3 LETTER BLENDS

GRADES 1-3 | IEP PROGRESS MONITORING PROBES

scr shr spl spr squ str thr



street

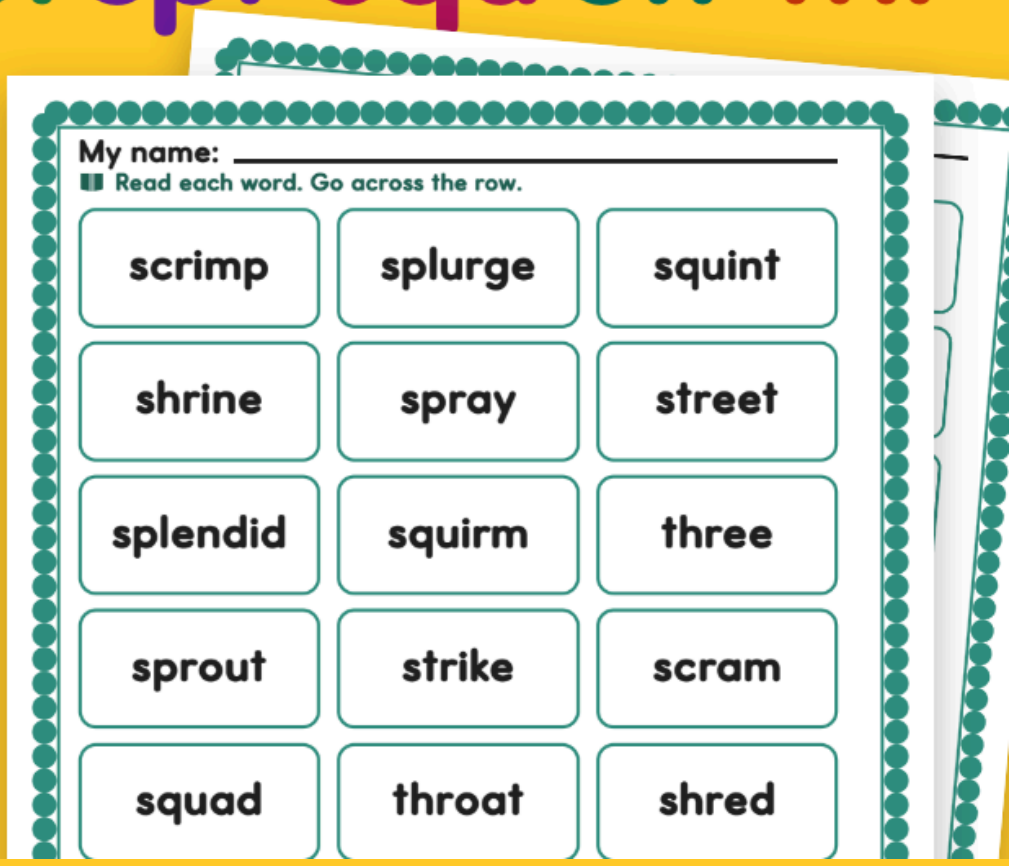


splash

4 FORMS

IEP DATA

Bright Path Sped



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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- Print one copy of the form per student per week; you score on the matching scoring sheet.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Student data

Completed pages carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

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PREVIEW

Binder Cover, Spine Label & Divider Tabs

A binder cover, six divider tabs, and a short setup list.

Binder cover & spine label

Student _____ Case manager _____ School year _____

Goal start date _____ Next review date _____

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

Divider tabs — print and cut

01 Start Here
The six-step routine, one page.

02 The Goal
The written goal and where forms A-D fit it.

03 Probe Forms
The 4 rotating timed forms, one per week.

04 IEP Data Sheet
The aim line, the weekly plot, the timed record.

05 Caseload Summary
Every student on this goal, one grid, once a month.

06 Family Update
The note home and the handoff sheet, ready to fill in.

Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Decide the time limit with the team and write it on the goal page.
- Give the baseline: three forms, three different days, before the first plotted point.
- Share the rotation (A, B, C, D) with anyone else who might give a form.

PREVIEW

My name: _____

Say the three letters fast. Read the word.

Three letters	Read the word	Now write it
scr	scrawl	_____
shr	shrubs	_____
spl	splatter	_____
spr	sprite	_____
squ	squats	_____
str	stroll	_____
thr	threads	_____

Three letters, one quick chunk. Then the rest of the word.

PREVIEW

Preview - Bright Path Sped

My name: _____

Read each word. Go across the row.

shrimp	spring	stream
splotch	squirt	threw
spruce	string	screen
squat	throne	shrub
straw	scrap	split
thrill	shroud	sprig
scroll	splendor	squeal

Color a star when you finish!

PREVIEW

Preview - Bright Path Sped

My name: _____

Read each word. Go across the row.

sprawl	strong	scrunch
squeeze	thrash	shriek
strum	scrub	splutter
thrust	shrivel	sprinkle
scrape	splice	squash
shrank	sprang	strip
spleen	square	throw

Color a star when you finish!

PREVIEW

Teacher Notes - Reading the Misses

Where the reading breaks tells you what to teach next.

What this probe measures

- Whether a student can read words that start with scr, shr, spl, spr, squ, str and thr, with the blends spread evenly across every form.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score or expected rate.

Drops a letter from the blend

- The student reads *sprint* as *print* or *strap* as *trap*: two sounds where the blend has three.
- Teach: tap the three letters, say them as one chunk, then add the rest of the word (page 6).

Swaps one blend for another

- Spr, str and scr look alike. Check the Missed column on the scoring sheet for which blend gets swapped.
- Teach: put the two blends side by side, and have the student say each before reading the word.

Squ and thr need their own look

- The student reads *squid* without the w sound, or *three* with a t.
- Say the blend first, let the student copy it, then read the word. Use the blank lines on page 6.

Reads slowly but accurately

- The score is words correct in the time, so a careful reader scores low without making an error.
- Note it on the timed record. Your team decides whether the goal and the time fit the student.

Words to use when you teach it

- **Blend**: letters next to each other whose sounds are said together.
- **Three-letter blend**: three letters at the start of a word, said as one quick chunk.
- **Chunk**: a part of a word read at once, not letter by letter.

This student's scoring rules and notes

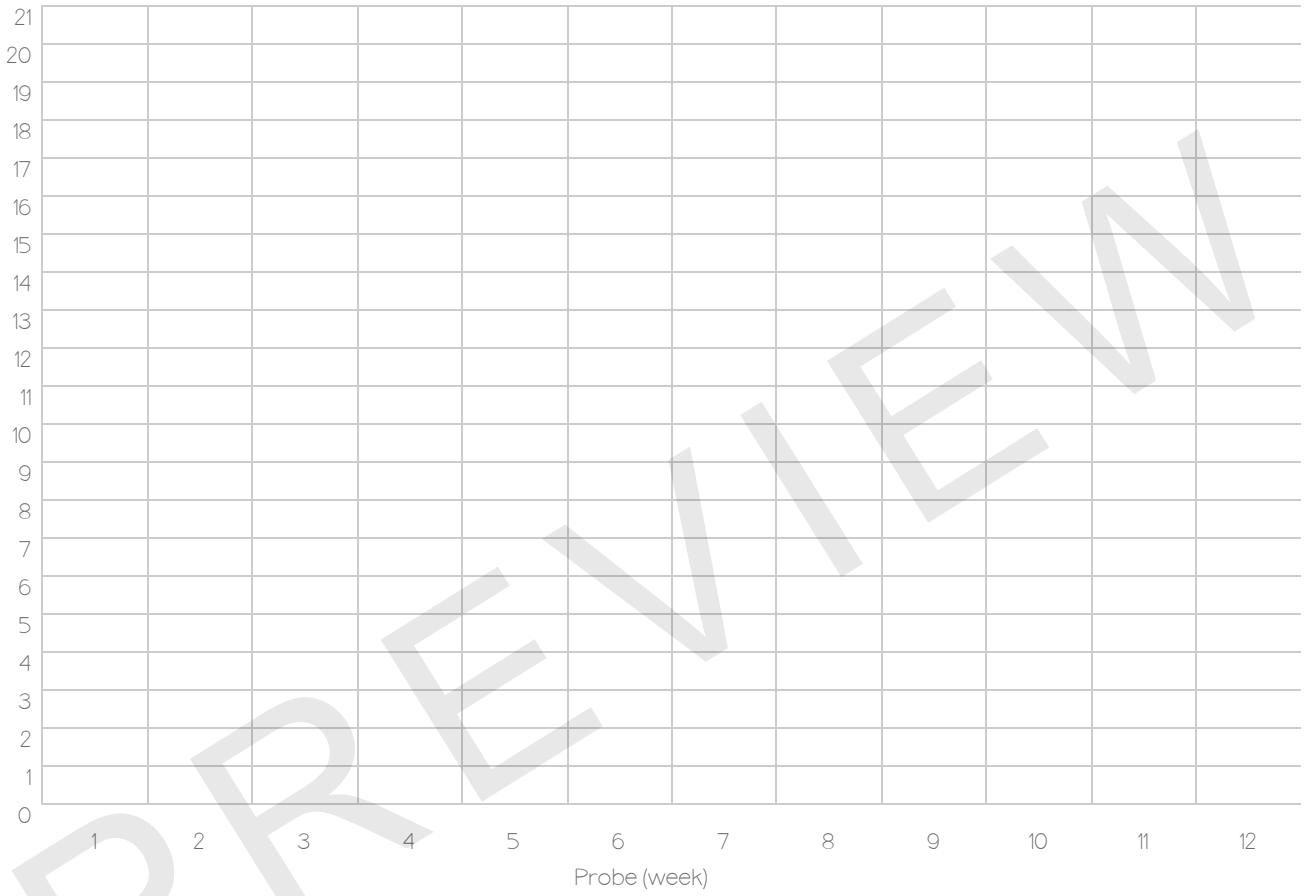
PREVIEW

IEP Data Sheet - Graph and Log

One row per probe. Three points under the aim line is a decision: change the teaching and write what changed in the notes.

Student _____ Criterion / aim _____ Goal date _____

Words read correctly out of 21 in the set time · draw the aim line from the baseline to the criterion first, then plot each week



PREVIEW

#	Date	Form	Correct	Not correct	Score used	Notes

3 Letter Blends - Caseload Summary

Every student on this goal, on one grid. Eleven rows, eight probes, one decision column.

Teacher / case manager _____ Skill _____ Marking period _____

Student	Base	Crit	P1	P2	P3	P4	P5	P6	P7	P8	Trend	Decision

How to fill it

- One row per student on this skill. Baseline is the median of the first three probes.
- One column per weekly probe; write the words correct out of 21, not a percent.
- Trend: up, flat or down over the last four probes.
- Decision: keep going, change the teaching, or raise the target.
- Leave a cell blank rather than guess; a gap is more honest than a filled-in score.

What it is for

Grouping. 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.

PREVIEW

A Filled-In Data Log (Invented Student)

Mateo is invented. Twelve weekly one-minute probes on 3 letter blends, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Mateo, second grade (invented)

By May 15, when given a list of 21 words that begin with the three-letter blends scr, shr, spl, spr, squ, str and thr and 1 minute, Mateo will read 16 of 21 words correctly on 3 consecutive weekly probes, as measured by teacher-scored 3 letter blends probes (forms A–D).

#	Date	Form	Correct	Graphed	Notes
1	1/12	A	9	9	baseline
2	1/13	B	10	10	baseline
3	1/14	C	9	9	baseline (median of 9, 10, 9 = 9)
4	1/21	D	10	10	dropped the r in spr and str words
5	1/28	A	10	10	same: said two sounds, not three
6	2/4	B	11	11	3 under the aim line: added tapping all three letters before reading
7	2/11	C	12	12	taps, then reads the word whole
8	2/18	D	13	13	scr and shr words now right
9	2/25	A	15	15	spl and squ words still slip
10	3/4	B	16	16	criterion score, first time
11	3/11	C	16	16	second in a row at 16
12	3/18	D	17	17	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 9, 10, 9, so 9. Not the average, not the best.
- The aim line runs from 9 at probe 1 to 16 at probe 12. Probes 4, 5 and 6 (10, 10, 11) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name where the misses fell: Mateo said two sounds where the blend has three. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (16, 16, 17): three in a row at 16 of 21 or better.

The progress report sentence this log produces

On weekly one-minute 3 letter blends probes (21 words), Mateo read 9 of 21 words correctly at baseline and 16, 16 and 17 of 21 on the last three probes, meeting the criterion of 16 of 21 on 3 consecutive probes. Every number in it is on the log above; nothing is from memory.

Where every number in this example came from

- Baseline is the median of the first three probes, not an average and not the best score.
- Every score on the log traces to the row above it; nothing here is estimated.
- Copy this layout for your own student, with your own real scores.

PREVIEW