

SYNONYMS AND ANTONYMS

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

SYNONYMS AND ANTONYMS Synonyms and Antonyms – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed. Score is words correct out of 10.

Ten sentences per form, each with a bolded target word and its own question -- same meaning or opposite meaning -- with the two-word choice already shown in parentheses. Five words always ask for a synonym and five for an antonym, the same ten every form, so a missed item names the word and the relationship.

Sample goal -- invented; edit every bracket to fit the student.

By [annual review date], when given 10 sentences each asking for a synonym or an antonym with its own two-word choice shown in parentheses, [Student] will write the word that answers the question for 8 of 10 sentences on 7 consecutive weekly probes, as measured by teacher-scored synonym and antonym 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: SYNONYMS AND ANTONYMS, FORMS A-F, PAGE 8-13)

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 BASILINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read the sentence and its question. Decide same or opposite, then write that word in the box."
- ☐ Correct: the one word in the parentheses that answers the question, spelled exactly as shown there.

My name: _____

Synonyms and Antonyms - Form A

Date: _____

Read each sentence. Write the matching word in the box.

READ THE QUESTION - WRITE THE ONE MATCHING WORD IN THE BOX

- The **smart** fox found a way past the sleeping guard dog. Means the same? (clever / foolish)
- The **loud** thunder shook the whole house. Means the opposite? (quiet / noisy)
- The **strong** ox pulled the loaded cart up the hill. Means the opposite? (weak / powerful)
- The rabbit was **quick**, darting across the yard. Means the same? (fast / slow)
- The **young** kitten could barely climb onto the couch. Means the opposite? (old / youthful)
- The firefighter was **brave** running into the smoky building. Means the same? (fearless / scared)
- The recipe was **simple**, needing only three ingredients. Means the opposite? (difficult / easy)

SYNONYMS AND ANTONYMS Synonyms and Antonyms – Data Log and Graph

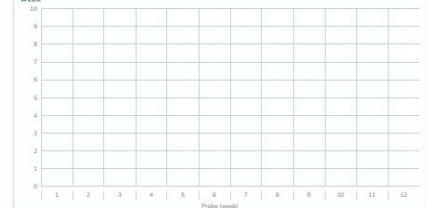
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

SYNONYMS AND ANTONYMS Synonyms and Antonyms – 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	BASILINE	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.

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

EXAMPLE A Filled-In Data Log (Invented Student)

Piya is invented. Twelve weekly probes on synonyms and antonyms, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Piya, third grade (invented)

By May 20, when given 10 sentences each asking for a synonym or an antonym with its own two-word choice shown in parentheses, Piya will write the word that answers the question for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored synonym and antonym probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	SCORED	NOTES
1	9/1	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	wrote the right word for quick, giant and loud, but missed strong, simple, happy, young, brave, joyful and smart
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the six missed words into a quick antonyms/positive card set and reviewed it for five minutes a day before returning to the probe
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: "wrote the right word for quick, giant and loud, but missed strong,

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.

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.

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- 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.
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- ☐ Same day: score it, log the row, plot the point, look at the last three points.
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- ☐ 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.

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

Ten sentences per form, each with a bolded target word and its own question -- same meaning or opposite meaning -- with the two-word choice already shown in parentheses. Five words always ask for a synonym and five for an antonym, the same ten every form, so a missed item names the word and the relationship.

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

By [annual review date], when given 10 sentences each asking for a synonym or an antonym with its own two-word choice shown in parentheses, [Student] will write the word that answers the question for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored synonym and antonym 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: SYNONYMS AND ANTONYMS, 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 the sentence and its question. Decide same or opposite, then write that word in the box."
- ☐ Correct: the one word in the parentheses that answers the question, spelled exactly as shown there.
- ☐ Same five synonym and five antonym words every form, so a missed item points at the word or the relationship 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)

.....

.....

My name: _____

Date: _____



Read each sentence. Write the matching word in the box.

READ THE QUESTION · WRITE THE ONE MATCHING WORD IN THE BOX

1. The **smart** fox found a way past the sleeping guard dog. Means the same? (clever / foolish)

2. The **loud** thunder shook the whole house. Means the opposite? (quiet / noisy)

3. The **strong** ox pulled the loaded cart up the hill. Means the opposite? (weak / powerful)

4. The rabbit was **quick**, darting across the yard. Means the same? (fast / slow)

5. The **young** kitten could barely climb onto the couch. Means the opposite? (old / youthful)

6. The firefighter was **brave** running into the smoky building. Means the same? (fearless / scared)

7. The recipe was **simple**, needing only three ingredients. Means the opposite? (difficult / easy)

8. The **giant** oak tree was wider than three grown-ups. Means the same? (huge / tiny)

9. The crowd looked **happy** as the fireworks lit the sky. Means the opposite? (sad / cheerful)

10. The children felt **joyful** when the ice cream truck arrived. Means the same? (cheerful / sad)

My name: _____

Date: _____



Read each sentence. Write the matching word in the box.

READ THE QUESTION · WRITE THE ONE MATCHING WORD IN THE BOX

1. The **young** sapling was knee-high next to the oak tree. Means the opposite? (old / youthful)

2. The **quick** runner finished before anyone else. Means the same? (fast / slow)

3. A **giant** wave crashed over the rocks at the pier. Means the same? (huge / tiny)

4. The **loud** marching band could be heard three blocks away. Means the opposite? (quiet / noisy)

5. Grandma looked **joyful** opening her surprise gift. Means the same? (cheerful / sad)

6. The **smart** student solved the tricky riddle first. Means the same? (clever / foolish)

7. The **strong** wind bent the young trees. Means the opposite? (weak / powerful)

8. The **simple** puzzle had only four large pieces. Means the opposite? (difficult / easy)

9. The **brave** knight stepped forward to face the dragon. Means the same? (fearless / scared)

10. The **happy** toddler laughed at the puppy's licks. Means the opposite? (sad / cheerful)

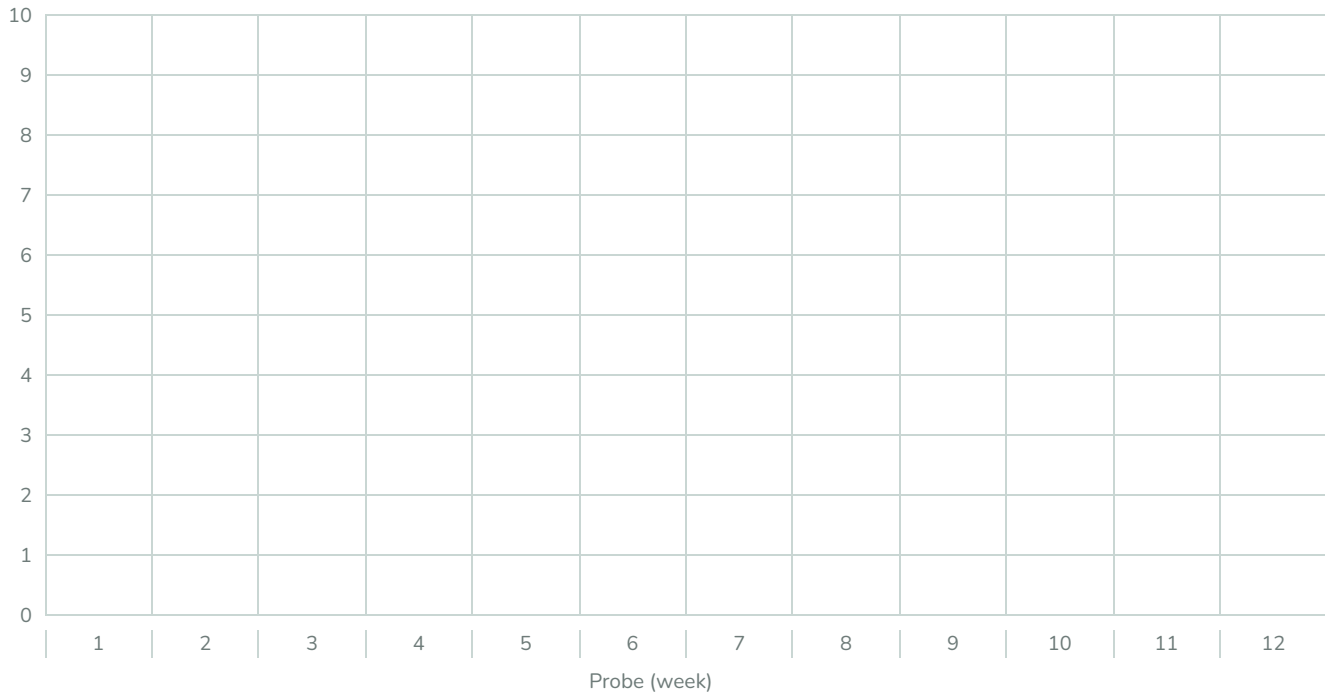
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

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)

Priya is invented. Twelve weekly probes on synonyms and antonyms, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 sentences each asking for a synonym or an antonym with its own two-word choice shown in parentheses, Priya will write the word that answers the question for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored synonym and antonym probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
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5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the six missed words into a quick same/opposite card set and reviewed it for five minutes a day before returning to the probe
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
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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: “wrote the right word for quick, giant and loud, but missed strong, simple, happy, young, brave, joyful and smart” 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 synonyms and antonyms 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.