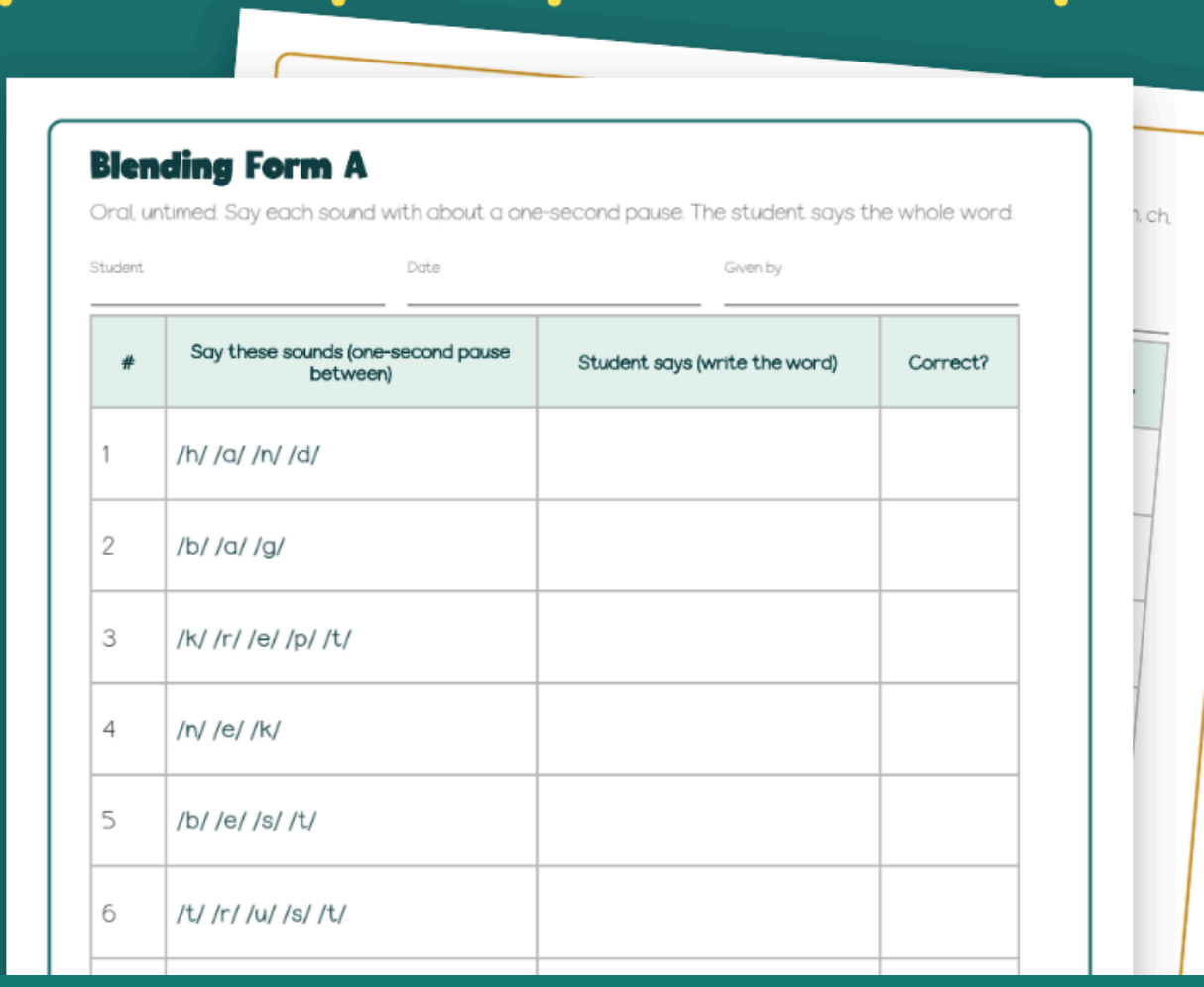
BLENDING AND SEGMENTING

GRADES K-2 | ORAL PHONEMIC AWARENESS PROBES

/m/ /a/ /p/ → map ship → /sh/ /i/ /p/



Blending Form A

Oral, untimed. Say each sound with about a one-second pause. The student says the whole word.

Student _____ Date _____ Given by _____

#	Say these sounds (one-second pause between)	Student says (write the word)	Correct?
1	/h/ /a/ /n/ /d/		
2	/b/ /a/ /g/		
3	/k/ /r/ /e/ /p/ /t/		
4	/n/ /e/ /k/		
5	/b/ /e/ /s/ /t/		
6	/t/ /r/ /u/ /s/ /t/		

Bright Path Sped

24 FORMS

IEP DATA

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One classroom license

- This file is for one classroom: one teacher, one caseload.
- Please do not share it, post it online, or sell it.
- 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 into a line or box, type, and Save As once per student.
- Print one copy of a probe form per student per week; you say the sounds or the word aloud and write the student's response as you listen.
- 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 responses. Store, hand over and destroy this file the same way you would any other student record.

Need help?

If a field will not behave, a page will not print the way you expect, or anything here looks wrong, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update — re-download it any time from My Purchases.

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PREVIEW

Binder Cover, Spine Label & Divider Tabs

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 seven-step routine and the phoneme key, one page.

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

03 Blending Forms
The 12 rotating oral blending forms, one per week.

04 Segmenting Forms
The 12 rotating oral segmenting forms, one per week.

05 IEP Data Sheet
The aim line, the weekly plot for both skills.

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

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

PREVIEW

Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Give the baseline on each skill: three forms, three different days, before the first plotted point.
- Share the rotation (A, B, C, D, E, F, G, H, I, J, K, L) with anyone else who might give a form.

Blending Form A

Oral, untimed. Say each sound with about a one-second pause. The student says the whole word.

Student _____ Date _____ Given by _____

#	Say these sounds (one-second pause between)	Student says (write the word)	Correct?
1	/h/ /a/ /n/ /d/		
2	/b/ /a/ /g/		
3	/k/ /r/ /e/ /p/ /t/		
4	/n/ /e/ /k/		
5	/b/ /e/ /s/ /t/		
6	/t/ /r/ /u/ /s/ /t/		
7	/sh/ /i/ /n/		
8	/f/ /i/ /s/ /t/		
9	/t/ /o/ /p/		
10	/h/ /u/ /m/ /p/		

Words correct ___ / 10

Notes (a dropped sound, a wrong word, the time it took)

PREVIEW

Blending Form C

Oral, untimed. Say each sound with about a one-second pause. The student says the whole word.

Student _____ Date _____ Given by _____

#	Say these sounds (one-second pause between)	Student says (write the word)	Correct?
1	/s/ /a/ /n/ /d/		
2	/b/ /a/ /k/		
3	/d/ /r/ /a/ /f/ /t/		
4	/h/ /e/ /n/		
5	/r/ /e/ /s/ /t/		
6	/s/ /w/ /e/ /p/ /t/		
7	/w/ /i/ /n/		
8	/m/ /i/ /s/ /t/		
9	/d/ /o/ /t/		
10	/l/ /u/ /m/ /p/		

Words correct ___ / 10

Notes (a dropped sound, a wrong word, the time it took)

PREVIEW

Blending Form E

Oral, untimed. Say each sound with about a one-second pause. The student says the whole word.

Student _____ Date _____ Given by _____

#	Say these sounds (one-second pause between)	Student says (write the word)	Correct?
1	/f/ /l/ /a/ /p/		
2	/h/ /a/ /m/		
3	/k/ /r/ /a/ /m/ /p/		
4	/t/ /e/ /n/		
5	/v/ /e/ /s/ /t/		
6	/s/ /w/ /i/ /f/ /t/		
7	/sh/ /i/ /p/		
8	/s/ /o/ /f/ /t/		
9	/h/ /o/ /t/		
10	/h/ /u/ /n/ /t/		

Words correct ___ / 10

Notes (a dropped sound, a wrong word, the time it took)

PREVIEW

Blending Form H

Oral, untimed. Say each sound with about a one-second pause. The student says the whole word.

Student _____ Date _____ Given by _____

#	Say these sounds (one-second pause between)	Student says (write the word)	Correct?
1	/t/ /r/ /a/ /p/		
2	/f/ /a/ /n/		
3	/b/ /l/ /a/ /n/ /d/		
4	/m/ /e/ /t/		
5	/t/ /w/ /i/ /g/		
6	/f/ /l/ /i/ /n/ /t/		
7	/w/ /i/ /sh/		
8	/k/ /r/ /o/ /p/		
9	/h/ /u/ /b/		
10	/j/ /u/ /s/ /t/		

Words correct ___ / 10

Notes (a dropped sound, a wrong word, the time it took)

PREVIEW

Blending Form J

Oral, untimed. Say each sound with about a one-second pause. The student says the whole word.

Student _____ Date _____ Given by _____

#	Say these sounds (one-second pause between)	Student says (write the word)	Correct?
1	/l/ /a/ /s/ /t/		
2	/p/ /a/ /n/		
3	/g/ /r/ /a/ /n/ /d/		
4	/p/ /e/ /t/		
5	/l/ /i/ /m/ /p/		
6	/b/ /r/ /i/ /s/ /k/		
7	/h/ /i/ /t/		
8	/f/ /l/ /o/ /p/		
9	/s/ /u/ /b/		
10	/r/ /u/ /s/ /t/		

Words correct ___ / 10

Notes (a dropped sound, a wrong word, the time it took)

PREVIEW

Blending Form L

Oral, untimed. Say each sound with about a one-second pause. The student says the whole word.

Student _____ Date _____ Given by _____

#	Say these sounds (one-second pause between)	Student says (write the word)	Correct?
1	/g/ /r/ /a/ /b/		
2	/m/ /a/ /p/		
3	/g/ /r/ /a/ /n/ /t/		
4	/w/ /e/ /t/		
5	/b/ /l/ /e/ /d/		
6	/t/ /w/ /i/ /s/ /t/		
7	/s/ /i/ /t/		
8	/s/ /k/ /i/ /n/		
9	/m/ /u/ /d/		
10	/s/ /t/ /o/ /p/		

Words correct ___ / 10

Notes (a dropped sound, a wrong word, the time it took)

PREVIEW

Segmenting Form B

Oral, untimed. Say the whole word once. The student says every sound in order. A digraph (sh, ch, th, ck) counts as one sound.

Student _____ Date _____ Given by _____

#	Say this word	Target sounds	Student says (write every sound)	Sounds correct	Word correct?
1	**raft**	/r/ /a/ /f/ /t/		___/4	
2	**bat**	/b/ /a/ /t/		___/3	
3	**slant**	/s/ /l/ /a/ /n/ /t/		___/5	
4	**lid**	/l/ /i/ /d/		___/3	
5	**sled**	/s/ /l/ /e/ /d/		___/4	
6	**blond**	/b/ /l/ /o/ /n/ /d/		___/5	
7	**rob**	/r/ /o/ /b/		___/3	
8	**twin**	/t/ /w/ /i/ /n/		___/4	
9	**hug**	/h/ /u/ /g/		___/3	
10	**trot**	/t/ /r/ /o/ /t/		___/4	

Sounds correct ___ / 38 Words correct ___ / 10 Notes (which sound or word pattern slipped)

PREVIEW

Segmenting Form D

Oral, untimed. Say the whole word once. The student says every sound in order. A digraph (sh, ch, th, ck) counts as one sound.

Student _____ Date _____ Given by _____

#	Say this word	Target sounds	Student says (write every sound)	Sounds correct	Word correct?
1	**drag**	/d/ /r/ /a/ /g/		___/4	
2	**fat**	/f/ /a/ /t/		___/3	
3	**clasp**	/k/ /l/ /a/ /s/ /p/		___/5	
4	**dig**	/d/ /i/ /g/		___/3	
5	**bend**	/b/ /e/ /n/ /d/		___/4	
6	**plump**	/p/ /l/ /u/ /m/ /p/		___/5	
7	**dog**	/d/ /o/ /g/		___/3	
8	**mint**	/m/ /i/ /n/ /t/		___/4	
9	**mug**	/m/ /u/ /g/		___/3	
10	**grub**	/g/ /r/ /u/ /b/		___/4	

Sounds correct ___ / 38 _____ Words correct ___ / 10 _____ Notes (which sound or word pattern slipped) _____

PREVIEW

Segmenting Form G

Oral, untimed. Say the whole word once. The student says every sound in order. A digraph (sh, ch, th, ck) counts as one sound.

Student _____ Date _____ Given by _____

#	Say this word	Target sounds	Student says (write every sound)	Sounds correct	Word correct?
1	**slam**	/s/ /l/ /a/ /m/		___/4	
2	**sat**	/s/ /a/ /t/		___/3	
3	**drench**	/d/ /r/ /e/ /n/ /ch/		___/5	
4	**wig**	/w/ /i/ /g/		___/3	
5	**dent**	/d/ /e/ /n/ /t/		___/4	
6	**brunch**	/b/ /r/ /u/ /n/ /ch/		___/5	
7	**lock**	/l/ /o/ /k/		___/3	
8	**flip**	/f/ /l/ /i/ /p/		___/4	
9	**sun**	/s/ /u/ /n/		___/3	
10	**slug**	/s/ /l/ /u/ /g/		___/4	

Sounds correct ___ / 38 Words correct ___ / 10 Notes (which sound or word pattern slipped)

_____ _____ _____

PREVIEW

Segmenting Form I

Oral, untimed. Say the whole word once. The student says every sound in order. A digraph (sh, ch, th, ck) counts as one sound.

Student _____ Date _____ Given by _____

#	Say this word	Target sounds	Student says (write every sound)	Sounds correct	Word correct?
1	**damp**	/d/ /a/ /m/ /p/		___/4	
2	**bed**	/b/ /e/ /d/		___/3	
3	**blend**	/b/ /l/ /e/ /n/ /d/		___/5	
4	**bin**	/b/ /i/ /n/		___/3	
5	**sent**	/s/ /e/ /n/ /t/		___/4	
6	**blunt**	/b/ /l/ /u/ /n/ /t/		___/5	
7	**chop**	/ch/ /o/ /p/		___/3	
8	**skip**	/s/ /k/ /i/ /p/		___/4	
9	**pup**	/p/ /u/ /p/		___/3	
10	**drum**	/d/ /r/ /u/ /m/		___/4	

Sounds correct ___ / 38 Words correct ___ / 10 Notes (which sound or word pattern slipped)

_____ _____ _____

PREVIEW

Segmenting Form K

Oral, untimed. Say the whole word once. The student says every sound in order. A digraph (sh, ch, th, ck) counts as one sound.

Student _____ Date _____ Given by _____

#	Say this word	Target sounds	Student says (write every sound)	Sounds correct	Word correct?
1	**ramp**	/r/ /a/ /m/ /p/		___/4	
2	**red**	/r/ /e/ /d/		___/3	
3	**trend**	/t/ /r/ /e/ /n/ /d/		___/5	
4	**fin**	/f/ /i/ /n/		___/3	
5	**went**	/w/ /e/ /n/ /t/		___/4	
6	**stunt**	/s/ /t/ /u/ /n/ /t/		___/5	
7	**mop**	/m/ /o/ /p/		___/3	
8	**snip**	/s/ /n/ /i/ /p/		___/4	
9	**cut**	/k/ /u/ /t/		___/3	
10	**bump**	/b/ /u/ /m/ /p/		___/4	

Sounds correct ___ / 38 Words correct ___ / 10 Notes (which sound or word pattern slipped)

_____ _____ _____

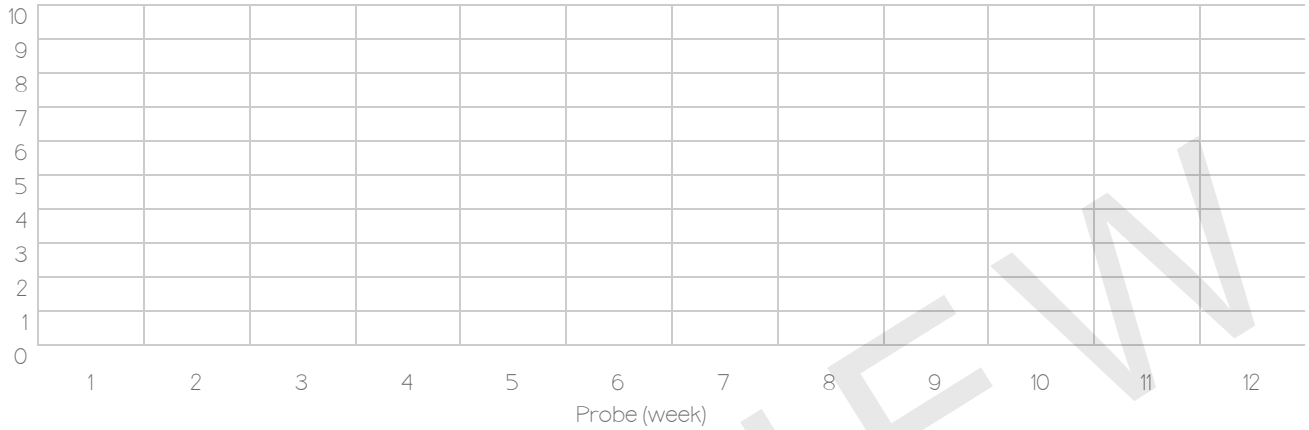
PREVIEW

IEP Data Sheet - Graph and Log, Both Skills

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

Student _____ Criterion / aim _____ Goal date _____

Words correct out of 10 · plot blending and segmenting with different marks or colors; draw the aim line from the baseline to the criterion first



#	Date	Skill	Form	Words correct	Sounds correct	Notes

PREVIEW

Blending and Segmenting - Caseload Summary

Every student on either skill, on one grid. One row per student per skill, six probes, one decision column.

Teacher / case manager _____ Skills _____ Marking period _____

Student	Skill	Base	Crit	P1	P2	P3	P4	P5	P6	Trend	Decision

How to fill it

- One row per student per skill (a student on both goals gets two rows); baseline is the median of the first three probes on that skill.
- Write words correct out of 10 per probe column, not a percent.
- Trend up/flat/down over the last four probes; decision: keep going, change the teaching, or raise the target.
- Leave a cell blank 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)

Noah is invented. Twelve weekly oral probes, alternating Blending and Segmenting forms, the aim line, the change that low probes forced, and the first probe at criterion on each task.

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

By May 15, when given 10 single-syllable words presented orally one sound at a time with a one-second pause and 10 different single-syllable words presented as whole words, Noah will blend and segment correctly for 8 of 10 words on each task, on 3 consecutive weekly probes, as measured by teacher-administered Blending and Segmenting probes (forms A–L).

#	Date	Skill	Form	Score	Notes
1	1/12	Blend	A	4	baseline (blend)
2	1/13	Seg	A	3	baseline (seg)
3	1/20	Blend	B	5	said a different word, not the blend
4	1/27	Seg	B	4	dropped the last sound
5	2/3	Blend	C	5	same error pattern on blending
6	2/10	Seg	C	4	last sound dropped again
7	2/17	Blend	D	4	three blending probes at 4-5: added sound-tapping before blending
8	2/24	Seg	D	5	tapping carries over; still drops the last sound sometimes
9	3/3	Blend	E	6	tapping is working; climbing toward criterion
10	3/10	Seg	E	7	near criterion on segmenting too
11	3/17	Blend	F	8	first probe at 8 of 10, blending
12	3/24	Seg	F	8	first probe at 8 of 10, segmenting

How to read the log

- Baseline was the first probe on each task: blending 4 of 10, segmenting 3 of 10.
- Rows 3-7 (Blend B, Seg B, Blend C, Seg C, Blend D) all sat under 8 of 10 on their task; the note on row 7 records the teaching change (sound-tapping) that came before scores began to climb.
- The notes name which sound was dropped or which word was substituted. A score alone would not have said that.
- Row 11 (blending) and row 12 (segmenting) are the first probe at 8 of 10 on each task, not the goal being met -- the goal needs 3 consecutive probes at criterion, and this log only has one each so far.

The progress report sentence this log produces

On weekly oral Blending and Segmenting probes (10 words each), Noah blended 4 of 10 words correctly at baseline and 8 of 10 on the most recent blending probe, and segmented 3 of 10 words correctly at baseline and 8 of 10 on the most recent segmenting probe, reaching 8 of 10 for the first time on both tasks; two more consecutive probes at criterion are needed to meet the goal. Every number in it is on the log above; nothing is from memory.

PREVIEW