

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 point to count it. 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 created.

- 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 criterion, the number of probes.
- Probe once a week** with the forms in rotation (A, B, C, D, E, F, A...J). Never the same form two weeks running. Every 10 days aim terms, 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 data.
- Decide from the graph.** Three days 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...J).
- ☐ 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 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 them, 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 the most point it uses; a second

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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. 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.

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

Ten sentences per form, each with one blank where a possessive pronoun belongs. A cue already in the sentence -- I/you/we, a named person, an animal or object, or a group -- fixes exactly one correct word: my, your, our, his, her, its, or their. Only the determiner form used before a noun is tested, never the standalone form (mine, yours, ours, theirs).

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

By [annual review date], when given 10 sentences each with one blank for a possessive pronoun, [Student] will write the correct possessive pronoun for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored possessive pronoun 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: POSSESSIVE PRONOUN CASE, 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 the sentence. Write the possessive pronoun that belongs in the blank."
- ☐ Correct: the exact word — my, your, our, his, her, its, or their.
- ☐ Same ten sentence kinds every form, so a missed item names which cue the student is not yet using.
- ☐ 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 the sentence. Write the possessive pronoun in the box.

READ THE CUE · WRITE THE CORRECT POSSESSIVE PRONOUN IN THE BOX

1. During free time, Luz lost _____ umbrella.

2. The parrot shook _____ tail after the rain stopped.

3. Omar grabbed _____ backpack before the assembly.

4. We organized _____ recycling bins this morning.

5. Did you pack _____ lunch box during the drill?

6. Ella found _____ folder this morning.

7. I forgot _____ backpack before recess.

8. Before recess, Theo packed _____ water bottle.

9. The bikers shared _____ trophies after the trip.

10. The printer flashed _____ battery before it powered down.

My name: _____ Date: _____



Read the sentence. Write the possessive pronoun in the box.

READ THE CUE · WRITE THE CORRECT POSSESSIVE PRONOUN IN THE BOX

1. We organized _____ recycling bins before the bell rang.

2. During assembly, Farah lost _____ folder.

3. Did you pack _____ jacket before practice?

4. The robot flashed _____ screen before it powered down.

5. Omar grabbed _____ name tag before the bell rang.

6. Farah found _____ folder during the drill.

7. I forgot _____ library book on the bus.

8. The rabbit shook _____ fur after the rain stopped.

9. After the trip, Noah packed _____ backpack.

10. The swimmers shared _____ gear after the trip.

Possessive Pronoun Case — Data Log and Graph

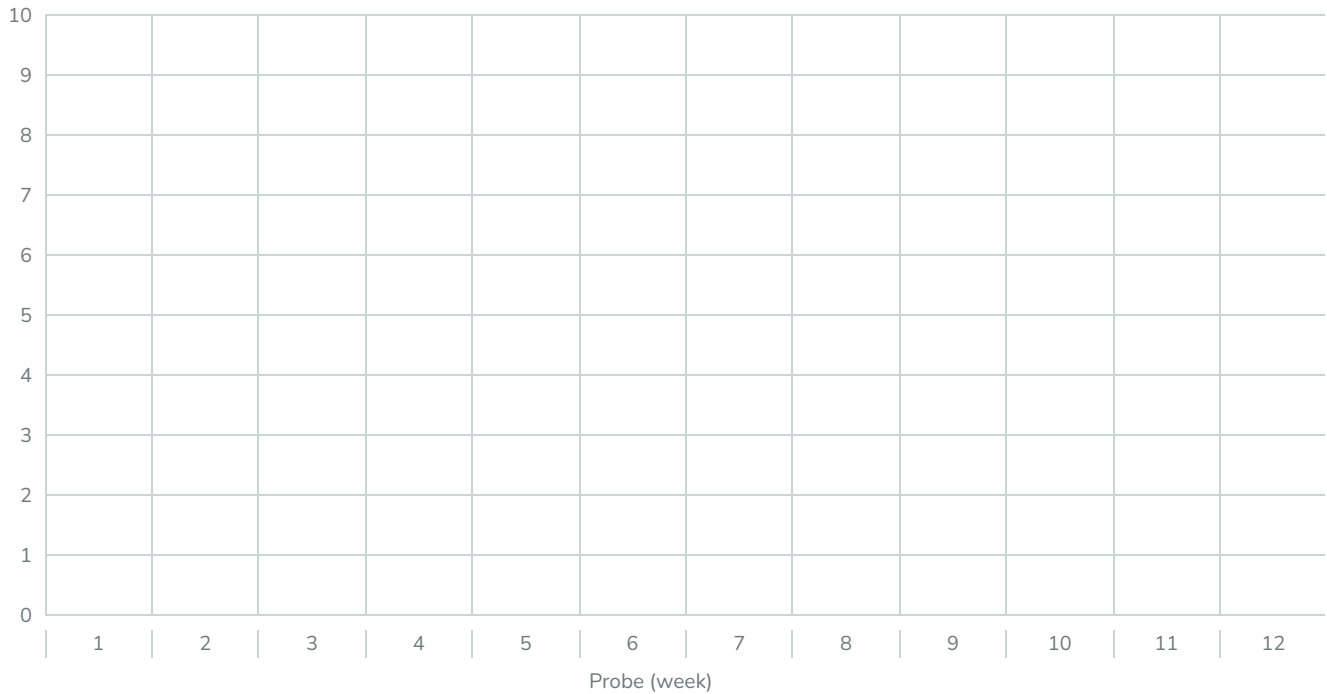
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 RETEACHED)

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)

Luz is invented. Twelve weekly probes on possessive pronoun case, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Luz, third grade (invented)

By May 20, when given 10 sentences each with one blank for a possessive pronoun, Luz will write the correct possessive pronoun for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored possessive pronoun 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	most often confused 'its' and 'her' on sentences about an animal or a machine, and was less consistent on the rest than the baseline suggested
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted picture cards by its vs. his vs. her before writing, for a week
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: “most often confused 'its' and 'her' on sentences about an animal or a machine, and was less consistent on the rest than the baseline suggested” 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 possessive pronoun case probes (10 items, untimed), Luz 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.