ADDRESSING AN ENVELOPE

IEP Progress Monitoring · One-Minute Probes


My name: _____

Copy both addresses onto the envelope.

FROM
Jake Moreno
214 Cedar Lane
Lima, OH 45801

TO
Ana Brooks
9 Pine Road
Troy, MI 48083

stamp

Stop when time is up.


My name: _____

Look at the filled envelope. Copy it in order.

1 Ben Ruiz

2 55 Hill Road

3 Tulsa, OK 74103

stamp

4 Gail Ross

5 410 Lake Street

6 Dayton, OH 45402

Made-up sample: these names and addresses are not real.

1 **Top left: who sends it.**
Lines 1 to 3: the sender's name, street, city, state and ZIP.

2 **Top right: the stamp.**
The dashed box is where the stamp goes.

3 **Middle: who gets it.**
Lines 4 to 6: their name, their street, their city, state and ZIP.

Next page: Form A. Copy both addresses onto the envelope.

Addressing an Envelope · How to Address an Envelope



21 PAGES

4 FORMS

Bright Path Sped

Terms of Use

Please read before you print and write on your first form.

One classroom license

- This file is for one classroom: one teacher, one caseload.
- Please do not share it, post it online, or sell it.
- Every name and address is made up; ZIP codes are not checked and may match a real place.
- Extra licenses for a team or a school are available on the product page.

This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click a line to type, and Save As once per student.
- Print one copy per student per week: the student writes on the form and that same sheet is the one you score.
- 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 writing. Store, hand over and destroy this file the same way you would any other student record.

Need help?

If a field will not behave or a page will not print, use Ask a Question on the product page before leaving a review. A fix ships as a free update.

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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 envelope probe folder.

Divider tabs — print and cut

01 Start Here
Every page in the file, and the weekly routine.

02 The Goal
The written goal and the baseline.

03 Envelope Forms
Forms A to D, one envelope each, and the filled sample.

04 Answer Keys
Every line on every form, with its word count.

05 Graph & Caseload
The aim line, the weekly plot, and the caseload grid.

06 Family & Drill Script
The note home, the team handoff, the phrase bank and the script.

Before the first probe

- Write the goal from the sample and change every bracket for this student.
- 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

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Lines 4 to 6: their name, their street, their city, state and ZIP.

Next page: Form A. Copy both addresses onto the envelope.

PREVIEW

Preview - Bright Path Sped

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Copy both addresses onto the envelope.

FROM

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Lima, OH 45801

TO

Ana Brooks
9 Pine Road
Troy, MI 48083

stamp

PREVIEW

Stop when time is up.

Preview - Bright Path Sped

My name: _____

Copy both addresses onto the envelope.

FROM

Marcus Hill
602 Oak Court
Reno, NV 89501

TO

Tia Nguyen
48 Willow Drive
Erie, PA 16501

stamp

PREVIEW

Stop when time is up.

Answer Key and Word Count - Forms C and D

Each row reads: the line number, the part, the text on the card, and its word count. Check the student's copy against the card line by line.

Form C

#	Line	Correct text	Words
1	FROM name	Marcus Hill	2
2	FROM street	602 Oak Court	3
3	FROM city, state, ZIP	Reno, NV 89501	3
4	TO name	Tia Nguyen	2
5	TO street	48 Willow Drive	3
6	TO city, state, ZIP	Erie, PA 16501	3
–	Total	–	16

Correct ___ / 16

Form D

#	Line	Correct text	Words
1	FROM name	Dana Kowalski	2
2	FROM street	3150 Harbor Road	3
3	FROM city, state, ZIP	Mobile, AL 36602	3
4	TO name	Owen Fischer	2
5	TO street	806 Sycamore Street	3
6	TO city, state, ZIP	Boise, ID 83702	3
–	Total	–	16

Correct ___ / 16

Scoring reminder

- Timed for one minute. Count a word correct when it matches the card in spelling and digits.
- Capital letters and commas are not scored. A street number with a digit changed is an error.
- Words not reached are blank. They are not errors.

Before you score

- Count the words on the student's copy against the card, one line at a time.
- Mark each miss in the part it sits in, so the tally on page 13 shows the part.
- Write the total on the Correct line, then log it the same day.

Notes for these forms

PREVIEW

Teacher Notes - Reading the Errors

Where the line breaks tells you what to teach next.

What this probe measures

- Whether a student can copy two addresses onto an envelope quickly and correctly, from a card, in one minute.
- It is a one-minute check against a goal you write. It is not a norm-referenced test and carries no benchmark rate.

A digit was changed

- 214 Cedar Lane written as 241 Cedar Lane: the number was copied with one digit off.
- Point to the number on the card, say it aloud, then write it.

The street type was dropped

- Cedar Lane written as Cedar: the last word of the street line was left off.
- Tap each word of the line, then write the whole line.

A line was copied in the wrong place

- The TO name written on the FROM lines: the card may have been read out of order.
- Name the part first (FROM or TO), then write it.

Wrong envelope, right envelope

Written on the envelope (wrong)	On the card (right)
124 Cedar Lane	214 Cedar Lane
Lima, OH 45081	Lima, OH 45801

Two digits swapped on each line. Each swap is one wrong word, counted under its own part: the FROM street and the FROM city line.

The line was started from its first word

- The first word is right and the rest is a guess: stop, read the whole line once, then write it.
- A student who writes only the first word of each line is not finishing the line: copy the whole line before moving down.

Which words are not on these forms, and why

Titles (Mr., Ms.), apartment numbers, two-word city names, ZIP+4 codes and abbreviations are left out. Every line has the same parts and word counts, so the score measures the same skill each week.

This student's notes

PREVIEW

Addressing an Envelope - Caseload Summary

One grid for the whole caseload. Scores are words correct out of 16.

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. Baseline is the median of the first three probes.
- One column per probe: words correct out of 16, 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 blank cell rather than guess.

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)

Maya is invented. Twelve one-minute envelope probes: three baseline days, then nine weekly probes, with the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Maya, grade 6 (invented)

By June 1, when given an address card with a FROM and a TO address and one minute, Maya will copy both addresses onto a drawn envelope and write 13 of 16 words correctly on 3 consecutive weekly probes, as measured by teacher-timed envelope probes (Forms A–D).

#	Date	Form	Written	Correct	Errors	Accuracy, percent	Notes
1	9/14	A	12	8	4	67	baseline 1 of 3: stopped on the TO street
2	9/15	B	13	9	4	69	baseline 2 of 3: FROM lines right; TO street spelling slipped
3	9/16	C	11	8	3	73	baseline 3 of 3: the median of 8, 9 and 8 is 8
4	9/21	D	12	9	3	75	under the aim line: city lines copied from the wrong card
5	9/28	A	11	9	2	82	under the aim line: the street number written with a digit off
6	10/5	B	12	9	3	75	3 under in a row: teaching changed, say each part's name before writing it
7	10/12	C	13	11	2	85	change in place: name the part, then copy one line at a time
8	10/19	D	14	12	2	86	over the aim line: all six parts started before the minute
9	10/26	A	14	12	2	86	over the aim line: the ZIP code right on every card
10	11/2	B	14	13	1	93	criterion score, first time
11	11/9	C	15	13	2	87	second in a row at 13 or better
12	11/16	D	15	14	1	93	third in a row: goal met

Errors are words written wrong. A form has sixteen words, but a student may not reach all of them in one minute: written and errors do not always add up to sixteen, and blank lines are not errors. Accuracy is correct divided by written. The graph plots the Correct column.

How to read the log

- Baseline was the median of three probes on three days: 8, 9 and 8, so 8. Not the average, not the best.
- The aim line runs from 8 at probe 1 to 13 at probe 12. Probes 4, 5 and 6 (9, 9, 9) sat under it: three in a row, so the teaching changed and the change is written on that row.
- The notes name the part: Maya's FROM lines were right first and the TO street slipped.
- The criterion was met on probes 10, 11 and 12 (13, 13, 14): three in a row at 13 of 16 or better.

The progress report sentence this log produces

On one-minute envelope probes (16 words a form, four forms), Maya wrote 8 words correctly at baseline (the median of 8, 9 and 8) and 13, 13 and 14 on the last three probes, meeting the criterion of 13 of 16 on 3 consecutive probes. Every number is on the log above.

PREVIEW

Progress Note Phrase Bank

Starters for the progress note. Each one says what was seen, and most leave a blank for the number. Use the words of your district; the blanks are yours to fill from the log.

What the student did

- In one minute, [Student] wrote ____ words, and ____ of them were correct.
- [Student] copied the card in order, from the FROM name to the TO city line.
- All six lines were started; the ____ line was left blank at the minute.

Where the errors fell

- Most misses were on the ____ line (FROM or TO; name, street or city).
- The street number was written as ____ instead of ____ on ____ of ____ probes.
- The ZIP code was missing or changed on ____ of ____ probes.

The next step

- Next week the change is ____. The score will show whether ____.
- Three probes in a row under the aim line, so the teaching changed on ____.
- The change this week: ____, written on the log the same day.

Keep it to what was seen

- Write what the student did, the number, and the part. Leave out what you think it means.
- A number in a sentence must be on the log; the phrase is not a finding on its own.

PREVIEW