

READING PICTOGRAPHS

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

PICTOGRAPHS Reading Pictographs – Goal and Directions

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

Ten small pictograph problems per form, the same fixed split every form: items 1-4 read one row's own value using the graph's key, 5-8 find how many more one row shows than another, and 9-10 add two rows together. Every pictograph has four rows, A through D, and a key stating what one symbol stands for, so the graph never changes shape, only the data and the key on it.

Sample goal — invented; edit every bracket to fit the student.
By [annual review date], when given 10 small pictographs each with a stated key and asking for a row's value, a difference, or a two-row total, [Student] will write the correct number for 8 of 10 graphs on 3 consecutive weekly probes, as measured by teacher-scored pictograph 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: PICTOGRAPHS, FORMS A-F, PAGE 6-11) _____

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 BASLINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

PICTOGRAPHS Reading Pictographs – Form A

My name: _____ Date: _____

Read the pictograph. Use the key. Write the number in the box.

EACH PICTOGRAPH HAS 4 ROWS, A-D. THE KEY SHOWS WHAT ONE SYMBOL STANDS FOR. WRITE THE NUMBER IN THE BOX

- VALUE** The pictograph shows students who picked their favorite recess game. How many students picked Row B?
Key: 1 symbol = 2 students
- VALUE** The pictograph shows students who picked their favorite recess game. How many students picked Row A?
Key: 1 symbol = 10 students
- VALUE** The pictograph shows students who picked their favorite book genre. How many students picked Row C?
Key: 1 symbol = 10 students
- VALUE** The pictograph shows students who picked their favorite book genre. How many students picked Row C?
Key: 1 symbol = 10 students
- DIFF** The pictograph shows students who picked their favorite recess game. How many more students picked Row C than Row D?
Key: 1 symbol = 10 students
- DIFF** The pictograph shows students who picked their favorite snack at the school picnic. How many more students picked Row A than Row B?
Key: 1 symbol = 10 students
- DIFF** The pictograph shows students who picked their favorite snack at the school picnic. How many more students picked Row C than Row D?
Key: 1 symbol = 10 students

PICTOGRAPHS Reading Pictographs – 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
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												
0												

Probe (week)

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

PICTOGRAPHS Reading Pictographs – 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	BASLINE	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.

What it is for
Grouping: When six students sit on the same goal, the individual graphs answer "how is this child

EXAMPLE A Filled-In Data Log (Invented Student)

Ella is invented. Twelve weekly probes on pictographs, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Ella, third grade (invented).
By May 20, when given 10 small pictographs each with a stated key and asking for a row's value, a difference, or a two-row total, Ella will write the correct number for 8 of 10 graphs on 3 consecutive weekly probes, as measured by teacher-scored pictograph probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	3	7	3	baseline (median of 3: 4, 3 = 3)
4	9/17	D	2	8	2	counted the symbols in a row correctly but forgot to multiply by the key on several items, and on the total items added the row symbol counts instead of the key-multiplied values
5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: circled the key number first and said "symbolic times key" out loud before writing any answer down
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: 3, 4, 3, so 3. Not the average, not the best.
The aim line runs from 3 on week 1 to 8 on week 12. Below 4, 6, and 8 (3, 3, 7) are low points. Above 3, 4, 5, 6, 7, 8 are high points.

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 grid 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-for-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 6.
- 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

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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).
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- 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.
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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.
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- ☐ 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 the same 4/4/2 split of row values, row differences, and two-row totals, so a score means the same thing on every form. 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.

Reading Pictographs — Goal and Directions

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

Ten small pictograph problems per form, the same fixed split every form: items 1-4 read one row's own value using the graph's key, 5-8 find how many more one row shows than another, and 9-10 add two rows together. Every pictograph has four rows, A through D, and a key stating what one symbol stands for, so the graph never changes shape, only the data and the key on it.

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

By [annual review date], when given 10 small pictographs each with a stated key and asking for a row's value, a difference, or a two-row total, [Student] will write the correct number for [8 of 10] graphs on [3] consecutive weekly probes, as measured by teacher-scored pictograph 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: PICTOGRAPHS, 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: "Read the pictograph. Use the key. Answer the question. Write the number in the box."
- ☐ Correct: the exact number the question asks for.
- ☐ The key beside the graph shows what one symbol stands for. Multiply the number of symbols in a row by the key before answering.
- ☐ 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 pictograph. Use the key. Write the number in the box.

EACH PICTOGRAPH HAS 4 ROWS, A-D · THE KEY SHOWS WHAT ONE SYMBOL STANDS FOR · WRITE THE NUMBER IN THE BOX

1. VALUE



The pictograph shows students who picked their favorite recess game. How many students picked Row B?

→

2. VALUE



The pictograph shows students who picked their favorite recess game. How many students picked Row A?

→

3. VALUE



The pictograph shows students who picked their favorite book genre. How many students picked Row C?

→

4. VALUE



The pictograph shows students who picked their favorite book genre. How many students picked Row C?

→

5. DIFF



The pictograph shows students who picked their favorite recess game. How many more students picked Row C than Row D?

→

6. DIFF



The pictograph shows students who picked their favorite snack at the school picnic. How many more students picked Row A than Row B?

→

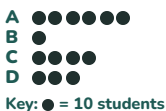
7. DIFF



The pictograph shows students who picked their favorite snack at the school picnic. How many more students picked Row C than Row D?

→

8. DIFF



The pictograph shows students who picked their favorite book genre. How many more students picked Row A than Row C?

→

9. TOTAL



The pictograph shows students who picked their favorite classroom job. How many students picked Row C and Row D together?

→

10. TOTAL



The pictograph shows students who picked their favorite classroom job. How many students picked Row A and Row C together?

→

My name: _____

Date: _____



Read the pictograph. Use the key. Write the number in the box.

EACH PICTOGRAPH HAS 4 ROWS, A-D · THE KEY SHOWS WHAT ONE SYMBOL STANDS FOR · WRITE THE NUMBER IN THE BOX

1.	VALUE	A ●● B ●●● C ●●●● D ● Key: ● = 5 students	The pictograph shows students who picked their favorite school lunch side. How many students picked Row D?	→
2.	VALUE	A ● B ●●● C ●●●● D ●●●● Key: ● = 10 students	The pictograph shows students who picked their favorite school lunch side. How many students picked Row B?	→
3.	VALUE	A ● B ●●●● C ●●●● D ●●● Key: ● = 2 students	The pictograph shows students who picked their favorite indoor game on a rainy day. How many students picked Row D?	→
4.	VALUE	A ● B ●●●●● C ●●●●● D ●●● Key: ● = 5 students	The pictograph shows students who picked their favorite book genre. How many students picked Row D?	→
5.	DIFF	A ●●● B ●●● C ●●●● D ● Key: ● = 2 students	The pictograph shows students who picked their favorite school lunch side. How many more students picked Row C than Row D?	→
6.	DIFF	A ● B ●●● C ●●●● D ●●● Key: ● = 5 students	The pictograph shows students who picked their favorite snack at the school picnic. How many more students picked Row C than Row A?	→
7.	DIFF	A ●●● B ●●●● C ●●●● D ●●●● Key: ● = 5 students	The pictograph shows students who picked their favorite indoor game on a rainy day. How many more students picked Row D than Row A?	→
8.	DIFF	A ●● B ●●● C ●●●●● D ● Key: ● = 5 students	The pictograph shows students who picked their favorite book genre. How many more students picked Row A than Row D?	→
9.	TOTAL	A ●● B ●●●● C ●●●● D ● Key: ● = 10 students	The pictograph shows students who picked their favorite recess game. How many students picked Row A and Row D together?	→
10.	TOTAL	A ●● B ●●●● C ●●●● D ●●●●● Key: ● = 10 students	The pictograph shows students who picked their favorite indoor game on a rainy day. How many students picked Row A and Row B together?	→

Reading Pictographs — Data Log and Graph

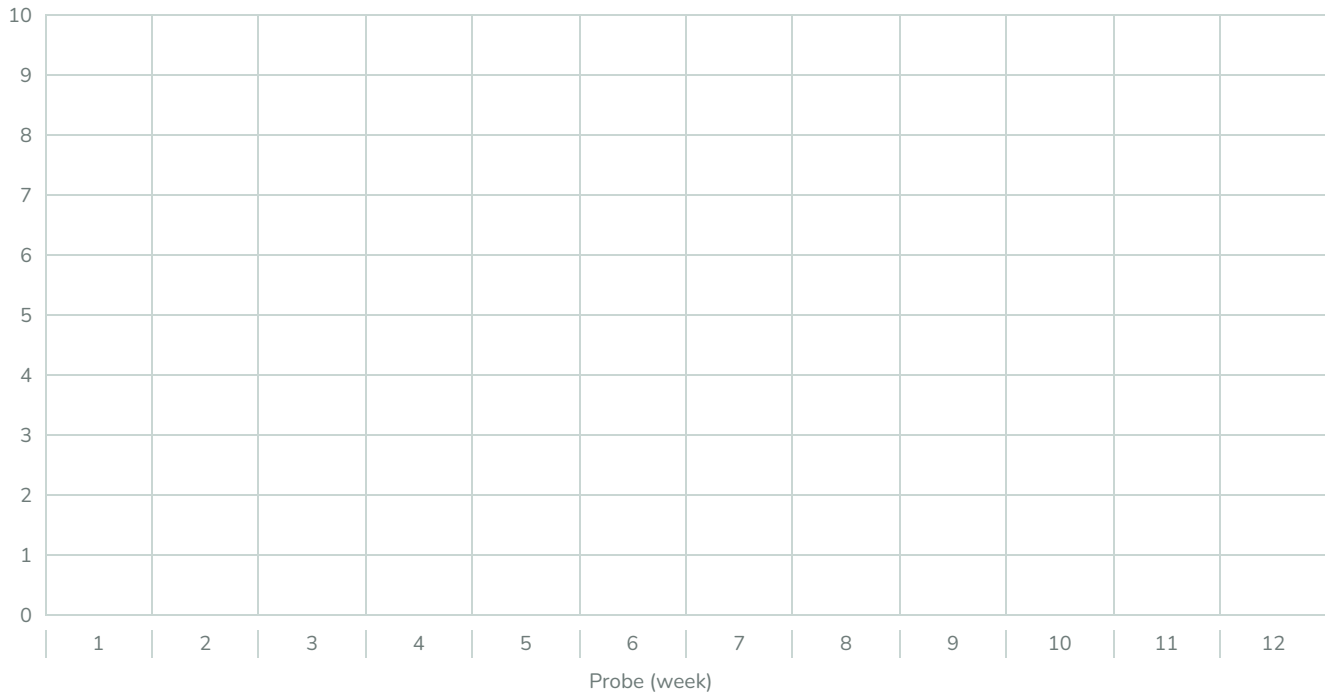
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Reading Pictographs — 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. 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)

Ella is invented. Twelve weekly probes on pictographs, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 small pictographs each with a stated key and asking for a row's value, a difference, or a two-row total, Ella will write the correct number for 8 of 10 graphs on 3 consecutive weekly probes, as measured by teacher-scored pictograph probes (forms A–F).

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5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: circled the key number first and said "symbols times key" out loud before writing any answer down
7	10/8	A	5	5	5	–
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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: 3, 4, 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 (2, 3, 2) 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: "counted the symbols in a row correctly but forgot to multiply by the key on several items, and on the total items added the raw symbol counts instead of the key-multiplied values" 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 pictographs probes (10 items, untimed), Ella 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.