

My Goal Progress Log

SECTION 1 · RATE MY GOALS

GOAL PROGRESS SELF-ASSESSMENT

STUDENT

How I'm Doing on My Goals

Filled in after working on a goal, in the student's own time. There is no wrong mark; it only says how the goal felt today.

MY NAME

GRADE

DATE I STARTED THIS LOG

#	DATE	GOAL (SHORT NAME)	HOW I'M DOING	IN A WORD OR TWO, WHY
1			☐ BETTER ☐ SAME ☐ HARDER	
2			☐ BETTER ☐ SAME ☐ HARDER	
3			☐ BETTER ☐ SAME ☐ HARDER	
4			☐ BETTER ☐ SAME ☐ HARDER	
5			☐ BETTER ☐ SAME ☐ HARDER	
6			☐ BETTER ☐ SAME ☐ HARDER	
7			☐ BETTER ☐ SAME ☐ HARDER	
8			☐ BETTER ☐ SAME ☐ HARDER	
9			☐ BETTER ☐ SAME ☐ HARDER	
10			☐ BETTER ☐ SAME ☐ HARDER	
11			☐ BETTER ☐ SAME ☐ HARDER	

WHAT THE MARK MEANS

BETTER

— this goal felt easier or went better than last time.

SAME

— about like last time.

HARDER

— this one felt harder today. One mark, one goal, one day; a later entry can show a different mark for the same goal.

WHY THE MARK CAN CHANGE FROM WEEK TO WEEK

A goal can feel BETTER most weeks and still get one HARDER mark — a hard day, a new part of the goal, or just an off day. One mark by itself does not mean much; the pattern across several rows does, which is what the quarterly page (page 15) counts.

Helped, What Was Hard, What I'll Try Next

GOAL PROGRESS SELF-ASSESSMENT

ONE goal at a time. A scribe or sentence starters are support for the writing; the words are

GOAL I'M REFLECTING ON

DATE

Page 8 of 21

BRIGHT PATH SPED

What Is Inside, and Where

21 pages: three sections, a worked example, and this map. No page sets a passing score or a mastery rule; the student's own mark is the point.

Before you begin

PAGE 4



Start Here — Three Steps
START HERE **4**

01 Rate My Goals

PAGES 6–8



How I'm Doing on My Goals
STUDENT **6**



Too Easy, Too Hard, or Just Right?
STUDENT **7**



What Helped, What Was Hard, What I'll Try Next
STUDENT **8**

02 Track What Works

PAGES 10–13



My Strategy Log
LOG **10**



What I'm Proud Of
STUDENT **11**



What I Want to Work On Next
STUDENT **12**



How I'm Doing at Home
FAMILY **13**

03 Report and Share

PAGES 15–20



My Growth This Quarter
SUMMARY **15**



Sentence Starters for My Reflections
PHRASE BANK **16**



Family and Team Update
FAMILY UPDATE **17**



Folder Cover and Spine Labels
ORGANIZER **18**



Divider Tab Set
ORGANIZER **19**



A Filled Example: Jordan's Reflections
EXAMPLE **20**

READING THE TAGS

Student — the student fills this in. **Family / Family Update** — a family member is part of it. **Log / Summary** — ongoing records and the roll-up built from them. **Phrase Bank** — starter language, not a finished sentence. **Organizer** — print-and-cut, no fields. **Example** — a filled, invented student.

TWO SETTINGS, ONE PAGE

The rating log and the home page ask the exact same three-point question — better, about the same, or harder — in two different places: the classroom and home. Neither one is the “real” answer; they are two readings of the same goal.

Start Here — Three Steps

Two minutes of reading. Set the folder up once; the weekly rating is a few seconds with a pen.



1

Set up once

Type the goal wording once from the IEP onto the rating log (page 6) and the home page (page 13); print extra copies of the log as the year goes on.

Print the folder cover and spine labels (page 18) and the divider tab set (page 19); slide the tabs into a folder or a binder section the student already uses.



2

Use it every week

The student marks the rating log after working on a goal, on their own time — better, about the same, or harder — and writes one word why.

Once in a while, go deeper with the reflection prompts (page 8), the difficulty check (page 7) and the strategy log (page 10).



3

Roll up and share

Count the rating log by hand onto the quarterly page (page 15) before a meeting or a report goes out.

Send the family update (page 17) when there is something worth sharing; the home page (page 13) lets a family member do the same check-in at home.

WHAT THIS FILE IS

A fillable PDF: type into the log, the prompts and the tables, or print and use a pen. The folder cover, spine labels and divider tabs print like any other page and are meant to be cut apart.

WHAT THIS FILE IS NOT

Not a meeting-prep kit and not an in-the-moment behavior checklist — those are separate files in this store, named on the back page. Not a Google Sheets file, a Google Doc, or a word-processed file, and it does not add up the counts on the quarterly page for you.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A self-rating describes how ONE goal felt to the student this week — nothing else. No page here sets a passing score, a mastery rule, or a determination about the student; those calls stay with the team, using its own judgment, in a conversation this file can only help start.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

The student wants to write more than a line holds.

Good. Print the page again, or let them keep a separate sheet; the quarterly page (page 15) only needs the count.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

Every page here works fully typed, fully printed, or a mix of both — nothing on this file requires a subscription, an account, or an internet connection to fill in.

01

Rate My Goals

The student's own read on how each goal is going, in plain words: better, about the same, or harder; too easy, just right, or too hard; and three open prompts on what helped, what was hard, and what to try next.

IN THIS SECTION

How I'm Doing on My Goals	6
Too Easy, Too Hard, or Just Right?	7
What Helped, What Was Hard, What I'll Try Next	8



STUDENT

How I’m Doing on My Goals

Filled in after working on a goal, in the student’s own time. There is no wrong mark; it only says how the goal felt today.

MY NAME

GRADE

DATE I STARTED THIS LOG

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8			☐ BETTER ☐ SAME ☐ HARDER	
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STUDENT

What Helped, What Was Hard, What I'll Try Next

Three short prompts about ONE goal at a time. A scribe or sentence starters are support for the writing; the words are still the student's own.

MY NAME

GOAL I'M REFLECTING ON

DATE

1. What helped me learn this?

2. What was hard about this?

3. What will I try next?

USING THIS PAGE WITH A YOUNGER WRITER

A scribe, a sentence starter from the phrase bank (page 16), or a choice between two spoken answers are supports for the WRITING; the words in the answer still need to be the student's own. Read one prompt at a time; a student does not need to fill all three in one sitting.

SUMMARY

My Growth This Quarter

Count the marks already made on the rating log (page 6) for each goal, by hand, before a meeting or a report goes out. This page only counts; it does not decide what the count means.

MY NAME

QUARTER / DATE RANGE

COMPLETED WITH

#	GOAL (SHORT NAME)	TIMES MARKED BETTER	TIMES MARKED SAME	TIMES MARKED HARDER	WHAT I NOTICE
1					
2					
3					
4					
5					
6					
7					
8					

READING THE PAGE

Count the marks already made on the rating log (page 6) for each goal and write the totals in the row for that goal.

WHAT THIS PAGE DOES NOT DO

It does not decide whether a goal is met — that stays with the team, using its own criteria and the goal's own wording, not a count on this page alone.

USING IT BEFORE A MEETING

Pair a row here with the matching reflection (page 8) or celebration (page 11) entry to bring one real quote in the student's own words, not just a count.

REVIEWED WITH STUDENT ON

SHARED WITH TEAM / FAMILY ON

EXAMPLE

A Filled Example: Jordan's Reflections

SAMPLE · INVENTED STUDENT

Jordan is invented, fourth grade, and so is every mark on this page. Every count in the summary can be re-counted from the rows above it.

RATING LOG EXCERPT (PAGE 6) — JORDAN, GRADE 4 (INVENTED)

#	DATE	GOAL (SHORT NAME)	HOW I'M DOING	IN A WORD OR TWO, WHY
1	9/8	Math facts	BETTER SAMEHARDER	faster on the timed sheet
2	9/8	Reading fluency	BETTER SAME HARDER	still slow on hard words
3	9/15	Math facts	BETTER SAMEHARDER	beat my last time
4	9/15	Reading fluency	BETTER SAMEHARDER	read more words right
5	9/22	Math facts	BETTER SAME HARDER	same speed today
6	9/22	Reading fluency	BETTER SAMEHARDER	fewer mistakes

QUARTERLY SUMMARY, COUNTED FROM THE ROWS ABOVE (PAGE 15)

#	GOAL	TIMES BETTER	TIMES SAME	TIMES HARDER	WHAT I NOTICE
1	Math facts	2	1	0	Getting faster most weeks
2	Reading fluency	2	1	0	Reading right more often

DIFFICULTY CHECK (PAGE 7)

#	DATE	GOAL (SHORT NAME)	HOW IT FEELS	IN A WORD OR TWO, WHY
1	9/15	Math facts	TOO EASY JUST RIGHT TOO HARD	it's a good challenge
2	9/15	Reading fluency	TOO EASY JUST RIGHT TOO HARD	the words are still tricky

REFLECTION ON READING FLUENCY (PAGE 8)

What helped? Reading it quietly first before I read it out loud.

What was hard? The words with a lot of letters.

What will I try next? Sound out the hard word before I read the whole sentence.

STRATEGY LOG EXCERPT (PAGE 10)

#	DATE	HELPED?	STRATEGY / IN MY OWN WORDS
1	9/15	YES	Point under each word — way easier to follow where I am
2	9/22	YES	Point under each word — still working, using it every day now

READING JORDAN'S EXAMPLE

Six rating-log rows split three and three by goal: math facts is BETTER twice and SAME once ($2+1+0=3$), reading fluency is BETTER twice and SAME once ($2+1+0=3$) — the exact totals on the quarterly summary above. Reading fluency is marked TOO HARD on the difficulty check even though it is trending BETTER on the log — growth and difficulty are two different questions, and both can be true at once. The strategy Jordan named as helping (pointing under each word) is the same one the reflection page names for what to try next. No category or label is named anywhere.