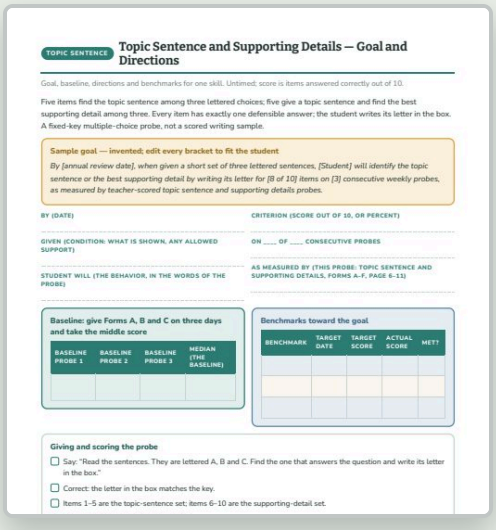
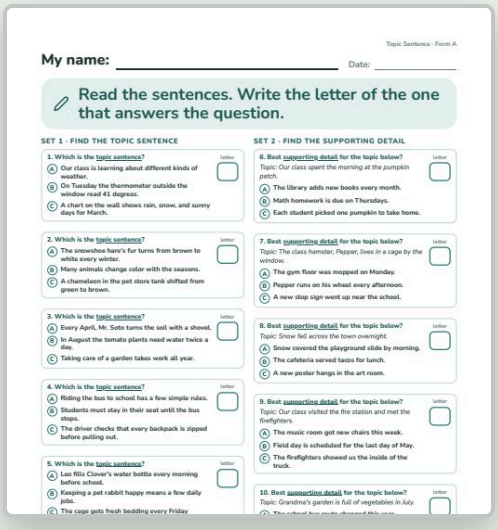
SPECIAL EDUCATION

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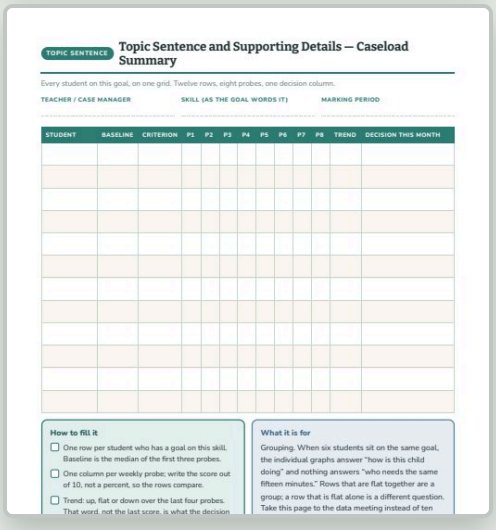
TOPIC SENTENCE & SUPPORTING DETAILS

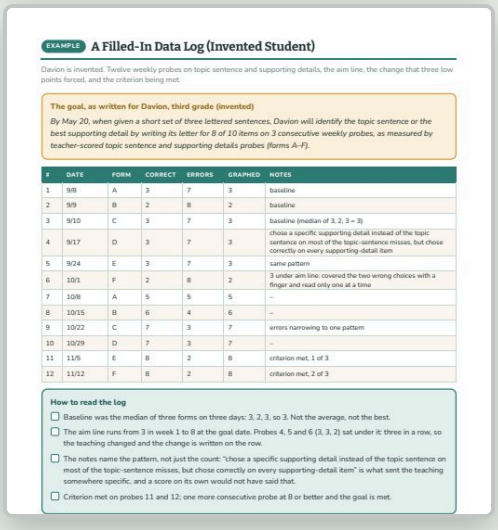
One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.

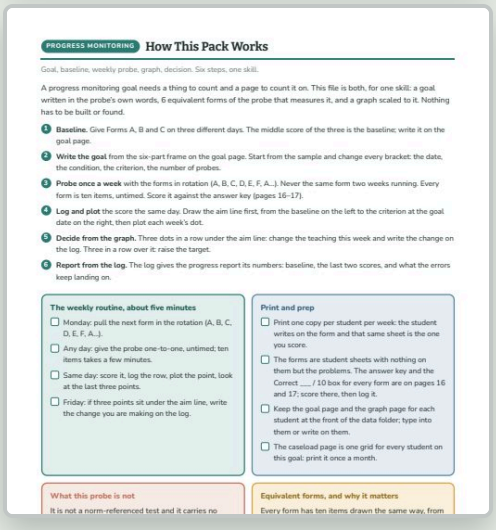












Fillable PDF | 18 Pages | Six Probe Forms | Goal + Graph

BRIGHT PATH SPED

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.

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.

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TOPIC SENTENCE

Topic Sentence and Supporting Details — Goal and Directions

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

Five items find the topic sentence among three lettered choices; five give a topic sentence and find the best supporting detail among three. Every item has exactly one defensible answer; the student writes its letter in the box. A fixed-key multiple-choice probe, not a scored writing sample.

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

By [annual review date], when given a short set of three lettered sentences, [Student] will identify the topic sentence or the best supporting detail by writing its letter for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored topic sentence and supporting details 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: TOPIC SENTENCE AND SUPPORTING DETAILS, FORMS A–F, PAGE 6–11)

Baseline: give Forms A, B and C on three days and take the middle score

BASELINE PROBE 1	BASELINE PROBE 2	BASELINE 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 sentences. They are lettered A, B and C. Find the one that answers the question and write its letter in the box.”
- [ ] Correct: the letter in the box matches the key.
- [ ] Items 1–5 are the topic-sentence set; items 6–10 are the supporting-detail set.
- [ ] 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)

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My name: _____ Date: _____

Read the sentences. Write the letter of the one that answers the question.

SET 1 · FIND THE TOPIC SENTENCE

1. Which is the topic sentence? letter ☐

(A) Our class is learning about different kinds of weather.
(B) On Tuesday the thermometer outside the window read 41 degrees.
(C) A chart on the wall shows rain, snow, and sunny days for March.

2. Which is the topic sentence? letter ☐

(A) The snowshoe hare's fur turns from brown to white every winter.
(B) Many animals change color with the seasons.
(C) A chameleon in the pet store tank shifted from green to brown.

3. Which is the topic sentence? letter ☐

(A) Every April, Mr. Soto turns the soil with a shovel.
(B) In August the tomato plants need water twice a day.
(C) Taking care of a garden takes work all year.

4. Which is the topic sentence? letter ☐

(A) Riding the bus to school has a few simple rules.
(B) Students must stay in their seat until the bus stops.
(C) The driver checks that every backpack is zipped before pulling out.

5. Which is the topic sentence? letter ☐

(A) Leo fills Clover's water bottle every morning before school.
(B) Keeping a pet rabbit happy means a few daily jobs.
(C) The cage gets fresh bedding every Friday afternoon.

SET 2 · FIND THE SUPPORTING DETAIL

6. Best supporting detail for the topic below? letter ☐

Topic: Our class spent the morning at the pumpkin patch.

(A) The library adds new books every month.
(B) Math homework is due on Thursdays.
(C) Each student picked one pumpkin to take home.

7. Best supporting detail for the topic below? letter ☐

Topic: The class hamster, Pepper, lives in a cage by the window.

(A) The gym floor was mopped on Monday.
(B) Pepper runs on his wheel every afternoon.
(C) A new stop sign went up near the school.

8. Best supporting detail for the topic below? letter ☐

Topic: Snow fell across the town overnight.

(A) Snow covered the playground slide by morning.
(B) The cafeteria served tacos for lunch.
(C) A new poster hangs in the art room.

9. Best supporting detail for the topic below? letter ☐

Topic: Our class visited the fire station and met the firefighters.

(A) The music room got new chairs this week.
(B) Field day is scheduled for the last day of May.
(C) The firefighters showed us the inside of the truck.

10. Best supporting detail for the topic below? letter ☐

Topic: Grandma's garden is full of vegetables in July.

(A) The school bus route changed this year.
(B) Grandma waters the garden every evening after dinner.
(C) A new student joined our class on Tuesday.

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My name: _____ Date: _____

Read the sentences. Write the letter of the one that answers the question.

SET 1 · FIND THE TOPIC SENTENCE

1. Which is the topic sentence? letter ☐

(A) The back corner has three computers for research.
(B) A school library has more than just books to borrow.
(C) A rolling cart holds board games for indoor recess.

2. Which is the topic sentence? letter ☐

(A) Dad checks the tent poles for cracks before loading the car.
(B) Mom packs a flashlight in the side pocket of the backpack.
(C) Camping trips take some planning ahead of time.

3. Which is the topic sentence? letter ☐

(A) Our town holds a few events every summer.
(B) The farmers market sets up in the parking lot on Saturdays.
(C) A free concert plays in the park on the last Friday of July.

4. Which is the topic sentence? letter ☐

(A) Each classroom has a blue bin by the door for paper only.
(B) Recycling paper at school follows a few steps.
(C) The custodian empties the bins into one big cart on Fridays.

5. Which is the topic sentence? letter ☐

(A) Players sprint from the goal line to midfield to build speed.
(B) At practice the coach calls out passing drills in pairs.
(C) A soccer team needs more than just good kicking.

SET 2 · FIND THE SUPPORTING DETAIL

6. Best supporting detail for the topic below? letter ☐

Topic: The soccer team has practice three days a week.

(A) The art fair is held every spring.
(B) At practice, players run passing drills in pairs.
(C) Our class read a story about a brave fox.

7. Best supporting detail for the topic below? letter ☐

Topic: A big storm rolled through town on Saturday.

(A) The storm knocked a branch down in the backyard.
(B) The class turtle got a new tank last week.
(C) Picture day is set for next Friday.

8. Best supporting detail for the topic below? letter ☐

Topic: Our school held a science fair in the gym.

(A) The crossing guard waves at students every morning.
(B) A new swing was added to the playground.
(C) Every project in the science fair had a poster board.

9. Best supporting detail for the topic below? letter ☐

Topic: The class took a field trip to the farm.

(A) The computer lab got five new laptops.
(B) At the farm, students fed carrots to the goats.
(C) Spelling tests happen every Friday morning.

10. Best supporting detail for the topic below? letter ☐

Topic: Our neighbor built a treehouse in the backyard.

(A) A rope ladder leads up to the treehouse door.
(B) The school choir is practicing for the spring concert.
(C) A crossing guard stands at the corner each morning.

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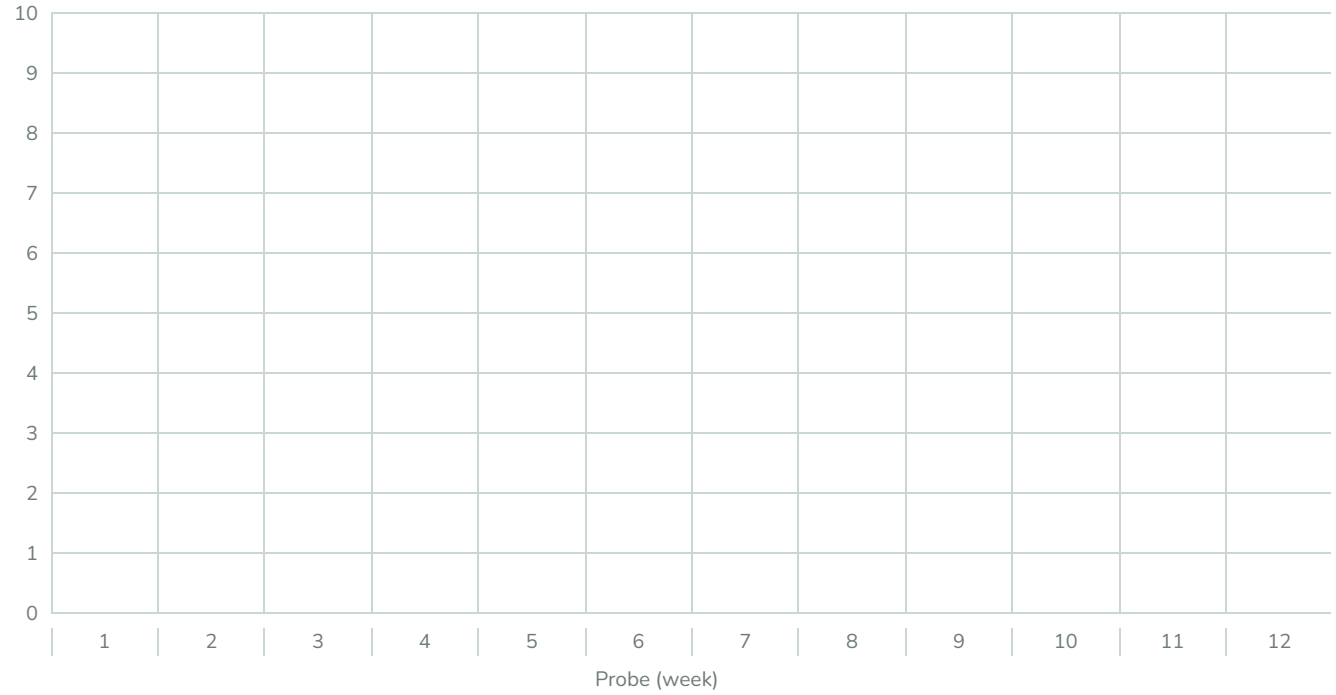
TOPIC SENTENCE

Topic Sentence and Supporting Details — 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)

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TOPIC SENTENCE

Topic Sentence and Supporting Details — 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.

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EXAMPLE A Filled-In Data Log (Invented Student)

Davion is invented. Twelve weekly probes on topic sentence and supporting details, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given a short set of three lettered sentences, Davion will identify the topic sentence or the best supporting detail by writing its letter for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored topic sentence and supporting details probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	2	8	2	baseline
3	9/10	C	3	7	3	baseline (median of 3, 2, 3 = 3)
4	9/17	D	3	7	3	chose a specific supporting detail instead of the topic sentence on most of the topic-sentence misses, but chose correctly on every supporting-detail item
5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: covered the two wrong choices with a finger and read only one at a time
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, 2, 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, 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: “chose a specific supporting detail instead of the topic sentence on most of the topic-sentence misses, but chose correctly on every supporting-detail 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 topic sentence and supporting details probes (10 items, untimed), Davion 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.

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