

ARTICULATION PROGRESS MONITORING PROBES

Two speech sounds start to finish: /f/ and /sh/, each with the goal page, a probe form and a data log with a graph scaled to the probe. Print and go.

F SOUND F Sound Articulation – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Unlimited; score is words produced correctly out of 10.

The student produces the /f/ sound in real words. This free form has ten words in a mixed run of word positions, drawn from a word bank kept just for this sample. The paid singles in this store's articulation line carry more probe forms per sound, drawn from larger banks, plus a caseload summary and a worked example — this file has one form, to show the shape of the page.

Sample goal — invented; edit every bracket to fit the student
By [annual review date], when shown a list of 10 words containing the /f/ sound, [Student] will produce the sound correctly in [8 of 10] words on [3] consecutive weekly probes, as measured by clinician-recorded articulation 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: F SOUND, FORM A, PAGE 5) _____

Baseline: give Form A on three different days and take the middle score

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

☐ This is a speech production task, not a reading test: the student says each word, from a clean copy or by repeating it after you if they cannot read it yet.

☐ Say "Read each word. If you get stuck, I will say it and you try again." Point to the first word.

☐ Correct: the sound produced the way your team accepts for this student — write that definition in the scoring rules

F SOUND F Sound Articulation – Form A

Read each word aloud. Go across the row. Unlimited. FORM A unlimited - 10 items

NAME _____ DATE _____

IEP GOAL THIS PROBE MEASURES
Sample: By [annual review date], when shown a list of 10 words containing the /f/ sound, [Student] will produce the sound correctly in [8 of 10] words on [3] consecutive weekly probes, as measured by clinician-recorded articulation probes.
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

roof	waffle	knife	foot	half
wolf	safe	fan	farm	five

F SOUND F Sound Articulation – 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

WEEK	1	2	3	4	5	6	7	8	9	10	11	12
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												
0												

Probe (week)

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

SH SOUND SH Sound Articulation – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Unlimited; score is words produced correctly out of 10.

The student produces the /sh/ sound in real words, spelled several ways (sh, th, ti, ci, ss) since the probe measures the sound, not the spelling. This free form has ten words drawn from a word bank kept just for this sample. The paid singles in this store's articulation line carry more probe forms per sound, plus a caseload summary and a worked example — this file has one form, to show the shape of the page.

Sample goal — invented; edit every bracket to fit the student
By [annual review date], when shown a list of 10 words containing the /sh/ sound, [Student] will produce the sound correctly in [8 of 10] words on [3] consecutive weekly probes, as measured by clinician-recorded articulation 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: SH SOUND, FORM A, PAGE 5) _____

Baseline: give Form A on three different days and take the middle score

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

☐ This is a speech production task, not a reading test: the student says each word, from a clean copy or by repeating it after you if they cannot read it yet.

☐ Say "Read each word. If you get stuck, I will say it and you try again." Point to the first word.

☐ Correct: the sound produced the way your team accepts for this student — write that definition in the scoring rules

SH SOUND SH Sound Articulation – Form A

Read each word aloud. Go across the row. Unlimited. FORM A unlimited - 10 items

NAME _____ DATE _____

IEP GOAL THIS PROBE MEASURES
Sample: By [annual review date], when shown a list of 10 words containing the /sh/ sound, [Student] will produce the sound correctly in [8 of 10] words on [3] consecutive weekly probes, as measured by clinician-recorded articulation probes.
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

crash	shadow	dishes	shape	shirt
station	fresh	brush	shell	sheep

PROGRESS MONITORING How These Pages Work

Goal, baseline, weekly probe, graph, decision. The same six steps for both skills:

A progress monitoring goal needs a thing to count and a page to count it on. Each skill here has both: a goal written in the probe's own words, the probe that measures it, and the graph the decision is read from. Nothing has to be built.

- Baseline.** Give Form A on three different days. The middle score is the baseline; write it on the goal page.
- 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.
- Probe once a week.** Every form is ten items and unlimited, so a score of 8 means the same thing every week.
- Log and plot the score the same day.** Draw the aim line first, from the baseline to the criterion at the goal date.
- Decide from the graph.** Three points in a row under the aim line: change the teaching this week and write the change on the log.
- Keep the conditions the same all year:** supports allowed, who gives it, where. Both probes here are unlimited and the goal pages say so.

The weekly routine, about five minutes

☐ Any day: give the probe one-to-one, unlimited. 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

☐ One student copy of each form in a sheet protector lasts the year; the student reads from it (or repeats after you) and writes nothing.

☐ The clinician copy is the one you mark on. Keep the goal page and the graph page for each student at the front of the data folder.

☐ Print the goal page once per student; it is where the baseline and the criterion live all year.

What these probes are not

Not a norm-referenced test, and they carry no benchmark scores. The sample goals use invented criteria in brackets; your team sets the real ones from the baseline and the student's IEP. Both probes are unlimited and ten items long, so a score of 8 means the same on either one.

One form here, six in the paid file

This free version has Form A of each skill. Repeating one form every week lets a student memorize the page, so a weekly goal needs forms to rotate. Each paid single has six forms drawn the same way, with no item on two forms, plus a caseload summary for every student on that goal and a worked example.

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

The student produces the /f/ sound in real words. This free form has ten words in a mixed run of word positions, drawn from a word bank kept just for this sample. The paid singles in this store's articulation line carry more probe forms per sound, drawn from larger banks, plus a caseload summary and a worked example -- this file has one form, to show the shape of the page.

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

By [annual review date], when shown a list of 10 words containing the /f/ sound, [Student] will produce the sound correctly in [8 of 10] words on [3] consecutive weekly probes, as measured by clinician-recorded articulation 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: F SOUND, FORM A, PAGE 5)

Baseline: give Form A on three different days and take the middle score

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ This is a speech production task, not a reading test: the student says each word, from a clean copy or by repeating it after you if they cannot read it yet.
- ☐ Say: "Read each word. If you get stuck, I will say it and you try again." Point to the first word.
- ☐ Correct: the sound produced the way your team accepts for this student — write that definition in the scoring rules on this page, not here.
- ☐ Untimed. Score all ten words; if a word stalls, say it once yourself, mark it, and move to the next one.

Scoring rules for this student (accepted answers, reversals, supports allowed)

What the errors say to reteach (carry over from the log)

Read each word aloud. Go across the row. · Untimed.

NAME

DATE

FORM

A untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when shown a list of 10 words containing the /f/ sound, [Student] will produce the sound correctly in [8 of 10] words on [3] consecutive weekly probes, as measured by clinician-recorded articulation probes.

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

roof

waffle

knife

foot

half

wolf

safe

fan

farm

five

CLINICIAN COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Words produced correctly. Score by the rule you wrote on the directions page. Write the score on the data log the same day.

Correct _____ / 10

F Sound Articulation — Data Log and Graph

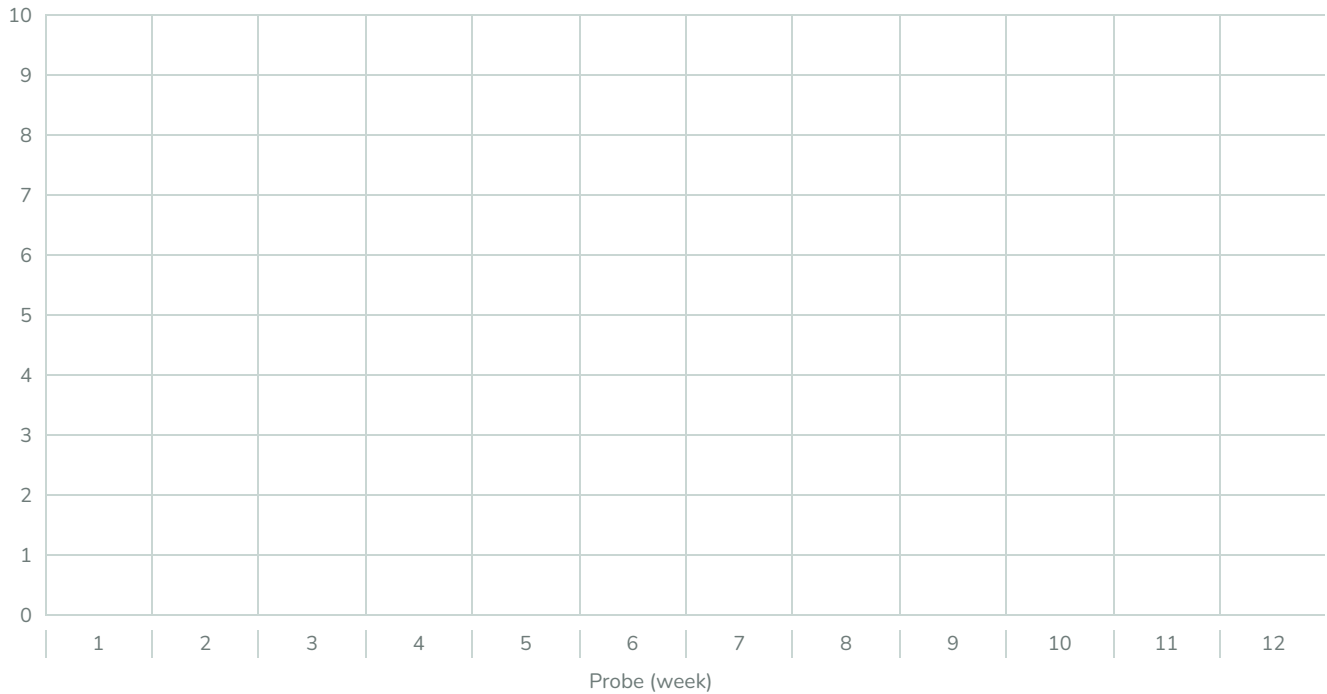
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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 RETEACHING)