

Present Progressive (-ing) Verb Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

PRESENT PROGRESSIVE CARDS

REFERENCE

Present Progressive Picture Cards — Color



CUTTING THESE APART, AND SHOWING ONE

Print on cardstock and cut along the dashed lines: 15 pieces, one straight cut per row and one per column. Drawn to hold their shape in full color and stay readable at 1 inch. Hold up one card, or show it on a tablet, and ask what is happening; the target under the picture is what this file scores as correct, not just the bare verb. No prompting or cueing script is included here — that call belongs to the clinician. The same 15 pictures in the ink-saver black-and-white set are on page 8.

FOR THE ADULT: THE ONE PLURAL CARD, AND 7 NAMING RISKS

hug is the only plural picture in the deck (two figures) and takes "are"; the other 14 pictures show one figure and take "is." This file does not state a rule for choosing between them — each card simply prints the phrase that matches its own picture.

- **sleep** — may be named "bed" instead of the verb.
- **cook** — may be named "chef" instead of the verb.
- **sing** — may be named "microphone" instead of the verb.
- **write** — may be named "pencil or pen" instead of the verb.
- **ride** — may be named "bike" instead of the verb.
- **sit** — may be named "yoga or criss-cross" instead of the verb.
- **wave** — may be named "hi or bye" instead of the verb.

TRACK

Verb Probe Forms A, B and C

PRESENT PROGRESSIVE CARDS

an exact portion of the 15-verb bank — Forms A, B and C together are the whole bank repeated inside a form. Every verb is scored again on the full-deck form, page 11.

DATE

FORM GIVEN (A, B OR C)

RE the picture on this form, and ask what is happening. Mark + if the child produces the auxiliary AND the "-ing" ending — the way your own scoring rule counts as correct; - and = for the verb named correctly with the auxiliary and/or the ending missing or pictures with a plausible alternate name). What counts as which is this clinician's every session.



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Before you begin

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Picture Cards —
Color
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THE TARGET IS THE WHOLE PHRASE

Every card scores the full “is/are ____-ing” phrase, not the bare verb — a child who names the action but drops the auxiliary or the ending has not yet produced this card’s target.

ONE PLURAL CARD IN THE DECK

14 pictures show one figure and take “is”; one (hug) shows two figures and takes “are.” Disclosed on the card page, not left for a buyer to find.

PICTURES, NOT A SCRIPT

The pictures replace the word list a child cannot yet read. They do not replace a scoring rule, a cueing decision, or a goal line — those stay the clinician’s call throughout this file.

Start Here — Three Steps

Ninety seconds of reading. The cards themselves need no setup.



1

Print or load the cards

Print the color card page (page 6) or the ink-saver page (page 8) on cardstock and cut the cards apart, or open the file on a tablet and show a card from the screen.

Read the adult box on the card page once: 7 pictures have a second name a child may say, and one card (hug) is the deck's only plural, "are" picture.



2

Show a card, mark the response

Hold up a picture and ask what is happening. The child answers in a full sentence, however they choose to say it.

Mark +, – or ≈ on a quick form (page 10) or the full-deck form (page 11) — ≈ is for the verb named correctly with the auxiliary or the ending missing.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 12) the same day.

Plot the percent on the graph (page 13); update the caseload page (page 14) on whatever schedule your team reviews data.

Send the family page (page 16) home the same week — it uses the same pictures, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in, each printed with its full present-progressive target. It works offline, with no account or subscription, and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a norm-referenced or standardized test. It carries no elicitation, cueing or modeling script; it describes how to mark and total the pictures already printed.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correctly produced target, a goal line, or a typical rate for present progressive. Every one of those is a blank you fill in from your own scoring rule and your team's judgment.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

I need a verb this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the action underway.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

A filled-in probe form, log or caseload page is a student record: initials only on anything that leaves your hands, first name only on the family page. Print the picture cards once and keep the set in an envelope with this file; the log, graph and caseload page stay in the student's data folder so the trend is the first thing anyone finds.

REFERENCE

Present Progressive Picture Cards — Color



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- **sit** — may be named “yoga or criss-cross” instead of the verb.
- **wave** — may be named “hi or bye” instead of the verb.

REFERENCE

Present Progressive Picture Cards — Ink-Saver



CUTTING THESE APART, AND SHOWING ONE

Print on cardstock and cut along the dashed lines: 15 pieces, one straight cut per row and one per column. Pure black outlines, so a photocopier spends the least ink it can. Hold up one card, or show it on a tablet, and ask what is happening; the target under the picture is what this file scores as correct, not just the bare verb. No prompting or cueing script is included here — that call belongs to the clinician. The same 15 pictures in the full-color set are on page 6.

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CHECKLIST

Quick Probe Forms A, B and C

Three forms, 5 pictures each, an exact partition of the 15-verb bank — Forms A, B and C together are the whole bank with no overlap and no verb repeated inside a form. Every verb is scored again on the full-deck form, page 11.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH PICTURE

Show the card, or point to the picture on this form, and ask what is happening. Mark + if the child produces the whole target — the auxiliary AND the “-ing” ending — the way your own scoring rule counts as correct; – for an error or no response; and ≈ for the verb named correctly with the auxiliary and/or the ending missing or wrong (see page 6 for the 7 pictures with a plausible alternate name). What counts as which is this clinician’s call, written once and reused every session.

Form A 5 pictures · untimed



is running

☐ ☐ ☐
+ - ≈


is walking

☐ ☐ ☐
+ - ≈


is swimming

☐ ☐ ☐
+ - ≈


is dancing

☐ ☐ ☐
+ - ≈


is climbing

☐ ☐ ☐
+ - ≈

SCORE (CORRECT OUT OF 5)

Form B 5 pictures · untimed



is sleeping

☐ ☐ ☐
+ - ≈


is cooking

☐ ☐ ☐
+ - ≈


is clapping

☐ ☐ ☐
+ - ≈


are hugging

☐ ☐ ☐
+ - ≈


is skiing

☐ ☐ ☐
+ - ≈

SCORE (CORRECT OUT OF 5)

Form C 5 pictures · untimed



is singing

☐ ☐ ☐
+ - ≈


is writing

☐ ☐ ☐
+ - ≈


is riding

☐ ☐ ☐
+ - ≈


is sitting

☐ ☐ ☐
+ - ≈


is waving

☐ ☐ ☐
+ - ≈

SCORE (CORRECT OUT OF 5)



CHECKLIST

Full-Deck Probe — Auxiliary and “-ing”

STUDENT

DATE

CARRIER PHRASE USED, IF ANY

#	VERB	TARGET (IS/ARE + “-ING”)	PRODUCED CORRECTLY	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	run	is running	☐ + ☐ - ☐ n	
2	walk	is walking	☐ + ☐ - ☐ n	
3	swim	is swimming	☐ + ☐ - ☐ n	
4	dance	is dancing	☐ + ☐ - ☐ n	
5	climb	is climbing	☐ + ☐ - ☐ n	
6	sleep	is sleeping	☐ + ☐ - ☐ n	
7	cook	is cooking	☐ + ☐ - ☐ n	
8	clap	is clapping	☐ + ☐ - ☐ n	
9	hug	are hugging	☐ + ☐ - ☐ n	
10	ski	is skiing	☐ + ☐ - ☐ n	
11	sing	is singing	☐ + ☐ - ☐ n	
12	write	is writing	☐ + ☐ - ☐ n	
13	ride	is riding	☐ + ☐ - ☐ n	
14	sit	is sitting	☐ + ☐ - ☐ n	
15	wave	is waving	☐ + ☐ - ☐ n	

TOTAL CORRECT (OUT OF 15)

ONE TARGET PER VERB, NO PAIRED CARDS

All 15 verbs in deck order, one line each — marked + / - / ≈ the same way as the quick forms. Unlike a today/yesterday deck, every verb here has exactly one card and one target; what changes probe to probe is only whether that target was produced in full. Total the column at the foot and carry it to the log (page 12) as correct out of 15.

TRACKER

Percent Graph

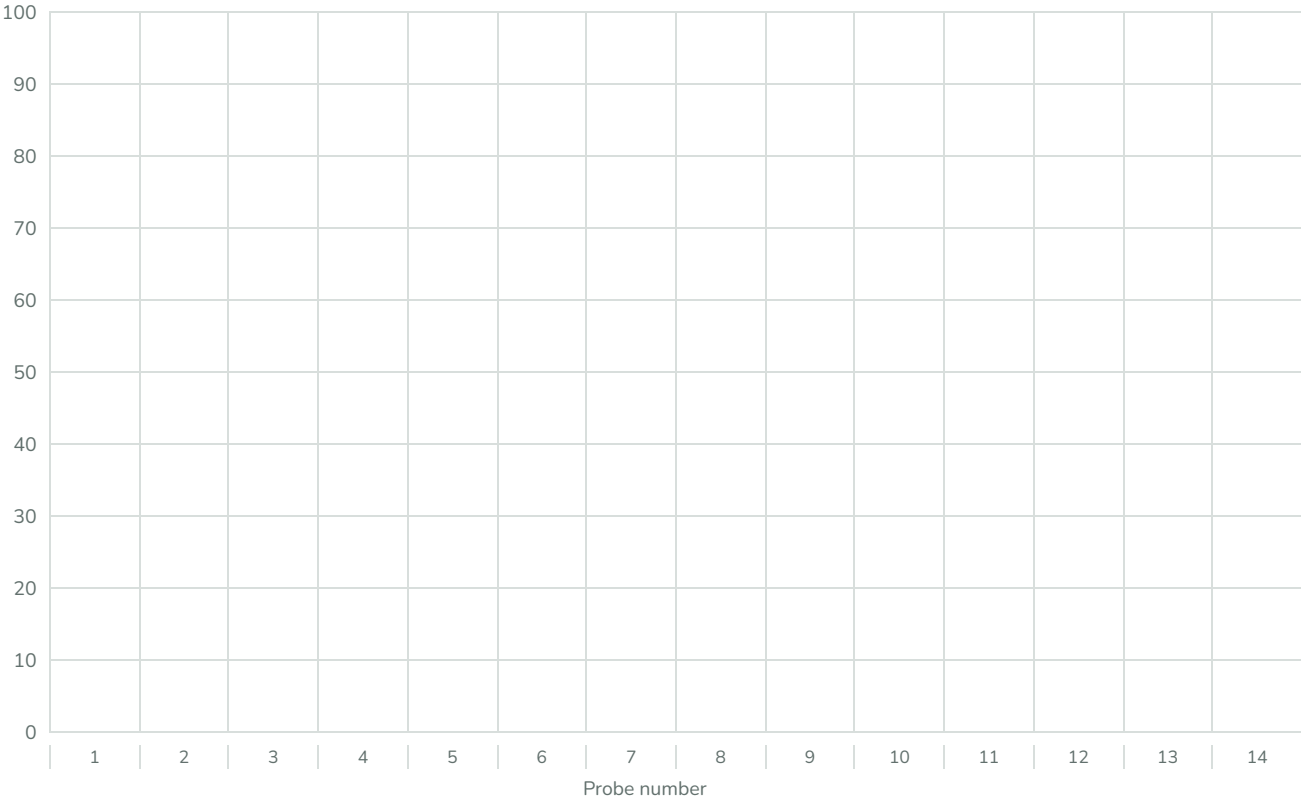
Fourteen probes across.

STUDENT

GOAL LINE (YOUR TEAM SETS IT)

FORM ROTATION

PERCENT CORRECT · PLOT ONE DOT PER PROBE, THEN DRAW THE TREND



READING THREE POINTS IN A ROW

Three probes in a row flat or moving the wrong way is a reason to look at the notes column on the log, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means for this student.

SETTING THE GOAL LINE

This page does not print a sample number or a typical rate for present progressive. Write the goal line your team agreed to (from the goal, or from the baseline on the data log, page 12) in the field above before the first probe, so every dot after it is read against the same line.

BRINGING THIS PAGE TO A MEETING

A trend line is easier to read across a table than a stack of percentages. Photocopy or screenshot this page for the annual review or a family conference; the raw rows stay on the data log, out of the meeting packet.

WHAT THE DOT DOES NOT TELL YOU

A dot is one number, correct out of pictures given; it does not say whether an error was a missing auxiliary, a missing “-ing,” or the wrong verb. That detail lives in the notes column on the log (page 12) and the verbatim column on the full-deck form (page 11).

NOTES

Practice at Home

Send home the same week these pictures are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

THIS WEEK'S PICTURES (CIRCLE THE ONES WE PRACTICED)



is running



are hugging



is sleeping



is clapping



is riding

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (WHAT IS HAPPENING?)

Point to a picture and ask what is happening. Say the whole sentence back however your child answers, for example "She is running!"

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

FULL SENTENCES WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere a whole "is/are ____-ing" sentence showed up on its own — the park, dinner, a book at bedtime.

ANYTHING TO FLAG BEFORE NEXT SESSION

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the table above.

Maya is invented, and so is every mark on this page. Eight quick probes, Forms A, B and C rotating, scored for the whole target (auxiliary and “-ing”), not the bare verb.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	1	5	20%	baseline
2	9/16	B	2	5	40%	baseline
3	9/23	C	2	5	40%	baseline
4	9/30	A	3	5	60%	said “climbing” with no auxiliary (target: is climbing), marked ≈
5	10/7	B	3	5	60%	–
6	10/14	C	4	5	80%	–
7	10/21	A	4	5	80%	–
8	10/28	B	5	5	100%	all five pictures produced with the full target

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 1, 2 and 2 of 5: baseline is the median of the three, 2 of 5, 40 percent. By session 8, Maya produced 5 of 5, 100 percent — a 60 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 5, times 100.

A LINE THIS LOG COULD WRITE

“On picture probes of present progressive production (5 pictures per form, untimed, scored for auxiliary + “-ing,” not the bare verb), Maya produced 2 of 5 pictures at baseline in September and 5 of 5 on the most recent probe in October.”

WHERE MAYA WOULD SIT ON THE CASELOAD PAGE

One row: baseline 40 percent, current 100 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 14 in one line instead of eight rows.

WHAT THIS EXAMPLE IS NOT

One invented child’s eight sessions. It does not predict how quickly any real student will move, and it sets no typical rate for present progressive — it exists only to show how the log, the table and the graph read once numbers are actually on them.

READING THE ≈ MARK ON THIS TABLE

The session-4 note shows the scoring rule at work: this invented clinician marked “climbing” with no auxiliary as an approximation, not a full error, because Maya named the right action and produced the ending, just not the whole phrase. Another team could mark the same response – instead, as long as the rule is written down once (page 6 lists the pictures a child may name another way) and is the same every session.