



What Is Inside, and Where

23 pages: three sections, a worked example and a back page. Nothing here scores a response against a published norm or sets when a referral is warranted; every one of those stays with your team.

Before you begin

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**Start Here —
Three Steps**
START HERE

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01 Set Up the Caseload

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**Code Key:
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Task-Type Codes
and Levels**
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**Present
Progressive
Caseload Roster**
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**Binder Cover and
Divider Tabs**
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02 Take the Data

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**Forming the -ing
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**Is / Are + Verb-ing
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11



**Identifying the
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**Frequency Correct
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**Paraprofessional
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03 Track, Report and Share

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**Cumulative
Accuracy Tracker**
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**Quarterly
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**A Session of Data,
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How the sections build on each other: Section 1 sets up the marks, task-type codes and caseload once. Section 2 is every session's data — a detailed sheet for forming the -ing verb, for is/are agreement in a sentence, and for identifying the action word, a quick combined check, a frequency chart, and a form for a second adult. Section 3 turns that data into a tracker, a graph, a family update and language for a progress note, closed out with one worked example.

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the trial marks themselves are faster with a pen.



1

Set up once

Define the recording marks, task-type codes and generalization levels (page 6) as a team before the first session, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Take data every session

Run the detailed sheet for whichever task type the goal targets (pages 10–12), or the quick combined check (page 13) on a tighter day, and add the session up on the frequency chart (page 14) before moving on.

The paraprofessional form is the plain-words version for a day the case manager is not the one listening.



3

Roll up and share

Copy the percent onto the tracker (page 17) the same day, and plot the graph (page 18) once a week.

The family update (page 20) and the phrase bank (page 21) are ready to use as soon as a session of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so 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 a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a response against a published norm or compute a percent for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **Present Progressive -ing Verb Picture Cards** — a set of picture and word matching cards, with no session log or tracker. Not **Copula and Auxiliary Verb Agreement (Is/Are/Was/Were) Probes** — six fixed two-choice sentence forms scoring one written goal, of which only a couple of items per form even touch a progressive auxiliary, and which never asks the student to produce the -ing form itself. This file is the present-progressive-only caseload system: three task-type sheets, a quick check, a frequency chart, a tracker and graph, a family update and a phrase bank.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark says only whether a response matched the target present-progressive form as judged that session — never a score against a norm, a condition name, or a referral rule. No age or milestone is stated; the team writes every criterion in.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the sheets; the tracker only needs the totals.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

02

Take the Data

A detailed session sheet for forming the -ing verb itself, a separate one for is/are agreement in a complete sentence, and a third for identifying the action word in a sentence, a faster combined check for a day with no time for three full sessions, a within-session tally chart for all three, and a plain-language form for the paraprofessional or the general education teacher.

IN THIS SECTION

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DATA

Forming the -ing Verb Data Sheet

One target base verb at a time, ten trials a session. Move up a generalization level only when the criterion at the top has been met.

STUDENT	VERB LIST / STIMULUS SET USED	LEVEL (PAGE 6)
CRITERION FROM THE IEP	CUED TRIALS COUNT AS CORRECT? (Y / N)	

SAMPLE BASE VERBS FOR THE -ING FORM (TEN DIFFERENT TARGETS — SWAP IN YOUR OWN)

run → running · sit → sitting · hop → hopping · write → writing · ride → riding · smile → smiling · jump → jumping · paint → painting · clean → cleaning · read → reading

DATE	1	2	3	4	5	6	7	8	9	10	+ (OF 10)	%	LEVEL

WHAT COUNTS AS A CORRECT -ING FORM

This sheet never decides which spelling changes count. A final consonant may double (running), a silent e may drop (writing), or the ending may simply be added (jumping); write the accepted spelling for each target on the stimulus set itself, and score against that list.

TARGET VERBS THAT KEEP FAILING

DATA

Identifying the Action in Progress Data Sheet

The student reads or hears a complete sentence and names the action word that is happening right now — the receptive side of the same skill.

STUDENT	SENTENCE SET USED	LEVEL (PAGE 6)
CRITERION FROM THE IEP	CUED TRIALS COUNT AS CORRECT? (Y / N)	

SAMPLE SENTENCES (TEN DIFFERENT TARGETS — SWAP IN YOUR OWN)

“The man is planning a trip.” → **planning** · “The puppy is dropping the ball.” → **dropping** · “The kids are skipping down the hall.” → **skipping** · “The dancer is dancing on stage.” → **dancing** · “The crowd is waving flags.” → **waving** · “The dog is biting a toy.” → **biting** · “The climber is climbing the wall.” → **climbing** · “The children are playing outside.” → **playing** · “The baby is crying softly.” → **crying** · “The bird is flying south.” → **flying**

DATE	1	2	3	4	5	6	7	8	9	10	+ (OF 10)	%	LEVEL

WHAT THIS SHEET CHECKS

The student names the one word that tells what is happening right now. Works with a written sentence, one read aloud, or a picture.

TARGET VERBS THAT KEEP FAILING

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.....

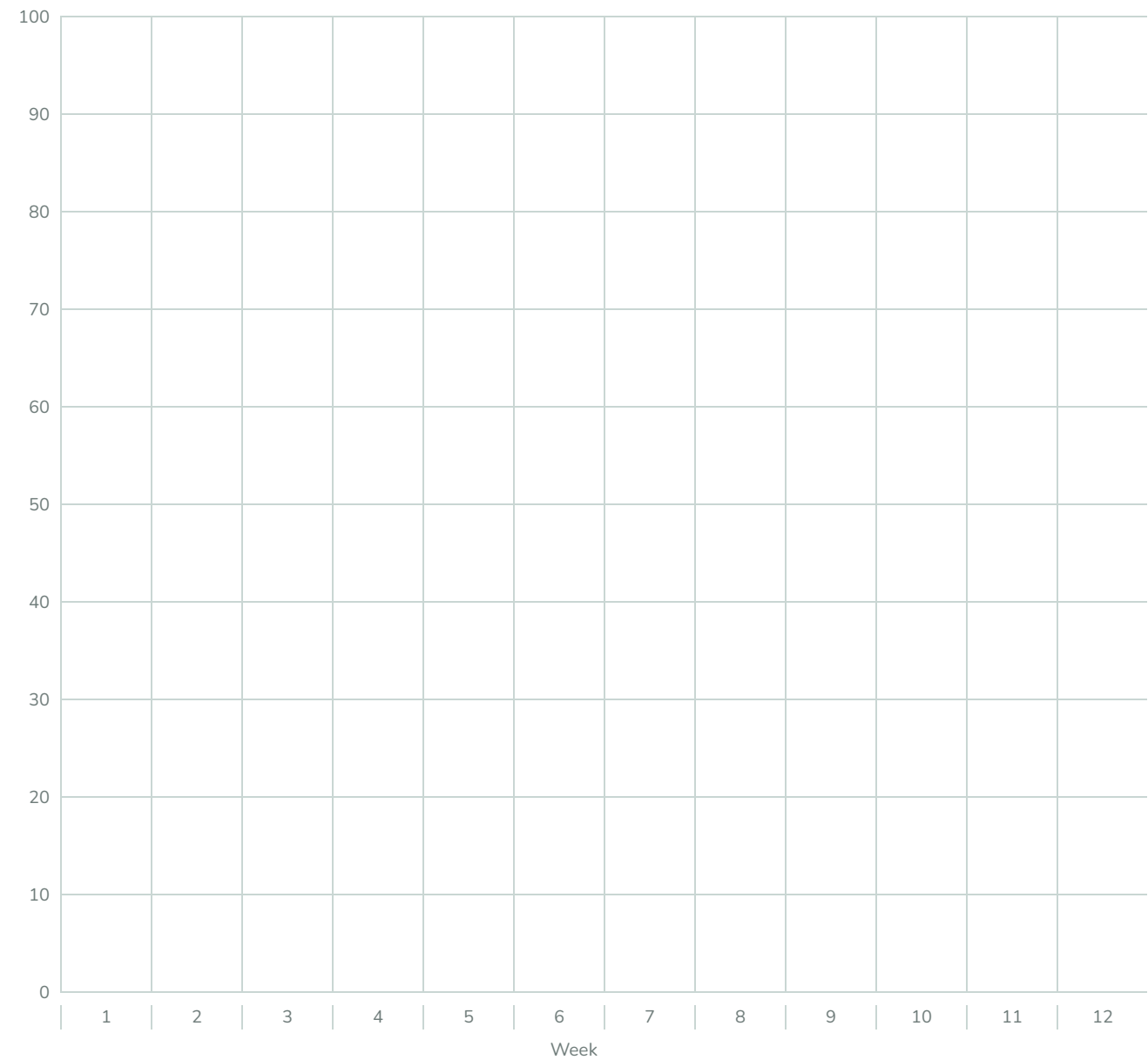
.....

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM
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PERCENT CORRECT, THE PRESENT-PROGRESSIVE TASK TYPE BEING PLOTTED — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing accuracy. Three points flat or falling in a row: check the frequency chart (page 14) for what changed. The three task types may not rise together — forming the -ing ending, matching is/are, and naming the action word are different skills.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

A SESSION OF DATA, SAME INVENTED STUDENT — MIA S., KINDERGARTEN (INVENTED)

Criterion: 80%+ across 3 consecutive sessions · Cued trials count as correct: N

Identifying the action in progress, full grid (page 12)

DATE	1	2	3	4	5	6	7	8	9	10	+	%	LEVEL
Oct 3	+	+	+	-	+	+	+	+	-	+	8	80	Sentence
Oct 6	+	+	+	+	+	-	+	+	+	+	9	90	Sentence
Oct 10	+	-	+	+	+	+	+	-	+	+	8	80	Sentence
Oct 15	+	+	-	+	+	+	+	+	+	+	9	90	Spontaneous

Rising to a met criterion (80/90/80%): the receptive/naming side of the skill, ahead of the other two.

FOUR-SESSION TREND, RAW COUNTS — EVERY NUMBER ABOVE IS CHECKABLE HERE

TASK TYPE	SESSION 1	SESSION 2	SESSION 3	SESSION 4
Forming the -ing verb (page 10)	Oct 1: 5/10	Oct 4: 6/10	Oct 8: 6/10	Oct 15: 7/10
Is/are agreement (page 11)	Oct 2: 6/10	Oct 5: 7/10	Oct 9: 8/10	Oct 15: 9/10
Identifying the action (page 12)	Oct 3: 8/10	Oct 6: 9/10	Oct 10: 8/10	Oct 15: 9/10

Forming: rising slowly, not yet 3-in-a-row at 80%. Is/are agreement: rising, close behind. Identifying: met criterion Oct 10, held at Oct 15.

FREQUENCY CORRECT/INCORRECT CHART (PAGE 14) — OCT 15, ALL THREE TASK TYPES, SAME SESSION

TASK TYPE	PRESENTED	CORRECT	INCORRECT	SC	NR	%
Forming the -ing verb	10	7	3	0	0	70
Is/are + verb-ing agreement	10	9	1	0	0	90
Identifying the action in progress	10	9	1	0	0	90

Same session, same student: is/are agreement (90%) and identifying the action (90%) are both ahead of forming the -ing verb on its own (70%) — the spelling or production of the ending is still the piece being directly practiced, after the sentence structure and the word itself are already fairly solid.

What a team does with this, next session:

- Keep identifying the action at the spontaneous level; this task type already met criterion.
- Add one cued trial per -ing verb that is still missed two sessions running, rather than adding new verbs to the list.
- Copy all three percents onto the tracker (page 17) the same day, before the next session resets what counts as “today.”

TASK-TYPE SNAPSHOT (FEEDS THE QUARTERLY SUMMARY, PAGE 19)

TASK TYPE	BASELINE (DATE, %)	CURRENT (DATE, %, LEVEL)	STATUS	ONE-LINE NOTE FOR THE QUARTERLY SUMMARY
Forming the -ing verb	20% (Sep 17)	70% word (Oct 15)	SP	Rising steadily; not yet at the word-level criterion.
Is/are agreement	30% (Sep 17)	90% sentence (Oct 15)	SP	Rising fast; needs two more sessions at or above 80% to meet the sentence-level criterion.
Identifying the action	40% (Sep 17)	90% sentence (Oct 15)	MET	Met the sentence-level criterion Oct 10 and held it Oct 15; next step is the spontaneous level.

Every number above came from a table on this page; the quarterly summary is a copying job.