

TALLY CHARTS & FREQUENCY TABLES

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

TALLY CHARTS & FREQUENCY TABLES Tally Charts & Frequency Tables — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Unlimited; score is frequency table answers correct out of 10.

Ten tally-chart and frequency-table problems per form, the same fixed split every form: items 1-2 name the highest-frequency category, 3-4 the lowest, 5-6 a combined frequency, 7-8 a difference between two categories, and 9-10 the table's total responses. Every table has five different whole-number frequencies, so there is never a tie for highest or lowest.

Sample goal — invented; edit every bracket to fit the student
By [annual review date], when given 10 tally charts or frequency tables, [Student] will write the correct answer for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored frequency table probes.

BY (DATE) CRITERION (SCORE OUT OF 10, OR PERCENT)

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT) ON ____ OF ____ CONSECUTIVE PROBES

AS MEASURED BY (THIS PROBE, TALLY CHARTS AND FREQUENCY TABLES, FORMS A-F, PAGE 6-11)

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

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	MEET?

Giving and scoring the probe

☐ Say: "Read the tally chart. Answer the question. Write the answer in the box."

☐ Correct: the exact category name for a highest/lowest question, or the exact number for a combined, difference, or total question.

☐ Each tally mark stands for one response; a group of five is four marks with one mark across them.

Tally Charts & Frequency Tables — Form A

My name: _____ Date: _____

Read the tally chart. Write the answer in the box.

EACH TALLY MARK = 1 RESPONSE. WRITE THE ANSWER IN THE BOX

- TABLE** In a tally chart about favorite school subject, which category has the HIGHEST frequency? →
- TABLE** In a tally chart about weekend activity, which category has the HIGHEST frequency? →
- TABLE** In a tally chart about weekend activity, which category has the LOWEST frequency? →
- TABLE** In a tally chart about lunch choice, which category has the LOWEST frequency? →
- TABLE** In a tally chart about favorite season, what is the combined frequency of Spring and Winter? →
- TABLE** In a tally chart about favorite color, what is the combined frequency of Blue and Purple? →
- TABLE** In a tally chart about lunch choice, how many more responses does Salad show than Pasta? →
- TABLE** In a tally chart about pets at home, how many more responses does Dogs show than None? →
- TABLE** In a tally chart about pets at home, what is the total →

TALLY CHARTS & FREQUENCY TABLES Tally Charts & Frequency Tables — 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
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Probe (week)

W	DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS REACHED)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

TALLY CHARTS & FREQUENCY TABLES Tally Charts & Frequency Tables — 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 of 10, not a percent, so the rows compare.

☐ Trend up: flat or down over the last four probes.

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.

EXAMPLE A Filled-In Data Log (Invented Student)

Jamal is invented. Twelve weekly probes on tally charts and frequency tables, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Jamal, fourth grade (invented)
By May 20, when given 10 tally charts or frequency tables, Jamal will write the correct answer for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored frequency table probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	SHAPED	NOTES
1	9/9	A	3	7	3	baseline
2	9/9	B	4	6	4	baseline
3	9/10	C	3	7	3	baseline (median of 3, 4, 3 = 3)
4	9/17	D	2	8	2	read the tally marks correctly but named the wrong category on several highest/lowest items and mixed up which category to subtract first on a difference item
5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: pointed to the category with the tallest stack of tally marks before answering a highest/lowest item, and circled the larger frequency before subtracting
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, 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 (2, 3, 2) sat under 3; 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: "read the tally marks correctly but named the wrong category on several highest/lowest items and mixed up which category to subtract first on a difference item" 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

Equivalent forms, and why it matters

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

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- ☐ 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.

Tally Charts & Frequency Tables — Goal and Directions

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

Ten tally-chart and frequency-table problems per form, the same fixed split every form: items 1-2 name the highest-frequency category, 3-4 the lowest, 5-6 a combined frequency, 7-8 a difference between two categories, and 9-10 the table's total responses. Every table has five different whole-number frequencies, so there is never a tie for highest or lowest.

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

By [annual review date], when given 10 tally charts or frequency tables, [Student] will write the correct answer for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored frequency table 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: TALLY CHARTS AND FREQUENCY TABLES, 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 tally chart. Answer the question. Write the answer in the box."
- ☐ Correct: the exact category name for a highest/lowest question, or the exact number for a combined, difference, or total question.
- ☐ Each tally mark stands for one response; a group of five is four marks with one mark across them.
- ☐ 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 the tally chart. Write the answer in the box.

EACH TALLY MARK = 1 RESPONSE · WRITE THE ANSWER IN THE BOX

1. TABLE

Category	Tally	Freq.
Math		2
Reading		4
Science		8
Art		3
PE		5

In a tally chart about favorite school subject, which category has the HIGHEST frequency?

→

2. TABLE

Category	Tally	Freq.
Reading		8
Sports		3
Games		2
Outside		6
Chores		5

In a tally chart about weekend activity, which category has the HIGHEST frequency?

→

3. TABLE

Category	Tally	Freq.
Reading		7
Sports		4
Games		3
Outside		2
Chores		5

In a tally chart about weekend activity, which category has the LOWEST frequency?

→

4. TABLE

Category	Tally	Freq.
Pizza		9
Salad		6
Sandwich		8
Soup		3
Pasta		5

In a tally chart about lunch choice, which category has the LOWEST frequency?

→

5. TABLE

Category	Tally	Freq.
Spring		7
Summer		6
Fall		8
Winter		4
Rainy		3

In a tally chart about favorite season, what is the combined frequency of Spring and Winter?

→

6. TABLE

Category	Tally	Freq.
Red		7
Blue		4
Green		5
Yellow		8
Purple		2

In a tally chart about favorite color, what is the combined frequency of Blue and Purple?

→

7. TABLE

Category	Tally	Freq.
Pizza		9
Salad		8
Sandwich		4
Soup		5
Pasta		2

In a tally chart about lunch choice, how many more responses does Salad show than Pasta?

→

8. TABLE

Category	Tally	Freq.
Dogs		9
Cats		3
Fish		7
Birds		5
None		4

In a tally chart about pets at home, how many more responses does Dogs show than None?

→

9. TABLE

Category	Tally	Freq.
Dogs		5
Cats		9
Fish		3
Birds		6
None		7

In a tally chart about pets at home, what is the total number of responses?

→

10. TABLE

Category	Tally	Freq.
Spring		8
Summer		4
Fall		2
Winter		6
Rainy		3

In a tally chart about favorite season, what is the total number of responses?

→

My name: _____

Date: _____



Read the tally chart. Write the answer in the box.

EACH TALLY MARK = 1 RESPONSE · WRITE THE ANSWER IN THE BOX

1. TABLE

Category	Tally	Freq.
Pizza		9
Salad		6
Sandwich		8
Soup		3
Pasta		5

In a tally chart about lunch choice, which category has the HIGHEST frequency?

→

2. TABLE

Category	Tally	Freq.
Reading		7
Sports		8
Games		5
Outside		2
Chores		9

In a tally chart about weekend activity, which category has the HIGHEST frequency?

→

3. TABLE

Category	Tally	Freq.
Red		3
Blue		8
Green		2
Yellow		7
Purple		5

In a tally chart about favorite color, which category has the LOWEST frequency?

→

4. TABLE

Category	Tally	Freq.
Red		2
Blue		6
Green		4
Yellow		7
Purple		8

In a tally chart about favorite color, which category has the LOWEST frequency?

→

5. TABLE

Category	Tally	Freq.
Red		6
Blue		8
Green		3
Yellow		2
Purple		7

In a tally chart about favorite color, what is the combined frequency of Yellow and Purple?

→

6. TABLE

Category	Tally	Freq.
Dogs		3
Cats		6
Fish		4
Birds		7
None		5

In a tally chart about pets at home, what is the combined frequency of Fish and None?

→

7. TABLE

Category	Tally	Freq.
Red		6
Blue		2
Green		3
Yellow		7
Purple		8

In a tally chart about favorite color, how many more responses does Purple show than Blue?

→

8. TABLE

Category	Tally	Freq.
Pizza		8
Salad		4
Sandwich		9
Soup		5
Pasta		7

In a tally chart about lunch choice, how many more responses does Pizza show than Pasta?

→

9. TABLE

Category	Tally	Freq.
Reading		8
Sports		3
Games		5
Outside		7
Chores		6

In a tally chart about weekend activity, what is the total number of responses?

→

10. TABLE

Category	Tally	Freq.
Math		8
Reading		6
Science		9
Art		5
PE		2

In a tally chart about favorite school subject, what is the total number of responses?

→

Tally Charts & Frequency Tables — Data Log and Graph

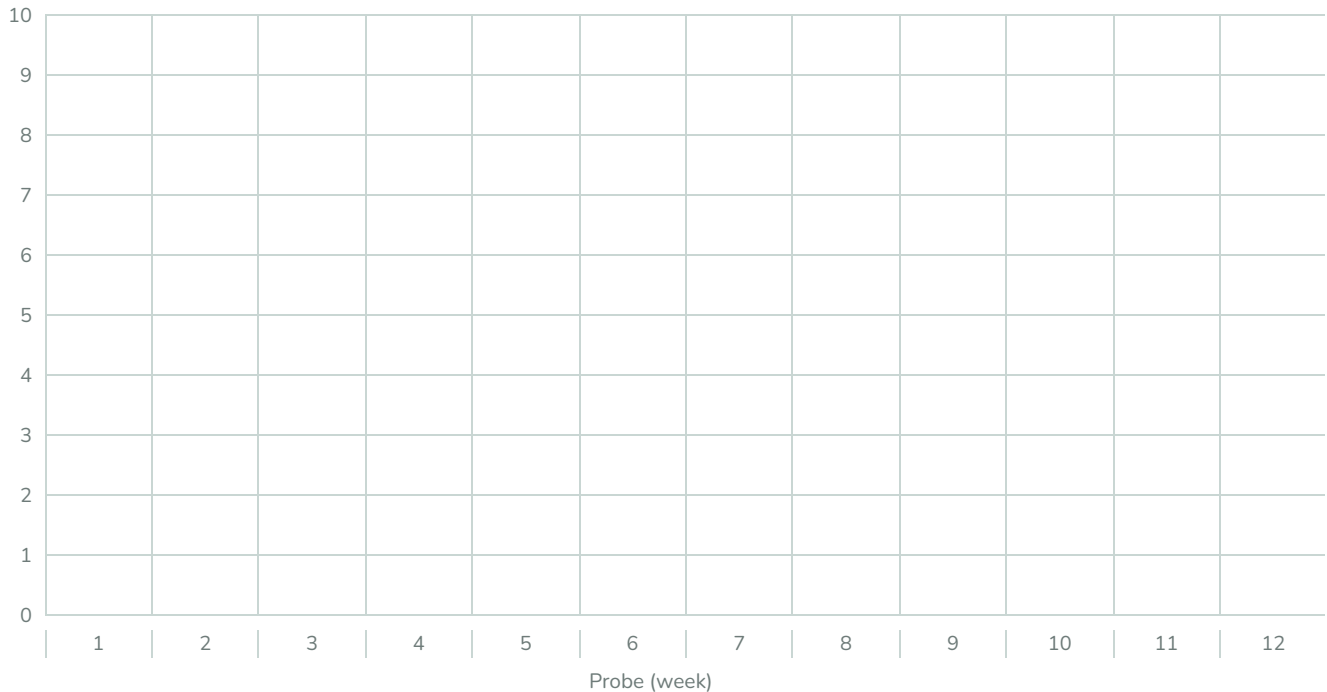
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Tally Charts & Frequency Tables – 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

[illegible]

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)

Jamal is invented. Twelve weekly probes on tally charts and frequency tables, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 tally charts or frequency tables, Jamal will write the correct answer for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored frequency table 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	3	7	3	baseline (median of 3, 4, 3 = 3)
4	9/17	D	2	8	2	read the tally marks correctly but named the wrong category on several highest/lowest items and mixed up which category to subtract first on a difference item
5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: pointed to the category with the tallest stack of tally marks before answering a highest/lowest item, and circled the larger frequency before subtracting
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, 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 (2, 3, 2) 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: “read the tally marks correctly but named the wrong category on several highest/lowest items and mixed up which category to subtract first on a difference item” 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 tally charts and frequency tables probes (10 items, untimed), Jamal 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.