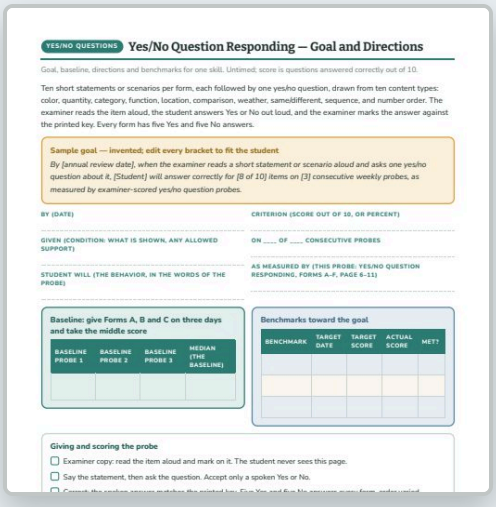
SPECIAL EDUCATION

EDITABLE

YES/NO QUESTION RESPONDING

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


YES/NO QUESTIONS Yes/No Question Responding — Goal and Directions

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

Ten short statements or scenarios per form, each followed by one yes/no question, drawn from ten content types: color, quantity, category, function, location, comparison, weather, same/different, sequence, and number order. The examiner reads the item aloud, the student answers Yes or No out loud, and the examiner marks the answer against the printed key. Every form has five Yes and five No answers.

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

By [annual review date], when the examiner reads a short statement or scenario aloud and asks one yes/no question about it, [Student] will answer correctly for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored yes/no question 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: YES/NO QUESTION RESPONDING, FORMS A–F, PAGE 6–11)

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

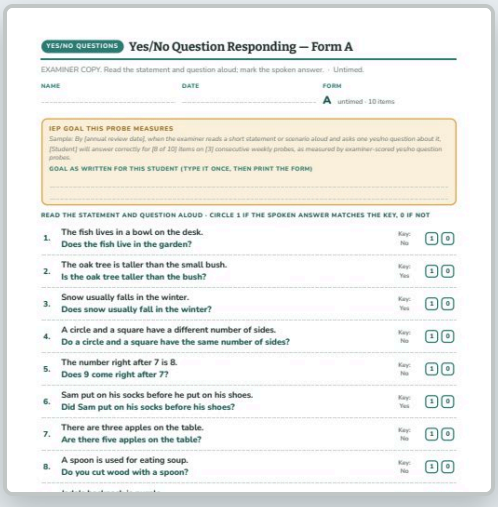
BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Examiner copy: read the item aloud and mark on it. The student never sees this page.
- ☐ Say the statement, then ask the question. Accept only a spoken Yes or No.
- ☐ Correct the spoken answer matches the printed key. Five Yes and five No answers every form, order varied.


YES/NO QUESTIONS Yes/No Question Responding — Form A

EXAMINER COPY. Read the statement and question aloud; mark the spoken answer. · Untimed.

NAME DATE FORM A untimed · 10 items

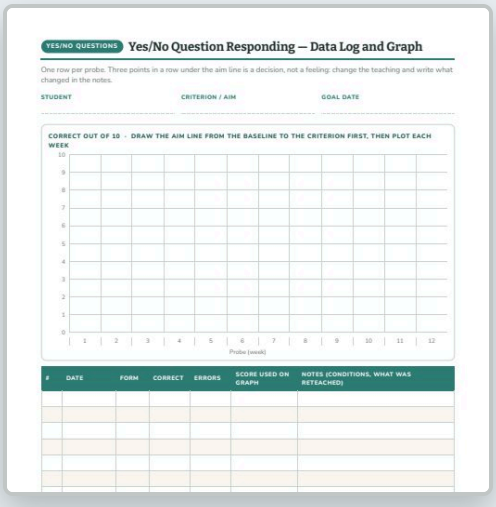
IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the examiner reads a short statement or scenario aloud and asks one yes/no question about it, [Student] will answer correctly for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored yes/no question probes.

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

READ THE STATEMENT AND QUESTION ALOUD · CIRCLE 1 IF THE SPOKEN ANSWER MATCHES THE KEY, 0 IF NOT

		Key:	
1.	The fish lives in a bowl on the desk. Does the fish live in the garden?	No	1 0
2.	The oak tree is taller than the small bush. Is the oak tree taller than the bush?	Yes	1 0
3.	Snow usually falls in the winter. Does snow usually fall in the winter?	Yes	1 0
4.	A circle and a square have a different number of sides. Do a circle and a square have the same number of sides?	No	1 0
5.	The number right after 7 is 8. Does 9 come right after 7?	No	1 0
6.	Sam put on his socks before he put on his shoes. Did Sam put on his socks before his shoes?	Yes	1 0
7.	There are three apples on the table. Are there five apples on the table?	No	1 0
8.	A spoon is used for eating soup. Do you cut wood with a spoon?	No	1 0


YES/NO QUESTIONS Yes/No Question Responding — Data Log and Graph

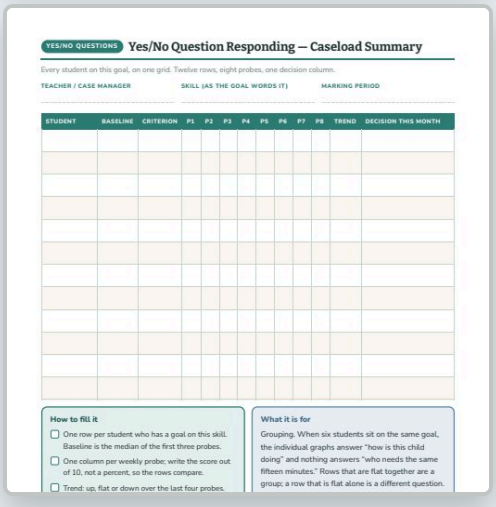
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 RETAUGHT)


YES/NO QUESTIONS Yes/No Question Responding — 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

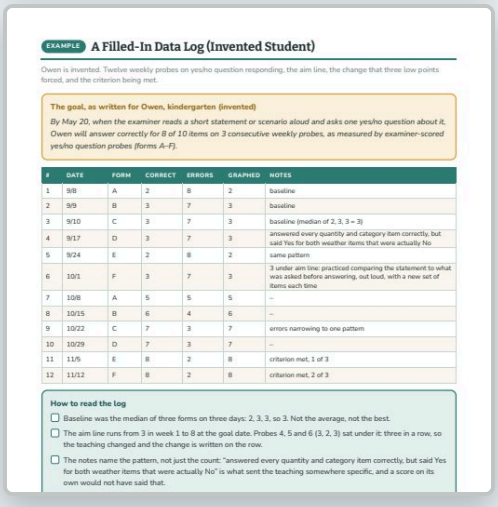
STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

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.

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)

Owen is invented. Twelve weekly probes on yes/no question responding, the aim line, the change that three low points forced, and the criterion being met.

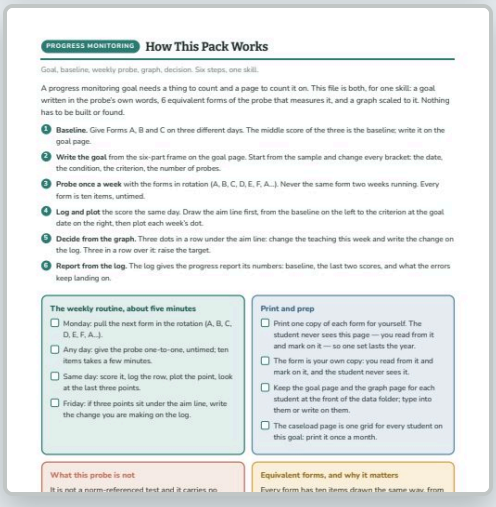
The goal, as written for Owen, kindergarten (invented)

By May 20, when the examiner reads a short statement or scenario aloud and asks one yes/no question about it, Owen will answer correctly for 8 of 10 items on 3 consecutive weekly probes, as measured by examiner-scored yes/no question 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	answered every quantity and category item correctly, but said Yes for both weather items that were actually No
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: practiced comparing the statement to what was asked before answering, out loud, with a new set of items each 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: 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 quantity and category item correctly, but said Yes for both weather items that were actually No" is what sent the teaching somewhere specific, and a score on its own would not have said that.


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

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from

Fillable PDF | **16 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.
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 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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YES/NO QUESTIONS

Yes/No Question Responding — Goal and Directions

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

Ten short statements or scenarios per form, each followed by one yes/no question, drawn from ten content types: color, quantity, category, function, location, comparison, weather, same/different, sequence, and number order. The examiner reads the item aloud, the student answers Yes or No out loud, and the examiner marks the answer against the printed key. Every form has five Yes and five No answers.

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

By [annual review date], when the examiner reads a short statement or scenario aloud and asks one yes/no question about it, [Student] will answer correctly for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored yes/no question 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: YES/NO QUESTION RESPONDING, 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 item aloud and mark on it. The student never sees this page.
- ☐ Say the statement, then ask the question. Accept only a spoken Yes or No.
- ☐ Correct: the spoken answer matches the printed key. Five Yes and five No answers every form, order varied.
- ☐ 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)

YES/NO QUESTIONS

Yes/No Question Responding — Form A

EXAMINER COPY. Read the statement and question aloud; mark the spoken answer. · Untimed.

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

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the examiner reads a short statement or scenario aloud and asks one yes/no question about it, [Student] will answer correctly for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored yes/no question probes.

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

_____

_____

READ THE STATEMENT AND QUESTION ALOUD · CIRCLE 1 IF THE SPOKEN ANSWER MATCHES THE KEY, 0 IF NOT

1.	The fish lives in a bowl on the desk. **Does the fish live in the garden?**	Key: No	1 0
2.	The oak tree is taller than the small bush. **Is the oak tree taller than the bush?**	Key: Yes	1 0
3.	Snow usually falls in the winter. **Does snow usually fall in the winter?**	Key: Yes	1 0
4.	A circle and a square have a different number of sides. **Do a circle and a square have the same number of sides?**	Key: No	1 0
5.	The number right after 7 is 8. **Does 9 come right after 7?**	Key: No	1 0
6.	Sam put on his socks before he put on his shoes. **Did Sam put on his socks before his shoes?**	Key: Yes	1 0
7.	There are three apples on the table. **Are there five apples on the table?**	Key: No	1 0
8.	A spoon is used for eating soup. **Do you cut wood with a spoon?**	Key: No	1 0
9.	Jada's backpack is purple. **Is Jada's backpack purple?**	Key: Yes	1 0
10.	A robin is a bird. **Is a robin a bird?**	Key: Yes	1 0

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

1	2	3	4	5	6	7	8	9	10

Questions answered correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

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YES/NO QUESTIONS

Yes/No Question Responding — Form B

EXAMINER COPY. Read the statement and question aloud; mark the spoken answer. · Untimed.

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

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the examiner reads a short statement or scenario aloud and asks one yes/no question about it, [Student] will answer correctly for [8 of 10] items on [3] consecutive weekly probes, as measured by examiner-scored yes/no question probes.

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

_____

_____

READ THE STATEMENT AND QUESTION ALOUD · CIRCLE 1 IF THE SPOKEN ANSWER MATCHES THE KEY, 0 IF NOT

1.	There are four birds on the fence. **Are there four birds on the fence?**	Key: Yes	1 0
2.	Two pennies are worth the same amount as each other. **Are two pennies worth the same amount as each other?**	Key: Yes	1 0
3.	Leaves usually turn orange and fall in the autumn. **Do leaves usually fall in the spring?**	Key: No	1 0
4.	An umbrella is used for staying dry in the rain. **Do you brush your teeth with an umbrella?**	Key: No	1 0
5.	An apple is a fruit. **Is an apple a fruit?**	Key: Yes	1 0
6.	Marcus is wearing a yellow raincoat. **Is Marcus wearing a red raincoat?**	Key: No	1 0
7.	The elephant is bigger than the mouse. **Is the elephant bigger than the mouse?**	Key: Yes	1 0
8.	The number right before 8 is 7. **Does 7 come right before 10?**	Key: No	1 0
9.	The class lined up before they walked to lunch. **Did the class line up before walking to lunch?**	Key: Yes	1 0
10.	The shoes are kept in the closet. **Are the shoes kept in the refrigerator?**	Key: No	1 0

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

1	2	3	4	5	6	7	8	9	10

Questions answered correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

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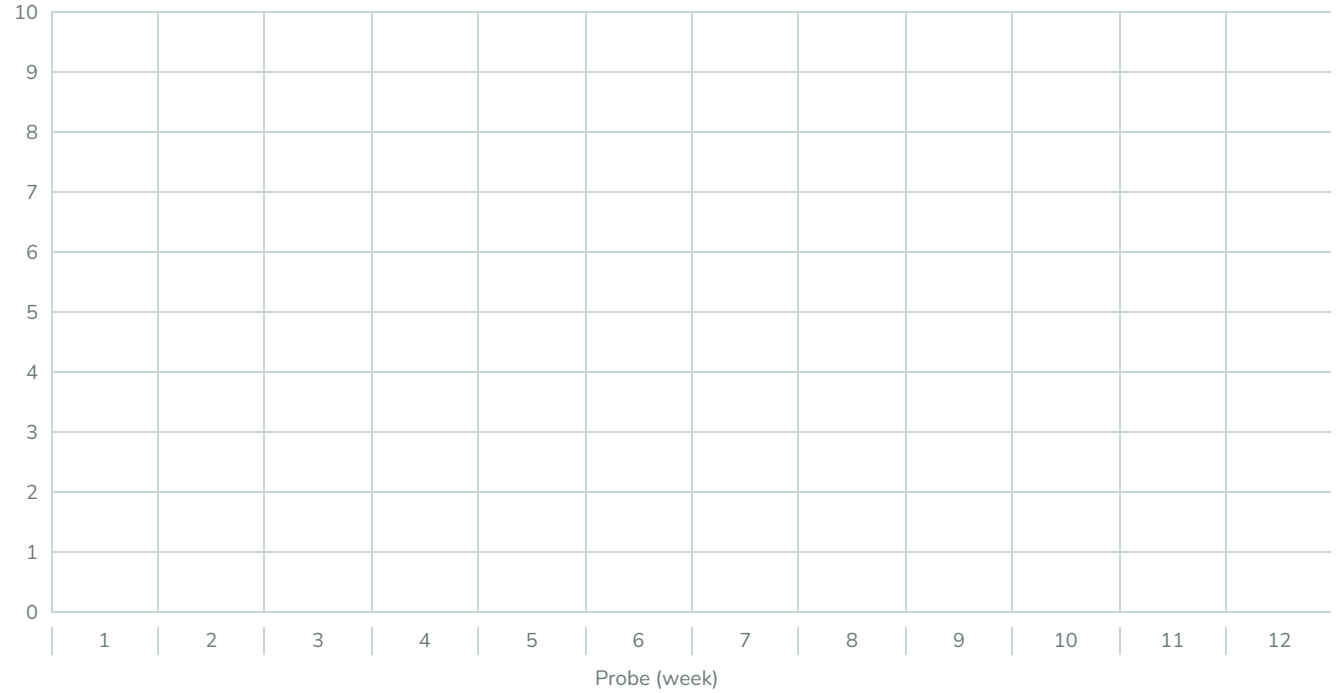
YES/NO QUESTIONS

Yes/No Question Responding — 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)

YES/NO QUESTIONS

Yes/No Question Responding — 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)

Owen is invented. Twelve weekly probes on yes/no question responding, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when the examiner reads a short statement or scenario aloud and asks one yes/no question about it, Owen will answer correctly for 8 of 10 items on 3 consecutive weekly probes, as measured by examiner-scored yes/no question 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	answered every quantity and category item correctly, but said Yes for both weather items that were actually No
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: practiced comparing the statement to what was asked before answering, out loud, with a new set of items each 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: 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 quantity and category item correctly, but said Yes for both weather items that were actually No” 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 yes/no question responding probes (10 items, untimed), Owen 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.