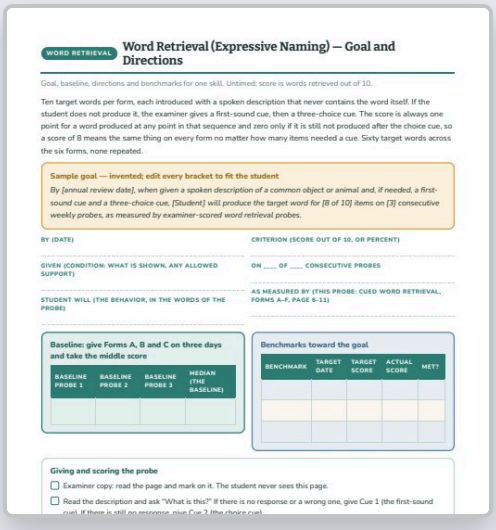
SPECIAL EDUCATION

EDITABLE

WORD RETRIEVAL: EXPRESSIVE NAMING

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


WORD RETRIEVAL

Word Retrieval (Expressive Naming) — Goal and Directions

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

Ten target words per form, each introduced with a spoken description that never contains the word itself. If the student does not produce it, the examiner gives a first-sound cue, then a three-choice cue. The score is always one point for a word produced at any point in that sequence and zero only if it is still not produced after the choice cue, so a score of 8 means the same thing on every form no matter how many items needed a cue. Sixty target words across the six forms, none repeated.

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

By [annual review date], when given a spoken description of a common object or animal and, if needed, a first-sound cue and a three-choice cue, [Student] will produce the target word for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored word retrieval 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: CUED WORD RETRIEVAL, 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

- ☐ Examiner copy: read the page and mark on it. The student never sees this page.
- ☐ Read the description and ask "What is this?" If there is no response or a wrong one, give Cue 1 (the first-sound cue). If there is still no response, give Cue 2 (the choice cue).


WORD RETRIEVAL

Word Retrieval (Expressive Naming) — Form A

EXAMINER COPY. Read the description; cue only if the student needs it; mark the score. · Untimed.

NAME _____ DATE _____ FORM A · untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample. By [annual review date], when given a spoken description of a common object or animal and, if needed, a first-sound cue and a three-choice cue, [Student] will produce the target word for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored word retrieval probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

READ THE DESCRIPTION · GIVE CUE 1 AND CUE 2 ONLY IF NEEDED · CIRCLE 1 IF THE WORD WAS PRODUCED AT ANY POINT, 0 IF NOT

1. **Farmers put this figure, dressed in old clothes, in a field to scare birds. What is this?**
   Cue 1 (sound): "S..." Cue 2 (choice): statue, puppet, **scarecrow**? Level (not scored): S · 1 · 2 · X — 1 0
2. **This opens above a person falling from the sky so they land safely. What is this?**
   Cue 1 (sound): "P..." Cue 2 (choice): **parachute**, balloon, kite? Level (not scored): S · 1 · 2 · X — 1 0
3. **You carry this light outside, often while camping. What is this?**
   Cue 1 (sound): "L..." Cue 2 (choice): candle, **lantern**, flashlight? Level (not scored): S · 1 · 2 · X — 1 0
4. **A huge animal that lives in the ocean and blows water from its head. What is this?**
   Cue 1 (sound): "W..." Cue 2 (choice): shark, dolphin, **whale**? Level (not scored): S · 1 · 2 · X — 1 0
5. **You carry your books and lunch to school in this. What is this?**
   Cue 1 (sound): "B..." Cue 2 (choice): suitcase, **backpack**, purse? Level (not scored): S · 1 · 2 · X — 1 0
6. **You look into this to see your own face. What is this?**
   Cue 1 (sound): "M..." Cue 2 (choice): picture, **mirror**, window? Level (not scored): S · 1 · 2 · X — 1 0
7. **This small animal is covered in sharp spines and curls into a ball. What is this?**
   Cue 1 (sound): "H..." Cue 2 (choice): **hedgehog**, porcupine, armadillo? Level (not scored): S · 1 · 2 · X — 1 0
8. **This instrument has bars you hit with small mallets to make music. What is this?**


WORD RETRIEVAL

Word Retrieval (Expressive Naming) — Data Log and Graph

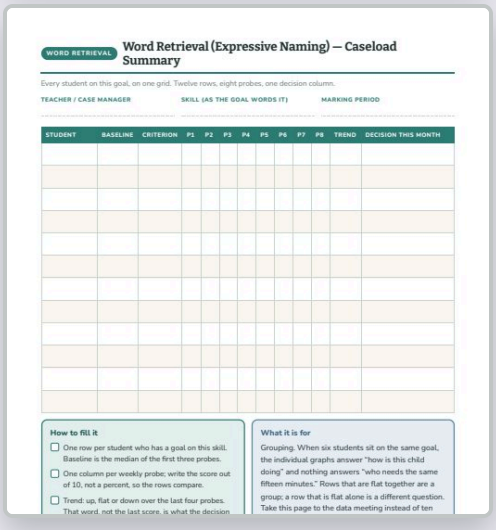
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

STUDENT _____ CRITERION / AIM _____ GOAL DATE _____

CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK

Probe (week)

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


WORD RETRIEVAL

Word Retrieval (Expressive Naming) — 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 _____

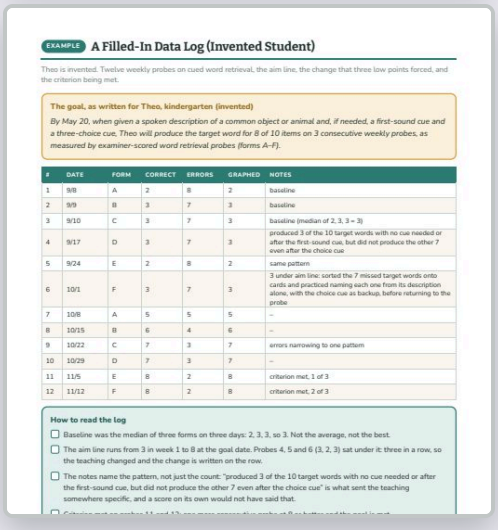
STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

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

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


EXAMPLE

A Filled-In Data Log (Invented Student)

Theo is invented. Twelve weekly probes on cued word retrieval, the aim line, the change that three low points forced, and the criterion being met.

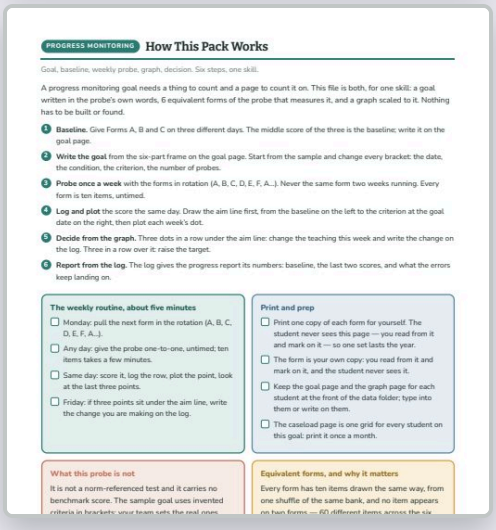
The goal, as written for Theo, kindergarten (invented)

By May 20, when given a spoken description of a common object or animal and, if needed, a first-sound cue and a three-choice cue, Theo will produce the target word for 8 of 10 items on 3 consecutive weekly probes, as measured by examiner-scored word retrieval probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	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	produced 3 of the 10 target words with no cue needed or after the first-sound cue, but did not produce the other 7 even after the choice cue
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line; sorted the 7 missed target words onto cards and practiced naming each one from its description alone, with the choice cue as backup, 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: "produced 3 of the 10 target words with no cue needed or after the first-sound cue, but did not produce the other 7 even after the choice cue" 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 session this 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.

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.
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 of each form for yourself. The student never sees this page — you read from it and mark on it — so one set lasts the year.
- ☐ The form is your own copy: you read from it and mark on it, and the student never sees 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

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

Fillable PDF | **16 Pages** | **Six Probe Forms** | **Goal + Graph**

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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.
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.
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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.
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Print and prep

- [ ] Print one copy of each form for yourself. The student never sees this page — you read from it and mark on it — so one set lasts the year.
- [ ] The form is your own copy: you read from it and mark on it, and the student never sees 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.

WORD RETRIEVAL

Word Retrieval (Expressive Naming) — Goal and Directions

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

Ten target words per form, each introduced with a spoken description that never contains the word itself. If needed, the examiner gives a first-sound cue, then a three-choice cue. One point for the word produced at any point, zero only if still not produced after the choice cue. Sixty target words across the six forms, none repeated.

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

By [annual review date], when given a spoken description of a common object or animal and, if needed, a first-sound cue and a three-choice cue, [Student] will produce the target word for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored word retrieval 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: CUED WORD RETRIEVAL, 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

- [ ] Examiner copy: read the page and mark on it. The student never sees this page.
- [ ] Ask “What is this?” after the description. If needed, give Cue 1 (first-sound), then Cue 2 (choice).
- [ ] Score 1 if the word is produced at any point (no cue, Cue 1, or Cue 2); 0 only if still not produced after Cue 2. Level circles are for planning only, never scored.
- [ ] 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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WORD RETRIEVAL

Word Retrieval (Expressive Naming) — Form A

EXAMINER COPY. Read the description; cue only if the student needs it; mark the score. · Untimed.

NAME _____ DATE _____ FORM **A** untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given a spoken description of a common object or animal and, if needed, a first-sound cue and a three-choice cue, [Student] will produce the target word for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored word retrieval probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

_____

_____

READ THE DESCRIPTION · GIVE CUE 1 AND CUE 2 ONLY IF NEEDED · CIRCLE 1 IF THE WORD WAS PRODUCED AT ANY POINT, 0 IF NOT

1. Farmers put this figure, dressed in old clothes, in a field to scare birds. **What is this?**

Cue 1 (sound): "S..." Cue 2 (choice): statue, puppet, **scarecrow**? Level (not scored): S · 1 · 2 · X **1** **0**

2. This opens above a person falling from the sky so they land safely. **What is this?**

Cue 1 (sound): "P..." Cue 2 (choice): **parachute**, balloon, kite? Level (not scored): S · 1 · 2 · X **1** **0**

3. You carry this light outside, often while camping. **What is this?**

Cue 1 (sound): "L..." Cue 2 (choice): candle, **lantern**, flashlight? Level (not scored): S · 1 · 2 · X **1** **0**

4. A huge animal that lives in the ocean and blows water from its head. **What is this?**

Cue 1 (sound): "W..." Cue 2 (choice): shark, dolphin, **whale**? Level (not scored): S · 1 · 2 · X **1** **0**

5. You carry your books and lunch to school in this. **What is this?**

Cue 1 (sound): "B..." Cue 2 (choice): suitcase, **backpack**, purse? Level (not scored): S · 1 · 2 · X **1** **0**

6. You look into this to see your own face. **What is this?**

Cue 1 (sound): "M..." Cue 2 (choice): picture, **mirror**, window? Level (not scored): S · 1 · 2 · X **1** **0**

7. This small animal is covered in sharp spines and curls into a ball. **What is this?**

Cue 1 (sound): "H..." Cue 2 (choice): **hedgehog**, porcupine, armadillo? Level (not scored): S · 1 · 2 · X **1** **0**

8. This instrument has bars you hit with small mallets to make music. **What is this?**

Cue 1 (sound): "X..." Cue 2 (choice): drum, piano, **xylophone**? Level (not scored): S · 1 · 2 · X **1** **0**

9. You squeeze this instrument in and out while pressing its buttons. **What is this?**

Cue 1 (sound): "A..." Cue 2 (choice): **accordion**, organ, harmonica? Level (not scored): S · 1 · 2 · X **1** **0**

10. You use this tool to pound a nail into wood. **What is this?**

Cue 1 (sound): "H..." Cue 2 (choice): **hammer**, wrench, screwdriver? Level (not scored): S · 1 · 2 · X **1** **0**

TEACHER COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1	2	3	4	5	6	7	8	9	10

Words retrieved. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

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WORD RETRIEVAL

Word Retrieval (Expressive Naming) — Form B

EXAMINER COPY. Read the description; cue only if the student needs it; mark the score. · Untimed.

NAME _____ DATE _____ FORM **B** untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given a spoken description of a common object or animal and, if needed, a first-sound cue and a three-choice cue, [Student] will produce the target word for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored word retrieval probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

_____

_____

READ THE DESCRIPTION · GIVE CUE 1 AND CUE 2 ONLY IF NEEDED · CIRCLE 1 IF THE WORD WAS PRODUCED AT ANY POINT, 0 IF NOT

1. You blow into this and it makes a loud, sharp sound. **What is this?**

Cue 1 (sound): "W..." Cue 2 (choice): bell, horn, **whistle**? Level (not scored): S · 1 · 2 · X **1** **0**

2. This narrow boat is moved along with a paddle. **What is this?**

Cue 1 (sound): "C..." Cue 2 (choice): raft, kayak, **canoe**? Level (not scored): S · 1 · 2 · X **1** **0**

3. This device sprays water over a lawn. **What is this?**

Cue 1 (sound): "S..." Cue 2 (choice): **sprinkler**, faucet, hose? Level (not scored): S · 1 · 2 · X **1** **0**

4. This covers your whole hand with no separate fingers. **What is this?**

Cue 1 (sound): "M..." Cue 2 (choice): glove, **mitten**, sock? Level (not scored): S · 1 · 2 · X **1** **0**

5. These straps go over your shoulders and hold up your pants. **What is this?**

Cue 1 (sound): "S..." Cue 2 (choice): buckle, belt, **suspenders**? Level (not scored): S · 1 · 2 · X **1** **0**

6. This animal has a very long neck and eats leaves from tall trees. **What is this?**

Cue 1 (sound): "G..." Cue 2 (choice): zebra, **giraffe**, camel? Level (not scored): S · 1 · 2 · X **1** **0**

7. This black and white bird cannot fly, but it swims well. **What is this?**

Cue 1 (sound): "P..." Cue 2 (choice): seal, **penguin**, puffin? Level (not scored): S · 1 · 2 · X **1** **0**

8. This has a small flame burning on top of it. **What is this?**

Cue 1 (sound): "C..." Cue 2 (choice): **candle**, lamp, flashlight? Level (not scored): S · 1 · 2 · X **1** **0**

9. This brass instrument is played by blowing into it and pressing buttons. **What is this?**

Cue 1 (sound): "T..." Cue 2 (choice): trombone, flute, **trumpet**? Level (not scored): S · 1 · 2 · X **1** **0**

10. This jacket keeps you dry when it rains. **What is this?**

Cue 1 (sound): "R..." Cue 2 (choice): umbrella, poncho, **raincoat**? Level (not scored): S · 1 · 2 · X **1** **0**

TEACHER COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1	2	3	4	5	6	7	8	9	10

Words retrieved. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

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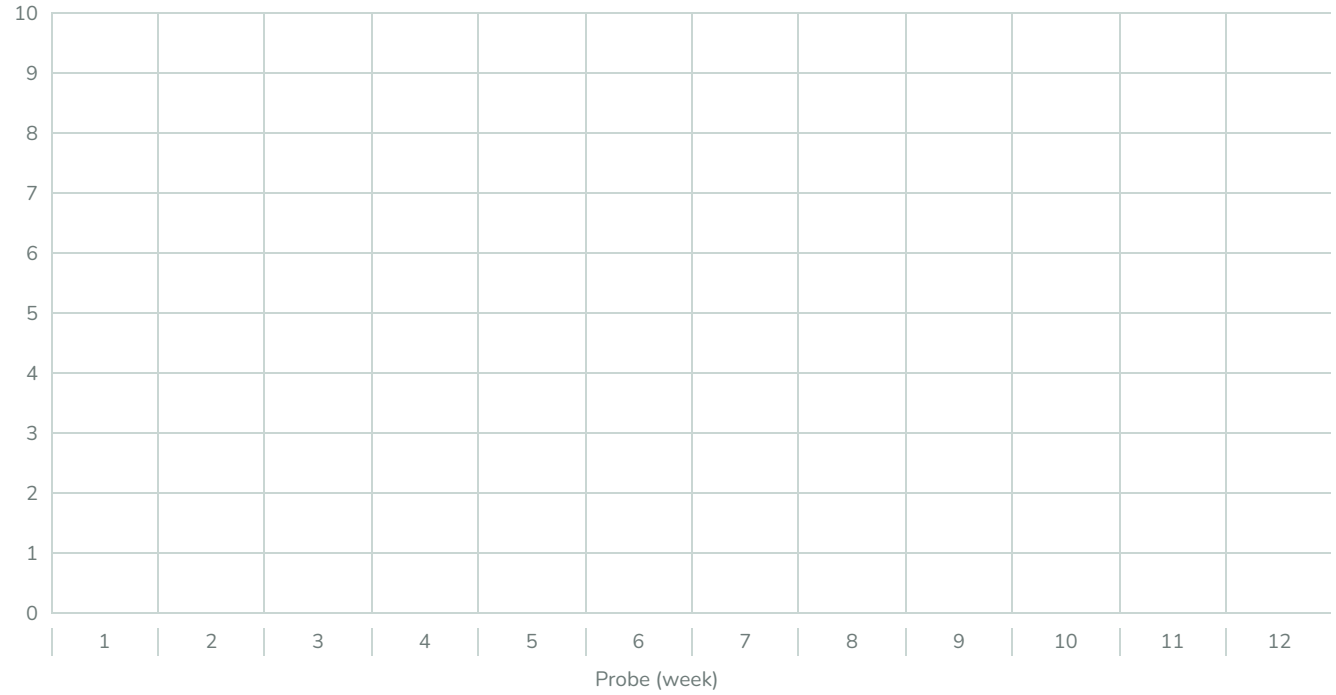
WORD RETRIEVAL

Word Retrieval (Expressive Naming) — 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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WORD RETRIEVAL

Word Retrieval (Expressive Naming) — 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)

Theo is invented. Twelve weekly probes on cued word retrieval, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Theo, kindergarten (invented)

By May 20, when given a spoken description of a common object or animal and, if needed, a first-sound cue and a three-choice cue, Theo will produce the target word for 8 of 10 items on 3 consecutive weekly probes, as measured by examiner-scored word retrieval probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	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	produced 3 of the 10 target words with no cue needed or after the first-sound cue, but did not produce the other 7 even after the choice cue
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: sorted the 7 missed target words onto cards and practiced naming each one from its description alone, with the choice cue as backup, 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: “produced 3 of the 10 target words with no cue needed or after the first-sound cue, but did not produce the other 7 even after the choice cue” 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 cued word retrieval probes (10 items, untimed), Theo 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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