

PRONOUN-ANTECEDENT AGREEMENT EDITING

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

PRONOUN-ANTECEDENT AGREEMENT Pronoun-Antecedent Agreement Editing – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Unlimited score is sentences fixed correctly out of 10.

Ten sentences per form, one pronoun-antecedent agreement error each: five have a singular antecedent (a noun, a collective noun, each + a noun, two nouns joined by or, or a named person acting on a noun) needing it or its, and five have a plural antecedent (a noun, two nouns joined by and, an irregular plural, many + a noun, or a named person acting on a noun) needing they, their, or them. The student finds the pronoun that does not match its antecedent and writes only the correct one.

Sample goal — invented; edit every bracket to fit the student.
By [annual review date], when given 10 sentences each with one pronoun-antecedent agreement error, [Student] will write the correct pronoun for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored pronoun-antecedent agreement 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: PRONOUN-ANTECEDENT AGREEMENT EDITING, FORMS A-F, PAGE 6-13)

Baseline: give Forms A, B and C on three days and take the middle score

BASLINE PROBE 1	BASLINE PROBE 2	BASLINE 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 sentence. Find the pronoun that does not match what it points back to. Write the correct pronoun in the box."

☐ Correct: the exact fix — it, its, they, their, or them.

☐ Same fix several times, and five plural-antecedent kinds every form, on a mixed item notice, at which antecedent runs.

PRONOUN-ANTECEDENT AGREEMENT Pronoun-Antecedent Agreement Editing – Form A

My name: _____ Date: _____

Find the mismatch. Write the correct pronoun in the box.

FIND THE MISMATCH - WRITE THE CORRECT PRONOUN IN THE BOX

- The kitten or the duck hid when they heard a noise.
- Diego fed the frogs and walked it home.
- The bird found their food near the pond.
- Each fox carried their own blanket by the door.
- The committee finished their practice in the yard.
- The robots found its food past the gate.
- The owl and the frog finished its game.
- Noah fed the fox and walked them home.
- The women carried its own blankets behind the shed.

PRONOUN-ANTECEDENT AGREEMENT Pronoun-Antecedent Agreement Editing – 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

Probe (week)

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

PRONOUN-ANTECEDENT AGREEMENT Pronoun-Antecedent Agreement Editing – 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	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. Take this page to the data meeting instead of ten folders.

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)

Thao is invented. Twelve weekly probes on pronoun-antecedent agreement editing, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Thao, third grade (invented)
By May 20, when given 10 sentences each with one pronoun-antecedent agreement error, Thao will write the correct pronoun for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored pronoun-antecedent agreement 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	Read the plain singular noun, each plus noun, and the two nouns joined by or, but missed the reflexive noun and the named person item, plus every plural-antecedent kind: noun, compound, irregular, many, and named person same pattern
5	9/24	E	2	8	2	3 under aim line: drilled plural pronouns: --- their, they, them --- before returning to the probe
6	10/1	F	3	7	3	---
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: "Read the plain singular noun, each plus noun, and the two nouns joined by or, but missed the collective noun and the named-person item, plus every plural-antecedent kind: noun, compound, irregular, many, and named person" 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.

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 condition, 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 8.

☐ 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

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

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.

- 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.

Pronoun-Antecedent Agreement Editing — Goal and Directions

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

Ten sentences per form, one pronoun-antecedent error each: five need it or its, five need they, their, or them, the same five-and-five split every form. No antecedent is ever a person, so the fix is never a he/she choice.

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

By [annual review date], when given 10 sentences each with one pronoun-antecedent agreement error, [Student] will write the correct pronoun for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored pronoun-antecedent agreement 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: PRONOUN-ANTECEDENT AGREEMENT EDITING, 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: "Find the pronoun that does not match. Write the fix in the box."
- ☐ Correct: the exact fix — it, its, they, their, or them.
- ☐ Same five singular- and five plural-antecedent kinds every form.
- ☐ Untimed. Let the student finish all ten.

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

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.....

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

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.....

My name: _____ Date: _____



Find the mismatch. Write the correct pronoun in the box.

FIND THE MISMATCH · WRITE THE CORRECT PRONOUN IN THE BOX

1. The kitten or the duck hid when they heard a noise.

2. Diego fed the frogs and walked it home.

3. The bird found their food near the pond.

4. Each fox carried their own blanket by the door.

5. The committee finished their practice in the yard.

6. The robots found its food past the gate.

7. The owl and the frog finished its game.

8. Noah fed the fox and walked them home.

9. The women carried its own blankets behind the shed.

10. Many cats hid when it heard a noise.

My name: _____ Date: _____



Find the mismatch. Write the correct pronoun in the box.

FIND THE MISMATCH · WRITE THE CORRECT PRONOUN IN THE BOX

1. The turtle and the owl finished its game.

2. Many frogs hid when it heard a noise.

3. The bird or the frog hid when they heard a noise.

4. The men carried its own blankets under the tree.

5. Omar fed the puppy and walked them home.

6. Omar fed the turtles and walked it home.

7. The herd finished their practice near the pond.

8. The robots found its food by the door.

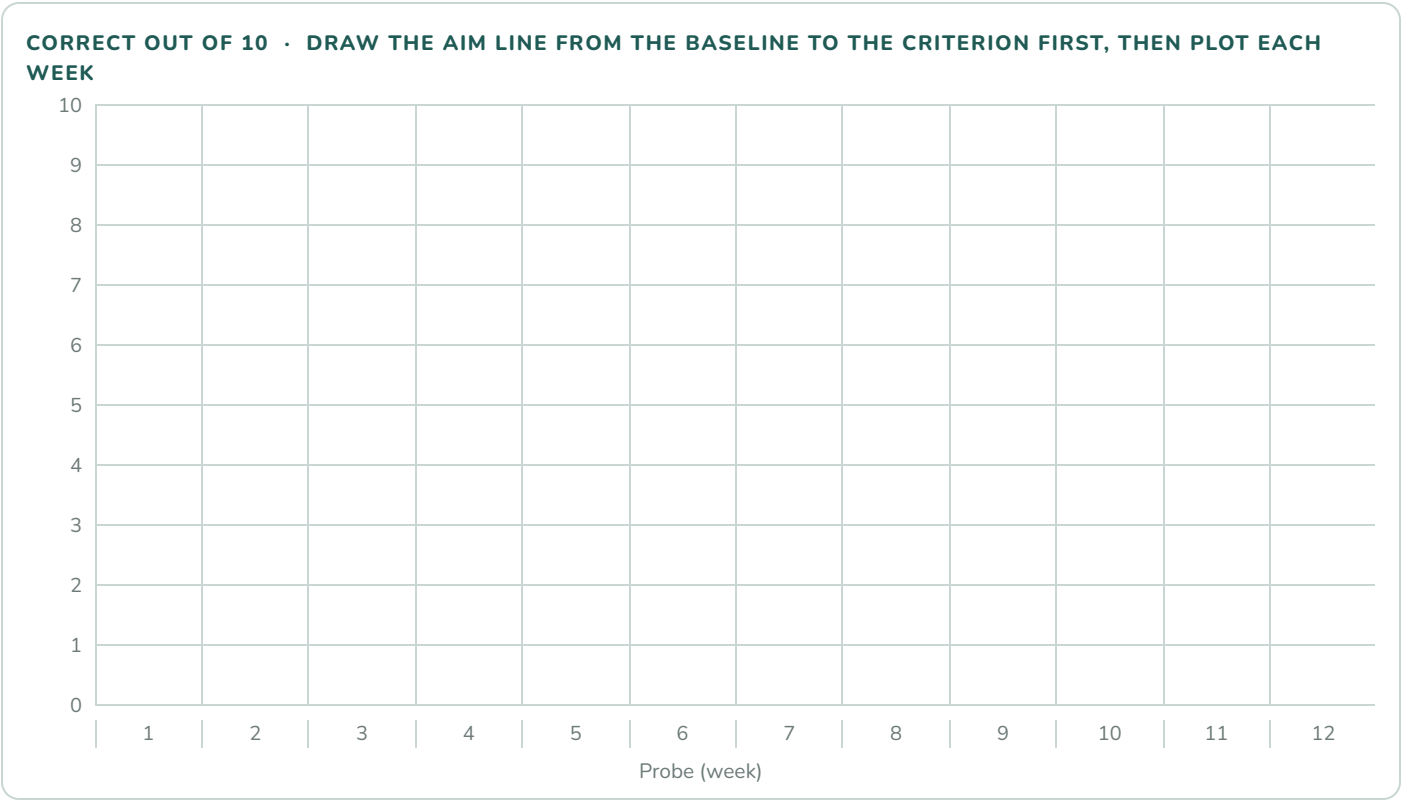
9. Each turtle carried their own blanket beside the fence.

10. The owl found their food in the yard.

Pronoun-Antecedent Agreement Editing – 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
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#	DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHED)

Pronoun-Antecedent Agreement Editing – 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

[illegible]

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)

Theo is invented. Twelve weekly probes on pronoun-antecedent agreement editing, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 sentences each with one pronoun-antecedent agreement error, Theo will write the correct pronoun for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored pronoun-antecedent agreement 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	fixed the noun, each, and the or item, but missed both named-person items, the collective noun, and every other plural item
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: drilled plural pronouns -- their, they, them -- next
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: “fixed the noun, each, and the or item, but missed both named-person items, the collective noun, and every other plural item” 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 pronoun-antecedent agreement editing probes (10 items, untimed), Theo 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.