

What Is Inside, and Where

22 pages: three sections, a worked example and a back page. Nothing here scores a response against a published norm or sets when a referral is warranted; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up the Caseload

PAGES 6–8



**Code Key:
Recording Marks,
Skills and Levels**
SETUP

6



**Word Categories
Caseload Roster**
ROSTER

7



**Binder Cover and
Divider Tabs**
SETUP

8

02 Take the Data

PAGES 10–14



**Single-Item Sort
Data Sheet
(Categories Given)**
DATA

10



**Whole-Set Group
Sort Data Sheet**
DATA

11



**Quick Daily
Sorting Check**
DATA

12



**Frequency Correct
/ Incorrect Chart**
TRACKER

13



**Paraprofessional
and Classroom
Carryover Form**
DATA

14

03 Track, Report and Share

PAGES 16–21



**Cumulative
Accuracy Tracker**
TRACKER

16



Progress Graph
TRACKER

17



**Quarterly
Progress
Summary**
REPORTING

18



**Family Update —
Sorting and
Classifying at
Home**
NOTES

19



**Progress Note
Phrase Bank**
REFERENCE

20



**A Session of Data,
Filled In**
EXAMPLE

21

How the sections build on each other: Section 1 sets up the marks, skill codes and caseload once. Section 2 is every session's data — a detailed sheet for sorting one item at a time against named categories, a separate sheet for sorting a whole mixed set at once, a quick combined check, a frequency chart, and a form for a second adult. Section 3 turns that data into a tracker, a graph, a family update and language for a progress note, closed out with one worked example.

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the trial marks themselves are faster with a pen.



1

Set up once

Define the recording marks, skill codes and generalization levels (page 6) as a team before the first session, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Take data every session

Run the single-item sheet (page 10) for one item at a time, the whole-set sheet (page 11) for a mixed set sorted at once, or the quick check (page 12) on a tighter day, then add it up on the frequency chart (page 13).

The paraprofessional form is the plain-words version for a day the case manager is not the one watching.



3

Roll up and share

Copy the percent onto the tracker (page 16) the same day, and plot the graph (page 17) once a week.

The family update (page 19) and the phrase bank (page 20) are ready to use as soon as a session of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a response against a published norm or compute a percent for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **Category Naming** or **Category Exclusion Progress Monitoring Probes** — six fixed probe forms where the student names a shared category or picks the odd word out. No item here does either; every task is **SORTING** — placing items into groups, one at a time or a whole mixed set at once — on blank data sheets with the categories left to your own materials. Not **Semantic Word Relationships and Word Meaning Progress Monitoring Editable** either — that pack spreads a caseload's tools across six semantic domains, sorting as one page inside it.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark says only whether an item was placed in its correct category, as the clinician judged it that session — never a score against a published norm, a condition name, or a referral rule. No age or milestone is stated; the team writes every criterion in.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the sheets; the tracker only needs the totals.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

02

Take the Data

A detailed sheet for sorting one item at a time against categories already named for the child, a separate sheet for sorting a whole mixed set at once, a faster combined check for a day with no time for a full session, a within-session tally chart, and a plain-language form for the paraprofessional or the general education teacher.

IN THIS SECTION

Single-Item Sort Data Sheet (Categories Given)	10
Whole-Set Group Sort Data Sheet	11
Quick Daily Sorting Check	12
Frequency Correct / Incorrect Chart	13
Paraprofessional and Classroom Carryover Form	14

DATA

Single-Item Sort Data Sheet (Categories Given)

One item at a time, ten trials a session, against categories already named for the child. Move up a generalization level only when the criterion at the top has been met.

STUDENT

CATEGORIES USED THIS SESSION
(WRITE IN, UP TO 3)

LEVEL (PAGE 6)

CRITERION FROM THE IEP

CUED TRIALS COUNT AS CORRECT? (Y / N)

SAMPLE ITEM SET (THREE CATEGORIES, FOUR ITEMS EACH — SWAP IN YOUR OWN)

Weather words — thunder, blizzard, drizzle, breeze

Clothing words — scarf, mitten, sweater, boots

Feelings words — nervous, proud, curious, grumpy

DATE	1	2	3	4	5	6	7	8	9	10	+ (OF 10)	%	LEVEL

ONE ITEM, ONE TRIAL

A single item is shown or said, the categories are already named for the child (spoken, printed, or on a sorting mat), and the child picks or points to one. This sheet never decides which items or categories count; write the accepted set on the stimulus set itself.

ITEMS THAT KEEP BEING PLACED IN THE WRONG CATEGORY

DATA

Whole-Set Group Sort Data Sheet

The whole mixed set, sorted in one sitting. This records the RESULT of the sort by category, not a trial-by-trial cue log -- a different kind of evidence than the single-item sheet.

STUDENT

CATEGORIES A / B / C USED THIS SESSION (WRITE IN)

ITEMS PER CATEGORY (WRITE IN)

CRITERION FROM THE IEP

TOTAL ITEMS IN THE SET (WRITE IN)

SAMPLE ITEM SET USED FOR THIS SHEET (SAME SET AS THE SINGLE-ITEM SHEET — SWAP IN YOUR OWN)

- Weather words — thunder, blizzard, drizzle, breeze
- Clothing words — scarf, mitten, sweater, boots
- Feelings words — nervous, proud, curious, grumpy

#	DATE	CATEGORY A CORRECT (OF __)	CATEGORY B CORRECT (OF __)	CATEGORY C CORRECT (OF __)	TOTAL CORRECT (OF __)	%	NOTES
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

A DIFFERENT KIND OF EVIDENCE

The whole set is handed over at once, sorted with no cue between items; this sheet records WHERE each item ended up, not a cue log like page 10. A student can do well one item at a time and still struggle once everything is mixed together, or the reverse.

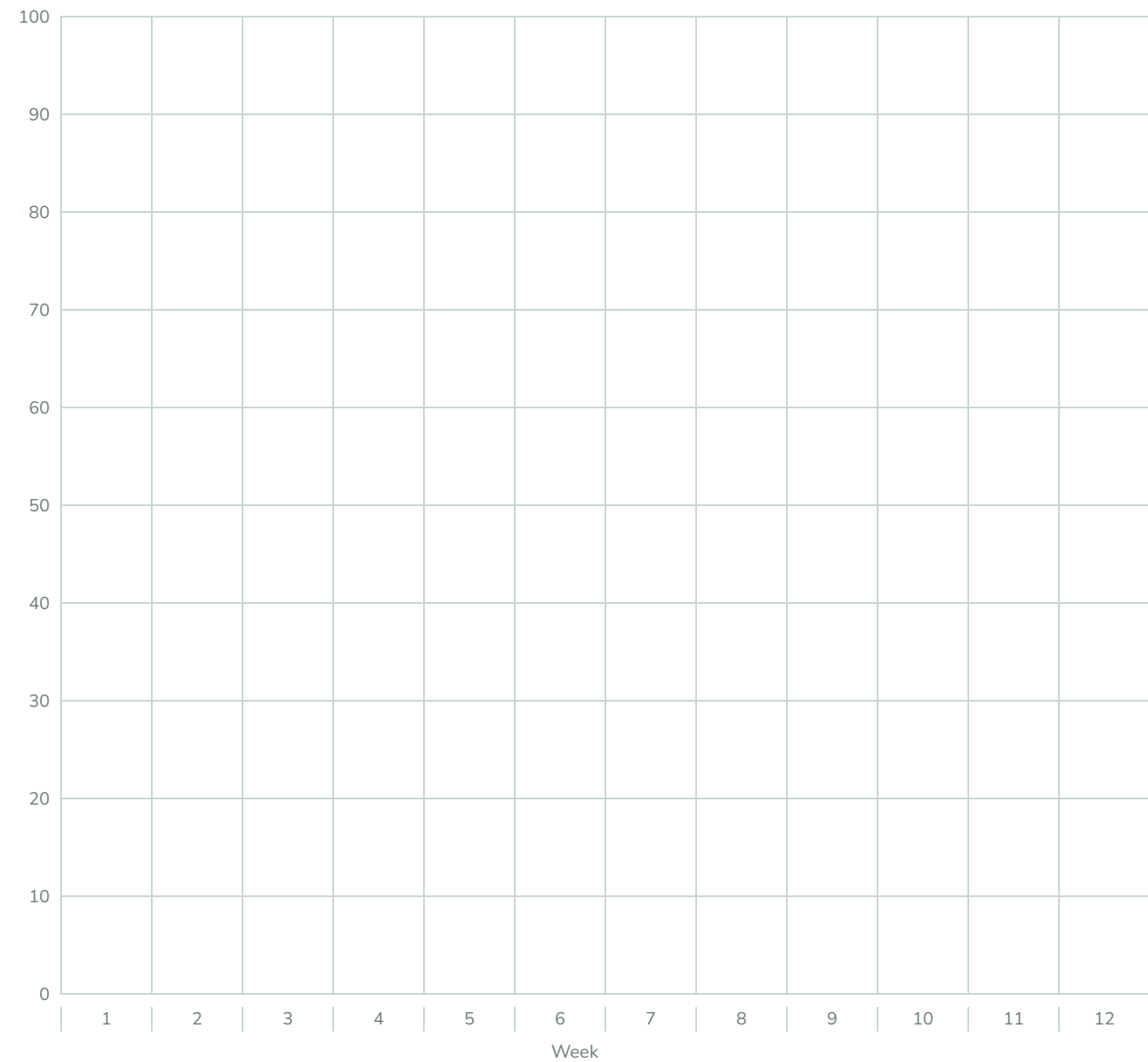
CATEGORIES THAT GET MIXED UP WITH EACH OTHER

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM
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PERCENT CORRECT, SINGLE-ITEM AND/OR GROUP SORT — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing accuracy. Three points flat or falling in a row: check the frequency chart (page 13) for what changed.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

SINGLE-ITEM SORT SHEET (PAGE 10) — DEVON L., GRADE 3 (INVENTED)

Item set: sample set, teacher-selected · Criterion from the IEP: 80% accuracy across three consecutive sessions · Cued trials count as correct: N

DATE	1	2	3	4	5	6	7	8	9	10	+	%	LEVEL
Oct 1	+	+	+	-	+	+	-	+	+	+	8	80	Taught
Oct 4	+	+	-	+	+	+	+	+	+	+	9	90	Taught
Oct 8	+	+	+	+	+	+	+	+	-	+	9	90	Taught
Oct 11	+	+	+	+	+	+	+	+	+	+	10	100	Taught
Oct 15	+	-	+	-	+	-	+	+	-	+	6	60	Novel items

Oct 1, Oct 4 and Oct 8 were three consecutive sessions at or above 80%, so the criterion was met on Oct 8; Oct 11 was one more session at the taught-items level before moving to novel items on Oct 15, where the percent dropped to 60% as expected.

WHOLE-SET GROUP SORT SHEET (PAGE 11)

DATE	WEATHER	CLOTHING	FEELINGS	TOTAL	%
Oct 2	3/4	4/4	2/4	9/12	75
Oct 6	4/4	3/4	3/4	10/12	83
Oct 9	4/4	4/4	2/4	10/12	83
Oct 15	3/4	3/4	3/4	9/12	75

Never three sessions in a row at or above 80 percent (Oct 6 and Oct 9 both at 83 percent, but Oct 15 dropped to 75 percent) — feelings words are the category most often missed when the whole set is mixed together.

FREQUENCY CORRECT/INCORRECT CHART (PAGE 13) — OCT 15, BOTH SKILLS, SAME SESSION

SKILL	PRESENTED	CORRECT	INCORRECT	SC	NR	%
Single-item sort (categories given)	10	6	4	0	0	60
Whole-set group sort	12	9	3	0	0	75

Same session, same student: single-item sorting at the harder novel-items level (60%), whole-set sorting still at 75%.

THE DECISION, WRITTEN ON THE TRACKER (PAGE 16)

Single-item sort: criterion met at the taught level Oct 8; now working with novel items at 60 percent, the expected first drop with harder items.
Whole-set sort: 75/83/83/75 percent — approaching the criterion, with feelings words the category to recheck next session.

SKILL SNAPSHOT (FEEDS THE QUARTERLY SUMMARY, PAGE 18)

SKILL	BASELINE (DATE, %)	CURRENT (DATE, %, LEVEL)	STATUS	ONE-LINE NOTE FOR THE QUARTERLY SUMMARY
Single-item sort	30% (Sep 20)	60% novel items (Oct 15)	SP	Met taught-items criterion Oct 8; now generalizing to novel items.
Whole-set sort	25% (Sep 20)	75% (Oct 15)	SP	Approaching the criterion; two sessions at or above 80% needed, not yet three in a row.

WHY THIS IS ENOUGH

Every decision here came from a number already written down. The quarterly summary is a copying job.