

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 place 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 criterion, 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, unlimited.
- 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 graph each week's dot.
- Decide** from the plot. Three dots in a row under the aim line: change the teaching this week and write the change on this 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, unlimited. Ten items takes a few minutes.
- ☐ Same day: score it, log, the row, plot, look at these 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 of each form for yourself!
- ☐ Print one copy of each form to use. You read from it and mark on it — so you set facts the year.
- ☐ The form is your own copy; you read from it and mark on it, and the student never sees 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

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

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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.
- 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 of each form for yourself. The student never sees this page — you read from it and mark on it — so one set lasts the year.
- ☐ The form is your own copy: you read from it and mark on it, and the student never sees 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.

Syllable Segmentation — Goal and Directions

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

The teacher says a word; the student claps, counts or says its syllables. Every form has the same mix of ten words: two one-syllable, three two-syllable, three three-syllable, two four-syllable. Sixty different words, none on two forms.

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

By [annual review date], when the teacher says 10 words of one to four syllables, [Student] will segment [8 of 10] words into syllables correctly on [3] consecutive weekly probes, as measured by teacher-recorded syllable segmentation 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: SYLLABLE SEGMENTATION, 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

- ☐ Listening task: read from the page and mark on it; the student never sees it.
- ☐ Say: “I will say a word. Clap, count or say the beats. Hat has one beat. Pillow has two: pil-low. Ready?” Use the same response your team chose, every week.
- ☐ Correct: the right number of beats; if the student says pieces, count the pieces. The count is the score, not how neatly it was split.
- ☐ Untimed. Do not clap or tap the beats for the student: repeat the prompt once, then move on.

Scoring rules for this student (accepted answers, reversals, supports allowed)

.....

.....

What the errors say to reteach (carry over from the log)

.....

.....

TEACHER COPY. Say each word. The student claps, counts or says its syllables. · Untimed.

NAME

DATE

FORM

A untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when the teacher says 10 words of one to four syllables, [Student] will segment [8 of 10] words into syllables correctly on [3] consecutive weekly probes, as measured by teacher-recorded syllable segmentation probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

.....

.....

SAY THE WORD · THE NUMBER IN THE CIRCLE IS THE BEAT COUNT · MARK THE BOX WHEN THE STUDENT IS RIGHT

1 butterfly
but-ter-fly

3 ☐

2 cookie
cook-ie

2 ☐

3 ladybug
la-dy-bug

3 ☐

4 pepperoni
pep-per-o-ni

4 ☐

5 helicopter
hel-i-cop-ter

4 ☐

6 garden
gar-den

2 ☐

7 milk
milk

1 ☐

8 shoe
shoe

1 ☐

9 tiger
ti-ger

2 ☐

10 tomato
to-ma-to

3 ☐

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Words segmented correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

TEACHER COPY. Say each word. The student claps, counts or says its syllables. · Untimed.

NAME

DATE

FORM

B untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when the teacher says 10 words of one to four syllables, [Student] will segment [8 of 10] words into syllables correctly on [3] consecutive weekly probes, as measured by teacher-recorded syllable segmentation probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

.....

.....

SAY THE WORD · THE NUMBER IN THE CIRCLE IS THE BEAT COUNT · MARK THE BOX WHEN THE STUDENT IS RIGHT

1 dinosaur
di-no-saur

3 ☐

2 telephone
tel-e-phone

3 ☐

3 robot
ro-bot

2 ☐

4 caterpillar
cat-er-pil-lar

4 ☐

5 motorcycle
mo-tor-cy-cle

4 ☐

6 tree
tree

1 ☐

7 gorilla
go-ril-la

3 ☐

8 kitten
kit-ten

2 ☐

9 boat
boat

1 ☐

10 window
win-dow

2 ☐

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Words segmented correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Syllable Segmentation — Data Log and Graph

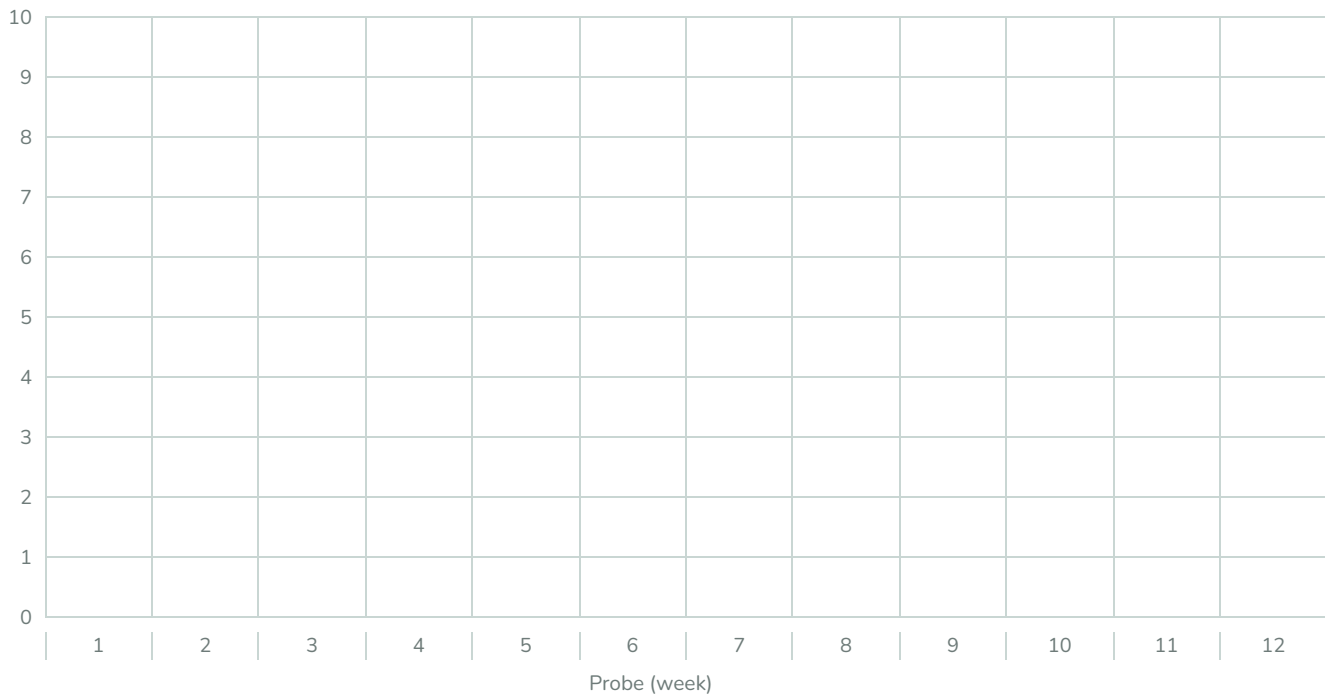
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Syllable Segmentation — 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)

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

The goal, as written for Jonah, first grade (invented)

By May 20, when the teacher says 10 words of one to four syllables, Jonah will segment 8 of 10 words into syllables correctly on 3 consecutive weekly probes, as measured by teacher-recorded syllable segmentation 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	4	6	4	baseline (median of 3, 4, 4 = 4)
4	9/17	D	4	6	4	misses were mostly the three- and four-syllable words; he clapped one beat short
5	9/24	E	4	6	4	same pattern
6	10/1	F	4	6	4	3 under aim line: clapped the beats together while moving one counter per beat, starting with the three-syllable words
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, 4, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 4, 4) 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: “misses were mostly the three- and four-syllable words; he clapped one beat short” 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 syllable segmentation probes (10 items, untimed), Jonah scored 4 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.