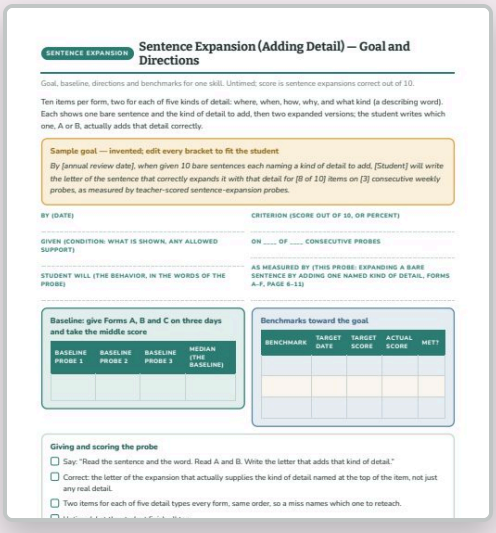
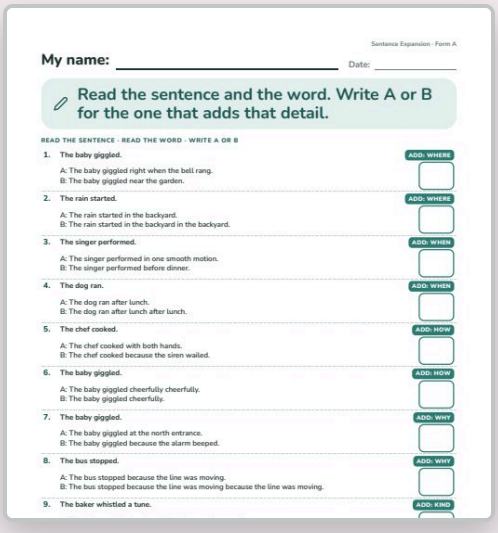
SPECIAL EDUCATION

EDITABLE

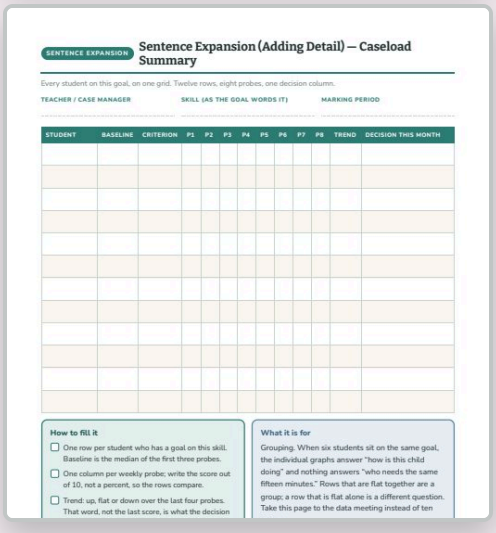
SENTENCE EXPANSION ADDING DETAIL

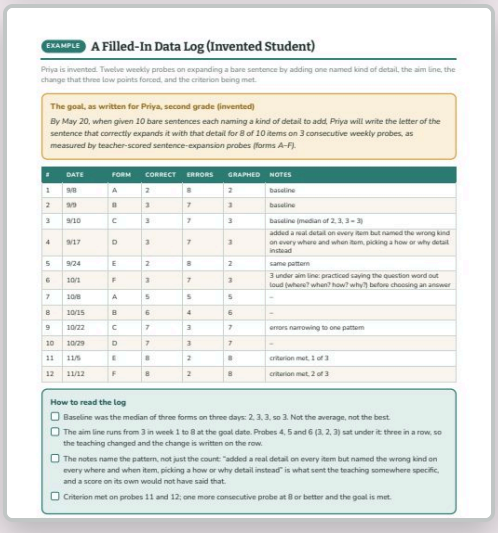
One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.

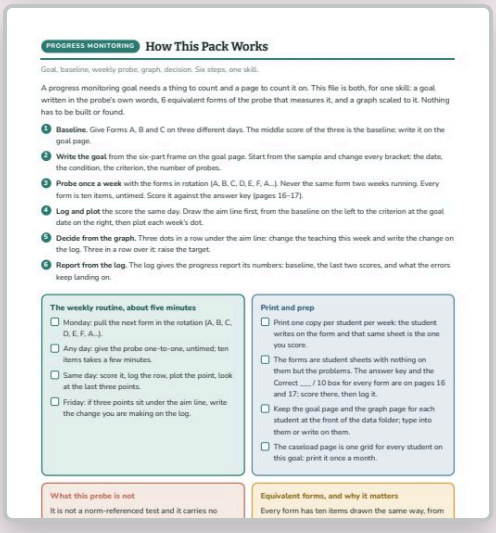












Fillable PDF | **18 Pages** | **Six Probe Forms** | **Goal + Graph**

BRIGHT PATH SPED

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.

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.

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SENTENCE EXPANSION

Sentence Expansion (Adding Detail) — Goal and Directions

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

Ten items per form, two for each of five kinds of detail: where, when, how, why, and what kind (a describing word). Each shows one bare sentence and the kind of detail to add, then two expanded versions; the student writes which one, A or B, actually adds that detail correctly.

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

By [annual review date], when given 10 bare sentences each naming a kind of detail to add, [Student] will write the letter of the sentence that correctly expands it with that detail for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored sentence-expansion 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: EXPANDING A BARE SENTENCE BY ADDING ONE NAMED KIND OF DETAIL, 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 sentence and the word. Read A and B. Write the letter that adds that kind of detail.”
- [ ] Correct: the letter of the expansion that actually supplies the kind of detail named at the top of the item, not just any real detail.
- [ ] Two items for each of five detail types every form, same order, so a miss names which one to reteach.
- [ ] 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)

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My name: _____ Date: _____

Read the sentence and the word. Write A or B for the one that adds that detail.

READ THE SENTENCE · READ THE WORD · WRITE A OR B

1. **The baby giggled.** — ADD: WHERE

A: The baby giggled right when the bell rang.
B: The baby giggled near the garden.

2. **The rain started.** — ADD: WHERE

A: The rain started in the backyard.
B: The rain started in the backyard in the backyard.

3. **The singer performed.** — ADD: WHEN

A: The singer performed in one smooth motion.
B: The singer performed before dinner.

4. **The dog ran.** — ADD: WHEN

A: The dog ran after lunch.
B: The dog ran after lunch after lunch.

5. **The chef cooked.** — ADD: HOW

A: The chef cooked with both hands.
B: The chef cooked because the siren wailed.

6. **The baby giggled.** — ADD: HOW

A: The baby giggled cheerfully cheerfully.
B: The baby giggled cheerfully.

7. **The baby giggled.** — ADD: WHY

A: The baby giggled at the north entrance.
B: The baby giggled because the alarm beeped.

8. **The bus stopped.** — ADD: WHY

A: The bus stopped because the line was moving.
B: The bus stopped because the line was moving because the line was moving.

9. **The baker whistled a tune.** — ADD: KIND

A: The baker whistled a tune during the morning meeting.
B: The cheerful baker whistled a tune.

10. **The cat stretched by the window.** — ADD: KIND

A: The sleepy cat stretched by the window.
B: The sleepy sleepy cat stretched by the window.

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My name: _____ Date: _____

Read the sentence and the word. Write A or B for the one that adds that detail.

READ THE SENTENCE · READ THE WORD · WRITE A OR B

1. **The bus stopped.** — ADD: WHERE

A: The bus stopped behind the curtain.
B: The bus stopped later in the week.

2. **The campers hiked.** — ADD: WHERE

A: The campers hiked near the garden near the garden.
B: The campers hiked near the garden.

3. **The chef cooked.** — ADD: WHEN

A: The chef cooked during recess.
B: The chef cooked without any help.

4. **The students worked.** — ADD: WHEN

A: The students worked on Saturday on Saturday.
B: The students worked on Saturday.

5. **The crowd cheered.** — ADD: HOW

A: The crowd cheered with a big smile.
B: The crowd cheered because the timer buzzed.

6. **The campers hiked.** — ADD: HOW

A: The campers hiked with great care with great care.
B: The campers hiked with great care.

7. **The campers hiked.** — ADD: WHY

A: The campers hiked by the back fence.
B: The campers hiked because the gate opened.

8. **The campers hiked.** — ADD: WHY

A: The campers hiked because it started to rain.
B: The campers hiked because it started to rain because it started to rain.

9. **The firefighter climbed the ladder.** — ADD: KIND

A: The firefighter climbed the ladder right after announcements.
B: The brave firefighter climbed the ladder.

10. **The toddler peeked around the corner.** — ADD: KIND

A: The curious toddler peeked around the corner.
B: The curious curious toddler peeked around the corner.

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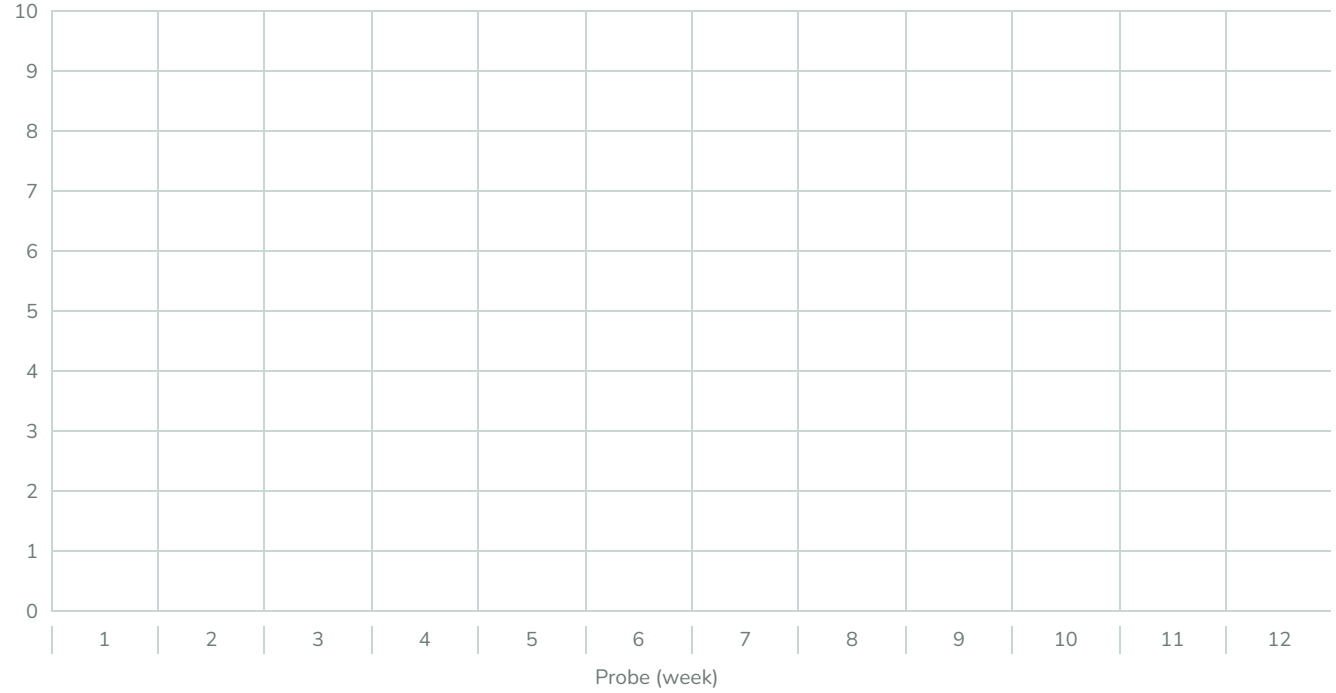
SENTENCE EXPANSION

Sentence Expansion (Adding Detail) — 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)

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SENTENCE EXPANSION

Sentence Expansion (Adding Detail) — 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.

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EXAMPLE A Filled-In Data Log (Invented Student)

Priya is invented. Twelve weekly probes on expanding a bare sentence by adding one named kind of detail, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Priya, second grade (invented)

By May 20, when given 10 bare sentences each naming a kind of detail to add, Priya will write the letter of the sentence that correctly expands it with that detail for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored sentence-expansion 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	added a real detail on every item but named the wrong kind on every where and when item, picking a how or why detail instead
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: practiced saying the question word out loud (where? when? how? why?) before choosing an answer
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: “added a real detail on every item but named the wrong kind on every where and when item, picking a how or why detail instead” 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 expanding a bare sentence by adding one named kind of detail probes (10 items, untimed), Priya 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.

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