

SIMPLE, COMPOUND & COMPLEX SENTENCES

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

SENTENCE TYPES Simple, Compound and Complex Sentence Identification — Goal and Directions

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

Ten sentences per form: three are simple, four are compound, and three are complex. The student reads each one and writes simple, compound, or complex, so the score points at which sentence structure the student can or cannot yet tell apart.

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

By [annual review date], when given 10 sentences, [Student] will correctly classify each as simple, compound, or complex for [8 of 10] sentences on [2] consecutive weekly probes, as measured by teacher-scored sentence structure identification 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 PROBES) _____ AS MEASURED BY (THIS PROBE: SIMPLE, COMPOUND AND COMPLEX SENTENCE IDENTIFICATION, FORMS A-F, PAGE 6-12)

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	MEET

Giving and scoring the probe

☐ Say: "Read each sentence. Decide if it is simple, compound, or complex. Write your answer in the box."

☐ Correct: the exact word — simple, compound, or complex (a semicolon alone counts as compound).

☐ Same mix every form: three simple, four compound, three complex, so a missed item names which structure is not yet caught.

My name: _____ **Date:** _____

Read each sentence. Write simple, compound, or complex.

READ EACH SENTENCE — WRITE SIMPLE, COMPOUND, OR COMPLEX

- The engine sputtered weakly when the thunder clapped sharply.
- Finally, the engine stalled abruptly.
- The puppy napped briefly.
- While the kitten meowed loudly, the puppy stretched lazily.
- Because the lake rippled gently, the parade continued steadily.
- The puppy stretched lazily by the stone wall.
- The bell tolled steadily; the lake shimmered faintly.
- The engine rattled noisily, but the campfire blazed brightly.

SENTENCE TYPES Simple, Compound and Complex Sentence Identification — 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)

SENTENCE TYPES Simple, Compound and Complex Sentence Identification — 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

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

EXAMPLE A Filled-In Data Log (Invented Student)

This is invented. Twelve weekly probes on simple, compound and complex sentence identification, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 sentences, Theo will correctly classify each as simple, compound, or complex for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored sentence structure identification probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/9	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	caught every simple sentence, but called most compound sentences complex and most complex sentences compound
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: worked the coordinating-versus-subordinating conjunction (last side by side
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: "caught every simple sentence, but called most compound sentences complex and most complex sentences compound" 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 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

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from

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.

Simple, Compound and Complex Sentence Identification

— Goal and Directions

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

Ten sentences per form: three are simple, four are compound, and three are complex. The student reads each one and writes simple, compound, or complex, so the score points at which sentence structure the student can or cannot yet tell apart.

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

By [annual review date], when given 10 sentences, [Student] will correctly classify each as simple, compound, or complex for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored sentence structure identification 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: SIMPLE, COMPOUND AND COMPLEX SENTENCE IDENTIFICATION, FORMS A–F, PAGE 6–11)

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

BASILINE PROBE 1	BASILINE PROBE 2	BASILINE 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. Decide if it is simple, compound, or complex. Write your answer in the box.”
- ☐ Correct: the exact word — simple, compound, or complex (a semicolon alone counts as compound).
- ☐ Same mix every form: three simple, four compound, three complex, so a missed item names which structure is not yet caught.
- ☐ 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 each sentence. Write simple, compound, or complex.

READ EACH SENTENCE · WRITE SIMPLE, COMPOUND, OR COMPLEX

1. The engine sputtered weakly when the thunder clapped sharply.

2. Finally, the engine stalled abruptly.

3. The puppy napped briefly.

4. While the kitten meowed loudly, the puppy stretched lazily.

5. Because the lake rippled gently, the parade continued steadily.

6. The puppy stretched lazily by the stone wall.

7. The bell tolled steadily; the lake shimmered faintly.

8. The engine rattled noisily, but the campfire blazed brightly.

9. The valley sparkled faintly, and the engine roared sharply.

10. The campfire flickered gently, so the thunder rolled nearer.

My name: _____

Date: _____



Read each sentence. Write simple, compound, or complex.

READ EACH SENTENCE · WRITE SIMPLE, COMPOUND, OR COMPLEX

1. The thunder rolled nearer.

2. The train chugged steadily because the garden wilted sadly.

3. The parade passed quickly, but the bell tolled steadily.

4. The engine hummed steadily; the storm rolled closer.

5. Because the thunder rumbled loudly, the parade marched proudly.

6. The kitten dozed peacefully through the misty field.

7. Suddenly, the parade ended abruptly.

8. While the bell echoed faintly, the engine roared sharply.

9. The garden bloomed brightly, so the kitten scampered playfully.

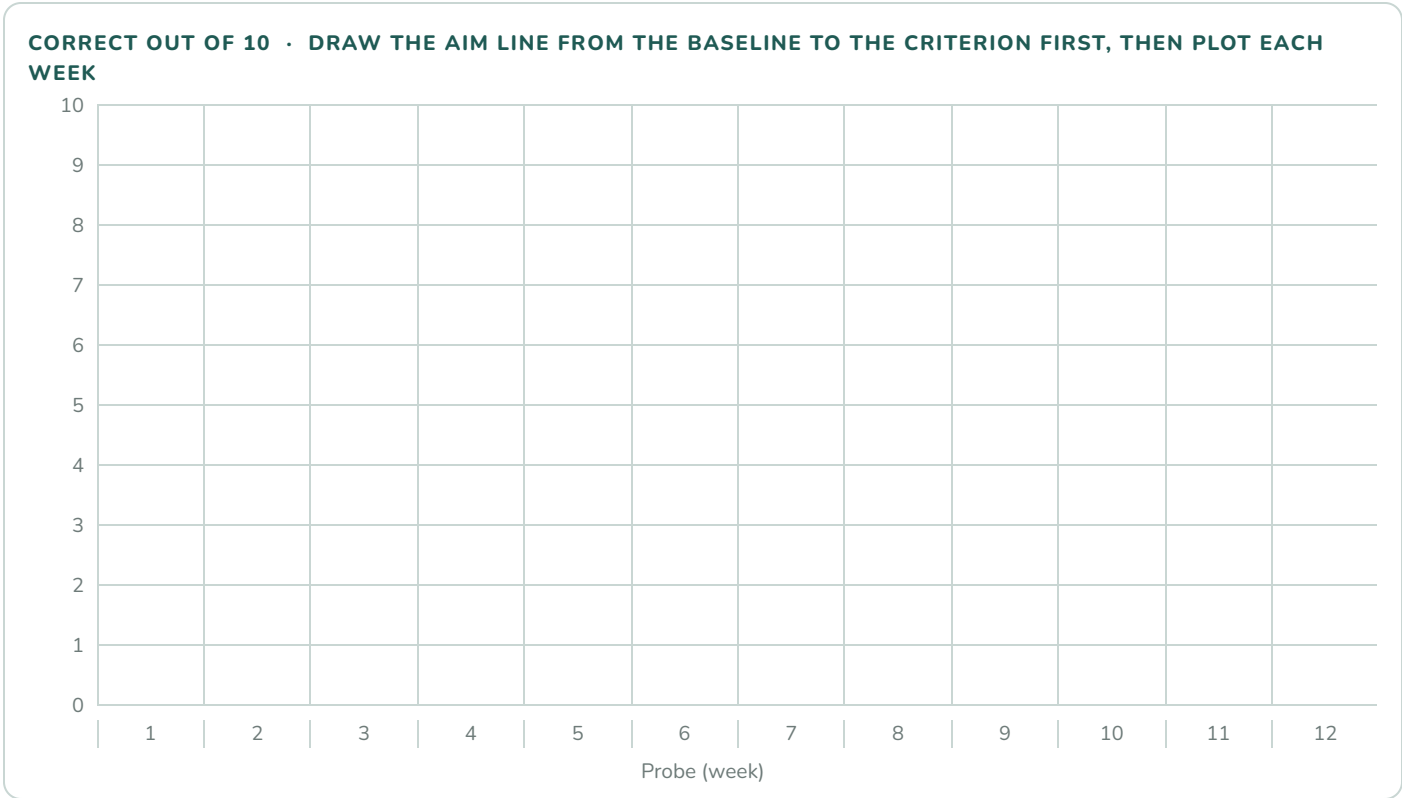
10. The train chugged steadily, and the bell jingled merrily.

Simple, Compound and Complex Sentence Identification

– 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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Simple, Compound and Complex Sentence Identification — Caseload Summary

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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)

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- ☐ The notes name the pattern, not just the count: “caught every simple sentence, but called most compound sentences complex and most complex sentences compound” 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 simple, compound and complex sentence identification 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.