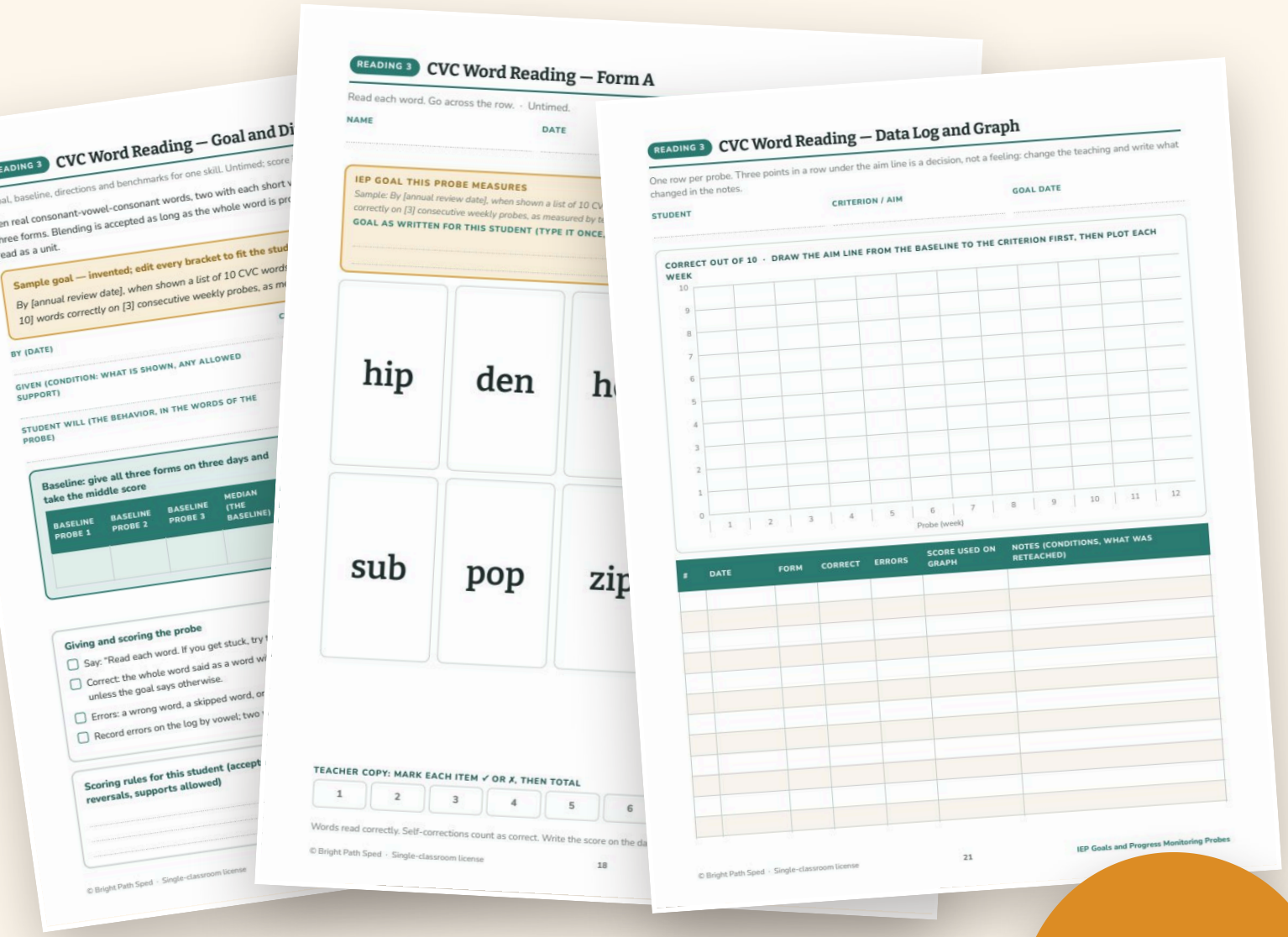
SPECIAL EDUCATION

EDITABLE

IEP GOALS AND PROGRESS PROBES

Twelve reading and math skills. For each: the goal, three equivalent probe forms, and a graph scaled to the probe. Fillable PDF.



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PAGES

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Fillable PDF

PROGRESS MONITORING

How This File Works

Goal, baseline, weekly probe, graph, decision. The same six steps for every skill.

A progress monitoring goal needs a thing to count and a page to count it on. Each skill in this file has both: a goal written in the probe's own words, and three forms of the probe that measure it. Nothing has to be built or found.

1. **Pick the skill** on the chooser (page 5). Each skill has one goal page, three probe forms and one graph. Twelve skills, one file.
2. **Baseline.** Give Form A, B and C on three different days. The middle score is the baseline; write it on the goal page.
3. **Write the goal** from the frame on the goal page. Start from the sample and change every bracket: the date, the condition, the criterion, the number of probes.
4. **Probe once a week** with the forms in rotation (A, B, C, A...). Never the same form two weeks running. Every probe is ten items, untimed.
5. **Log and plot** the score the same day on the skill's graph page. Draw the aim line first, from the baseline to the criterion at the goal date.
6. **Decide from the graph.** Three points in a row under the aim line: change the teaching. Three in a row over it: raise the target. Write what changed on the log.

The weekly routine, about ten minutes

- [ ] Monday: pull the next form in the rotation for each active goal.
- [ ] 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 the three forms of each active skill once; the teacher copy is the one you mark on, the student copy stays clean.
- [ ] Keep the goal page and the graph page for each student in the front of the data folder; type into them or write on them.
- [ ] Oral probes (letters, sounds, words, sentences): one student copy in a sheet protector lasts all year.
- [ ] Written probes (math): one fresh copy per student per week.

What these probes are not

They are not a norm-referenced test and they carry no benchmark scores. The sample goals use invented criteria in brackets; your team sets the real ones from the baseline and the student's IEP. Every probe is untimed and ten items long, so a score of 8 means the same thing on every form of every skill, and a student is never scored on speed.

Reading the graph, in one paragraph

The aim line is the promise: baseline on the left, criterion on the right, at the goal date. The dots are the evidence. Dots on or above the line mean keep going; three in a row below it mean the teaching changes this week, and the change gets written on the log so the next person can see what was tried. A flat line for four weeks means the probe may be measuring the wrong thing: go back to the chooser.

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PROGRESS MONITORING

Which Probe for Which Goal

Twelve skills, each with a goal page, forms A, B and C, and a data log with a graph.

Match the goal's wording to the probe that measures it. A goal about naming letters needs the letter probe, not the sounds probe; a goal about reading words in sentences needs the sentence probe, not the word list. If the goal you have does not match any row, rewrite the goal from that row's sample, not the other way round.

SKILL	AREA	PAGES	SCORE	PER FORM
Letter Identification	Reading	7–11	Letters named correctly	10 items
Letter Sounds	Reading	12–16	Sounds correct	10 items
CVC Word Reading	Reading	17–21	Words read correctly	10 items
Blends and Digraphs	Reading	22–26	Words read correctly	10 items
Sight Words	Reading	27–31	Words read correctly	10 items
Decodable Sentences	Reading	32–36	Words read correctly	10 sentences, percent
Number Identification 0–20	Math	38–42	Numbers named correctly	10 items
Missing Numbers to 30	Math	43–47	Missing numbers written correctly	10 items
Addition Within 10	Math	48–52	Problems correct	10 items
Subtraction Within 10	Math	53–57	Problems correct	10 items
Addition and Subtraction Within 20	Math	58–62	Problems correct	10 items
Comparing Numbers to 100	Math	63–67	Comparisons correct	10 items

Which skill first

- [ ] Reading: letter names, then sounds, then CVC words, then blends and digraphs. Sight words and sentences run alongside once CVC is solid.
- [ ] Math: number identification, then missing numbers, then addition, subtraction, mixed within 20, comparing.
- [ ] One or two goals per area at a time. A student with six probes a week is being tested, not taught.

Equivalent forms, why it matters

Every form of a skill has ten items drawn the same way (two CVC words per vowel, five additions and five subtractions, two equal pairs), and the letter, word, sentence and numeral forms do not repeat an item across A, B and C. A score on Form B means the same as a score on Form C, so the line on the graph is the student, not the paper. Rotate the forms and the student cannot memorize a page.

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READING 3

CVC Word Reading — Goal and Directions

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

Ten real consonant-vowel-consonant words, two with each short vowel, in random order; no word repeats across the three forms. Blending is accepted as long as the whole word is produced; the goal decides whether the word must be read as a unit.

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

By [annual review date], when shown a list of 10 CVC words with mixed short vowels, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded CVC word 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: CVC WORDS, FORMS A–C, PAGE 18–20)

Baseline: give all three forms 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: “Read each word. If you get stuck, try the next one.” Point to the first word.
- [ ] Correct: the whole word said as a word within about 3 seconds. Sounding out then blending correctly is correct unless the goal says otherwise.
- [ ] Errors: a wrong word, a skipped word, or three seconds of silence (say the word and mark it).
- [ ] Record errors on the log by vowel; two words per vowel makes the pattern visible over three or four weeks.

Scoring rules for this student (accepted answers, reversals, supports allowed)

What the errors say to reteach (carry over from the log)

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READING 3

CVC Word Reading — Form A

Read each word. Go across the row. · Untimed.

NAME _____ DATE _____ FORM **A** untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when shown a list of 10 CVC words with mixed short vowels, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded CVC word probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

hip	den	hen	lap	mad
sub	pop	zip	sob	bug

TEACHER COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1	2	3	4	5	6	7	8	9	10

Words read correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

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READING 4

Blends and Digraphs — Goal and Directions

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

Ten one-syllable words with a consonant digraph (sh, ch, th, wh, ng) or a beginning or ending blend, drawn from a fixed bank with no repeats across the three forms. Use it after CVC words are solid.

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

By [annual review date], when shown a list of 10 one-syllable words containing consonant blends and digraphs, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading 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: BLENDS & DIGRAPHS, FORMS A–C, PAGE 23–25)

Baseline: give all three forms 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

- [ ] Same administration as the CVC probe: read across, three seconds per word, self-corrections count.
- [ ] Mark whether the error was in the blend or digraph or in the vowel; the reteach is different.
- [ ] If the student reads fewer than three of the ten, drop back to the CVC probe for the goal and use this one as a monthly check.
- [ ] Untimed. Score all ten.

Scoring rules for this student (accepted answers, reversals, supports allowed)

What the errors say to reteach (carry over from the log)

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MATH 3 Addition Within 10 — Goal and Directions

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

Ten addition facts with sums from 1 to 10, no repeats within a form, in random order, in vertical format. Doubles and plus-zero facts appear at their natural rate; nothing is stacked to make a form easier.

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

By [annual review date], when given 10 addition problems with sums to 10, [Student] will write correct answers to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored addition 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: ADDITION TO 10, FORMS A–C, PAGE 49–51)

Baseline: give all three forms 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: “Write the answer to each problem. Work across the rows. If one is hard, skip it and come back.”
- [ ] Correct: the right answer written under the line. Count problems, not digits, unless the goal says digits correct.
- [ ] Untimed. Note whether counting on fingers or a number line was allowed, as a condition in the goal.
- [ ] A blank problem is an error; write “skipped” on the log if it happens more than twice.

Scoring rules for this student (accepted answers, reversals, supports allowed)

What the errors say to reteach (carry over from the log)

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MATH 3

Addition Within 10 — Form A

Solve each problem. Write the answer under the line. · Untimed.

NAME _____ DATE _____ FORM **A** untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 addition problems with sums to 10, [Student] will write correct answers to [8 of 10] problems on [3] consecutive weekly probes, as measured by teacher-scored addition probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

_____

_____

2 + 2 =	4 + 0 =	3 + 5 =	6 + 1 =	3 + 4 =
1 + 2 =	5 + 4 =	1 + 9 =	7 + 3 =	2 + 0 =

TEACHER COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1	2	3	4	5	6	7	8	9	10

Problems correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

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EXAMPLE A Filled-In Data Log (Invented Student)

Kai is invented. Twelve probes on the CVC word skill, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Kai (invented first grader)

By May 20, when shown a list of 10 CVC words with mixed short vowels, Kai will read 8 of 10 words correctly on 3 consecutive weekly probes, as measured by teacher-recorded CVC word probes (Reading 3, forms A–C).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	5	5	5	baseline (median of 4, 3, 5 = 4)
4	9/17	A	4	6	4	short o: 2 of 2 wrong
5	9/24	B	4	6	4	–
6	10/1	C	3	7	3	3 under aim line: added daily short-o word sort
7	10/8	A	6	4	6	–
8	10/15	B	6	4	6	–
9	10/22	C	7	3	7	short o: 1 of 2 wrong
10	10/29	A	8	2	8	–
11	11/5	B	8	2	8	criterion met, 1 of 3
12	11/12	C	9	1	9	criterion met, 2 of 3

How to read the log

- [ ] Baseline was the median of three forms on three days: 4, 3, 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, 4, 3) sat under it: three in a row, so the teaching changed (daily short-o word sort) and the change is written on the row.
- [ ] The error notes name the vowel because the CVC forms carry two words per vowel; over three or four weeks that is what tells the teacher what to reteach.
- [ ] Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met. Then the next goal is the blends and digraphs probe.

The progress report sentence this log produces

"On weekly CVC word probes (10 words, untimed), Kai read 4 of 10 words correctly at baseline in September and 8 and 9 of 10 on the two most recent probes in November. Errors are now almost all on one vowel. 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.