

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

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; the goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph to scale 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 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 same day.
- 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 just each week's total.
- Decide from the log.** 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:** plot 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 three last 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 series 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 Content... / 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 cascade 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

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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).
- 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.

Subject-Verb 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 subject-verb agreement error each: five need a singular verb (noun, he/she/it, collective noun, indefinite pronoun, or is/are) and five need a plural verb (noun, they/we, compound subject, irregular plural, or is/are). The student finds the mismatch and writes only the correct verb.

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

By [annual review date], when given 10 sentences each with one subject-verb agreement error, [Student] will write the correct verb for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored subject-verb agreement probes.

BY (DATE)

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT)

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBE)

CRITERION (SCORE OUT OF 10, OR PERCENT)

ON ____ OF ____ CONSECUTIVE PROBES

AS MEASURED BY (THIS PROBE: SUBJECT-VERB AGREEMENT EDITING, 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. Find the verb that does not match the subject. Write the correct verb in the box."
- ☐ Correct: the exact fix — the one correct verb form (add or drop the -s, or is/are).
- ☐ Same five singular- and five plural-verb kinds every form, so a missed item points at which subject type trips the student up.
- ☐ 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: _____



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

FIND THE MISMATCH · WRITE THE CORRECT VERB IN THE BOX

1. The geese wanders beside the fence.

2. The kittens helps over the bridge.

3. The group rest in the yard.

4. The birds is patient.

5. The cat are patient.

6. The frog wait through the park.

7. We helps under the tree.

8. It help over the bridge.

9. Anybody help beside the fence.

10. The duck and the owl helps along the path.

My name: _____

Date: _____



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

FIND THE MISMATCH · WRITE THE CORRECT VERB IN THE BOX

1. The herd hide past the gate.

2. Nobody listen along the path.

3. The fox wait in the yard.

4. They waits along the path.

5. She hide by the door.

6. The cats watches along the path.

7. The teeth watches under the tree.

8. The puppies is ready.

9. The dog are tired.

10. The owl and the turtle hurries beside the fence.

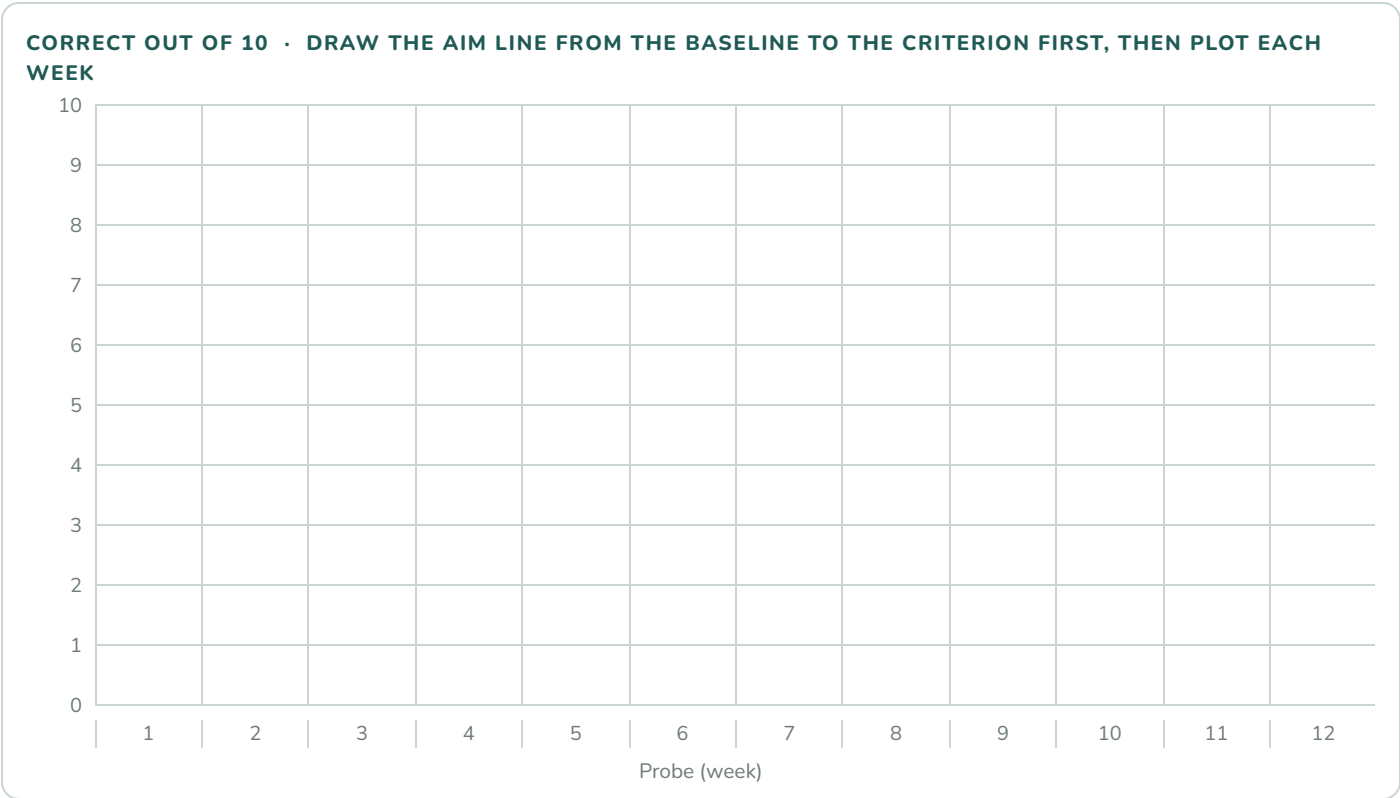
Subject-Verb Agreement Editing – Data Log and Graph

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



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

Subject-Verb Agreement Editing – Caseload Summary

TEACHER / CASE MANAGER

MARKING PERIOD

How to fill it

- ## What it is for

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EXAMPLE

A Filled-In Data Log (Invented Student)

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

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

By May 20, when given 10 sentences each with one subject-verb agreement error, Priya will write the correct verb for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored subject-verb 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 collective noun, compound subject and one is/are, but missed the nouns, pronouns, indefinite pronoun, irregular plural and the other is/are
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: drilled nouns, pronouns and is/are 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 collective noun, compound subject and one is/are, but missed the nouns, pronouns, indefinite pronoun, irregular plural and the other is/are” 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 subject-verb agreement editing 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.