

WH QUESTION READING COMPREHENSION

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

WH-Question Reading Comprehension – Goal and Directions

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

Ten short passages per form, each with one Who, What, Where, When, Why or How question; two who, two what, two where, two when, one why, one how, the same mix every form. A missed item names which WH type is not yet caught.

Sample goal — Invented; edit every bracket to fit the student.
By [annual review date], when given 10 short passages each followed by one Who, What, Where, When, Why or How question, [Student] will write a correct short answer for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored WH-question comprehension 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: WH-QUESTION COMPREHENSION, FORMS A-F, PAGE 8-11)

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

BASLINE PROBE 1	BASLINE PROBE 2	BASLINE 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 passage and question. Write a short answer in the box."
- ☐ Correct: the detail the question asks for; a close paraphrase counts.
- ☐ Every form: two who, two what, two where, two when, one why and one how question.
- ☐ Untimed. Let the student finish all ten.

WH-Question Reading Comprehension – 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
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												
0												

Probe (week)

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

WH-Question Reading Comprehension – 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

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)

Dylan is invented. Twelve weekly probes on WH-question comprehension, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Dylan, third grade (invented)
By May 20, when given 10 short passages each followed by one Who, What, Where, When, Why or How question, Dylan will write a correct short answer for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored WH-question comprehension probes (forms A-F).

S	DATE	FORM	CORRECT	ERRORS	GRADED	NOTES
1	9/6	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	answered every who and what question correctly, but answered the why question with a where-type detail instead of a reason
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: underlined the question word (why, where, who) before reading the passage, every item
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: "answered every who and what question correctly, but answered the why question with a where-type detail instead of a reason" 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

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 8.
- ☐ 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.

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

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

By [annual review date], when given 10 short passages each followed by one Who, What, Where, When, Why or How question, [Student] will write a correct short answer for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored WH-question comprehension 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: WH-QUESTION COMPREHENSION, 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 passage and question. Write a short answer in the box.”
- ☐ Correct: the detail the question asks for; a close paraphrase counts.
- ☐ Every form: two who, two what, two where, two when, one why and one how question.
- ☐ 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 passage and the question. Write a short answer.

READ EACH PASSAGE AND QUESTION · WRITE A SHORT ANSWER

1. Mia found the missing library book under her desk.
Who found the missing book?

2. Theo wore his raincoat because it was raining outside.
Why did Theo wear his raincoat?

3. The class built a model volcano for the science fair.
What did the class build?

4. The class took a field trip to the museum on Thursday.
When did the class go to the museum?

5. Maya won the spelling bee by spelling every word correctly.
Who won the spelling bee?

6. Sam brought a kite to the park on Saturday.
What did Sam bring to the park?

7. Jon hid the birthday present inside a closet in the hallway.
Where did Jon hide the present?

8. The students practiced their lines in the gym before the play.
Where did the students practice?

9. The garden club planted tomatoes in the spring.
When did the garden club plant tomatoes?

10. Priya solved the jigsaw puzzle by sorting the pieces by color.
How did Priya solve the puzzle?

My name: _____

Date: _____



Read the passage and the question. Write a short answer.

READ EACH PASSAGE AND QUESTION · WRITE A SHORT ANSWER

1. Tom brought cupcakes to the class party.
What did Tom bring to the party?

2. Noah fixed his bike chain by using a wrench.
How did Noah fix his bike chain?

3. The choir rehearsed their songs in the band room.
Where did the choir rehearse?

4. Theo won the chess match in the school tournament.
Who won the chess match?

5. The class collected leaves every autumn for the art project.
When does the class collect leaves?

6. The team had its championship game on Friday.
When was the championship game?

7. Eli found a lost kitten behind the garden shed.
Who found the lost kitten?

8. Priya packed an extra sweater because the gym felt cold.
Why did Priya pack an extra sweater?

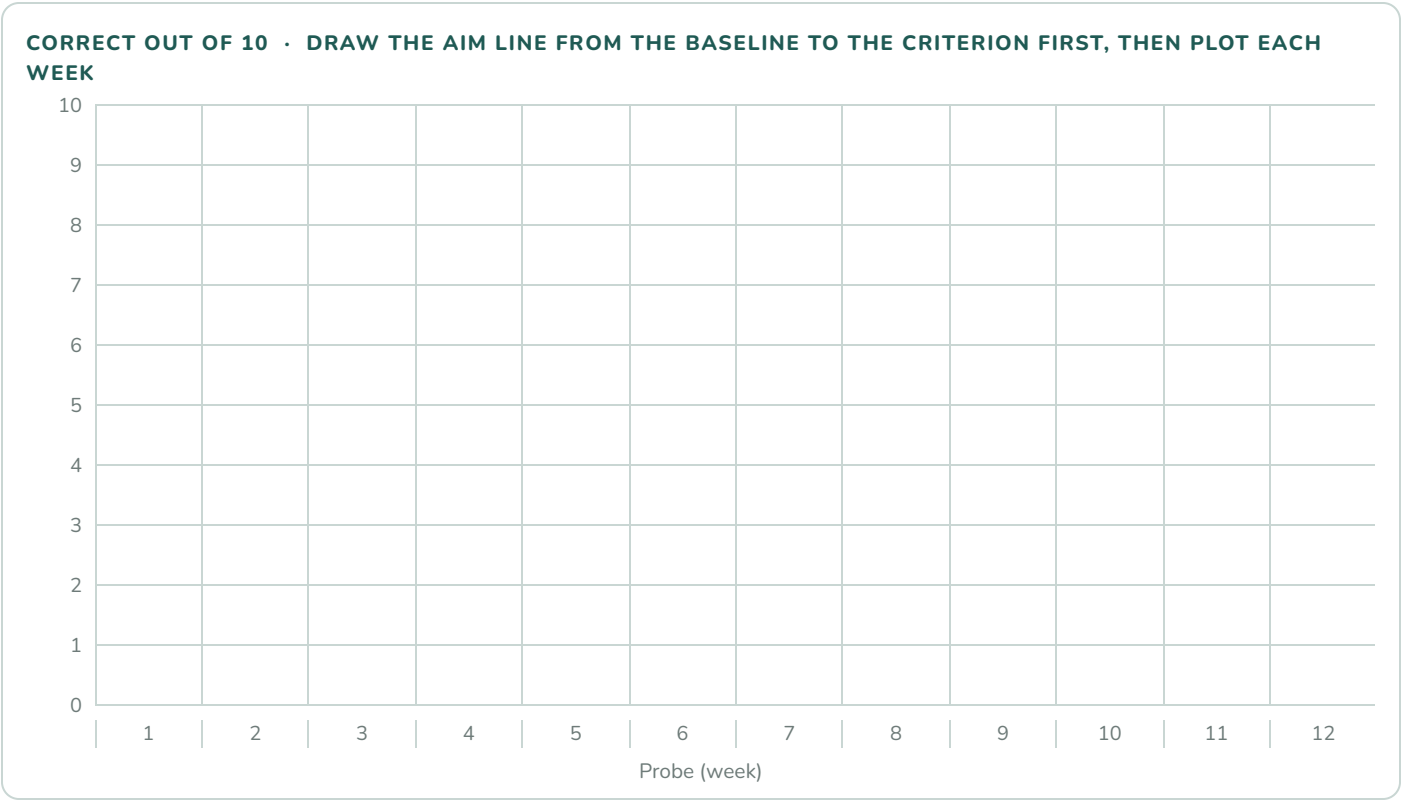
9. Faye hid the surprise cake behind the garage door.
Where did Faye hide the cake?

10. The team built a birdhouse out of scrap wood.
What did the team build?

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TEACHER / CASE MANAGER

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

[illegible]

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- ☐ 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 WH-question comprehension probes (10 items, untimed), Dylan 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.