angle. A line has an arrowhead on both ends because it goes on forever both ways; a segment has a dot at each of its two real endpoints and no arrows; a ray has one dot and one arrowhead. Every figure is labeled with letters, the way a textbook figure is.

Sample goal — Invented; edit every bracket to fit the student.
By [period/review date], when shown 10 drawn geometric figures, [Student] will name each one as a point, line, segment, ray, or angle for [8 of 10] items on [2] consecutive weekly probes, as measured by teacher-scored figure 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: NAMING POINTS, LINES, LINE SEGMENTS, RAYS, AND ANGLES, 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	MEET

My name: _____ Date: _____

Look at the figure. Write point, line, segment, ray, or angle.

1		
2		
3		
4		
5		
6		

POINTS, LINES, RAYS & ANGLES Points, Lines, Rays, and Angles – 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
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

Probe (week)

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

POINTS, LINES, RAYS & ANGLES Points, Lines, Rays, and Angles – 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 _____ **What it is for** _____

EXAMPLE A Filled-In Data Log (Invented Student)

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

The goal, as written for Diego, third grade (invented)
By May 20, when shown 10 drawn geometric figures, Diego will name each one as a point, line, segment, ray, or angle for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored figure identification probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	5	5	5	baseline (median of 4, 4, 5 = 4)
4	9/17	D	4	6	4	named every point and ray correctly but called every line segment a 'line' and every line a 'ray'
5	9/24	E	3	7	3	same pattern
6	10/1	F	4	6	4	3 under aim line: sorted a set of labeled figure cards into five piles (point, line, segment, ray, angle) for five minutes before each probe, checking each card for arrows, dots, or a bend before placing it
7	10/8	A	6	4	6	—
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: 4, 4, 5, so 4. Not the average, not the best.

☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 3, 4) sat under it three in a row, so

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 conditions, 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.

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.

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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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- ☐ Any day: give the probe one-to-one, untimed; ten items takes a few minutes.
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- ☐ 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.

Points, Lines, Rays, and Angles — Goal and Directions

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Ten drawn figures per form — two each of a point, a line, a line segment, a ray, and an angle — and the student writes which of five words fits: point, line, segment, ray, or angle. A line has an arrowhead on both ends because it goes on forever both ways; a segment has a dot at each of its two real endpoints and no arrows; a ray has one dot and one arrowhead. Every figure is labeled with letters, the way a textbook figure is.

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

By [annual review date], when shown 10 drawn geometric figures, [Student] will name each one as a point, line, segment, ray, or angle for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored figure 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: NAMING POINTS, LINES, LINE SEGMENTS, RAYS, AND ANGLES, 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: “Look at the figure. Write one word: point, line, segment, ray, or angle.”
- ☐ Correct: the one word that names the figure shown — point, line, segment, ray, or angle.
- ☐ A line has arrows both ends; a segment has a dot each end and no arrows; a ray has one of each.
- ☐ 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: _____



Look at the figure. Write point, line, segment, ray, or angle.

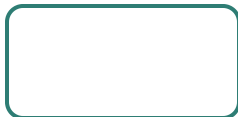
1



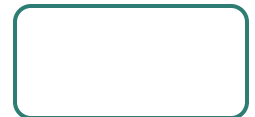
2



3



4



5



6



7



8



9



10



My name: _____

Date: _____



Look at the figure. Write point, line, segment, ray, or angle.

1



2



3



4



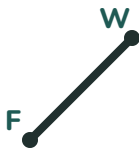
5



6



7



8



9



10



Points, Lines, Rays, and Angles — Data Log and Graph

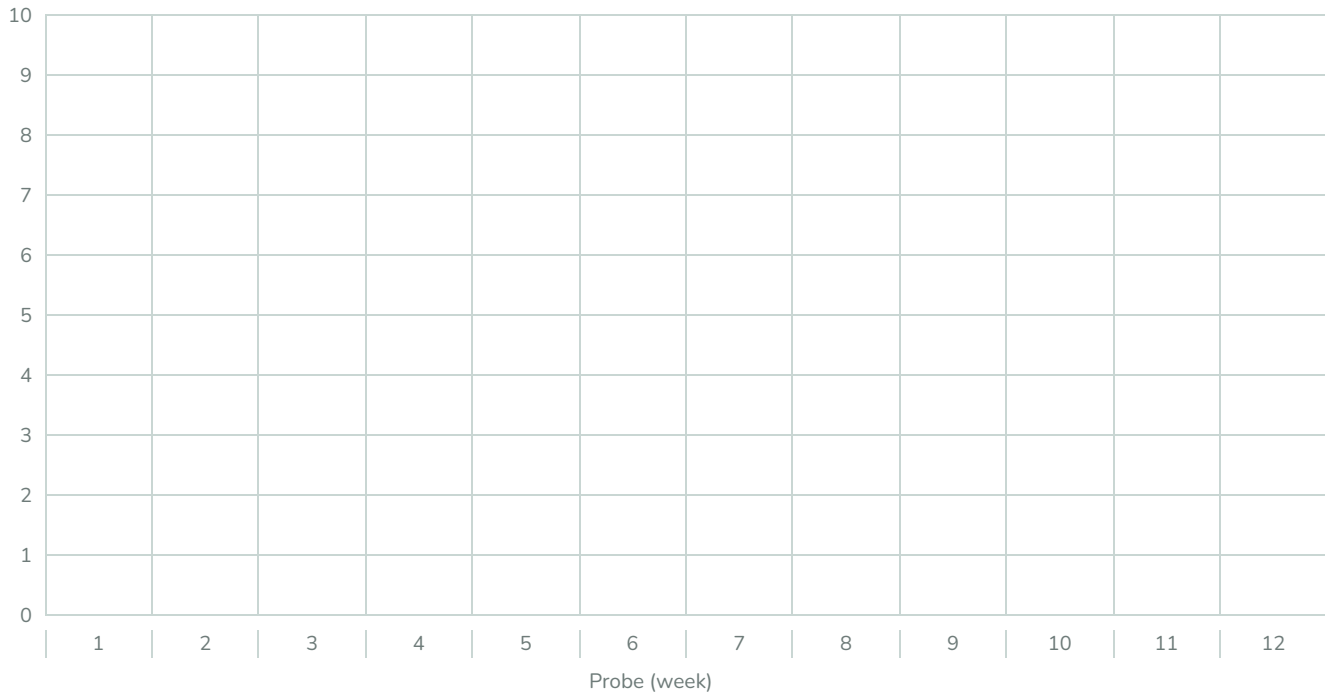
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STUDENT

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 RETEACHED)

TEACHER / CASE MANAGER

MARKING PERIOD

How to fill it

- ## What it is for

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EXAMPLE

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- ☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 3, 4) 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 every point and ray correctly but called every line segment a 'line' and every line a 'ray'” 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 figure identification probes (10 items, untimed), Diego scored 4 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.