

One skill, start to finish: the IEP goal, four timed decodable passages saturated with blend and digraph words, and a graph scaled to words correct per minute. Fillable PDF.

BLEND & DIGRAPHS FLUENCY

Error Analysis Log

Twelve rows, one per probe. The count in S, O and H should match the errors number on the data log; the notes column is what tells the teacher what to reteach.

STUDENT

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

#	DATE	FORM	S	O	H	SC	N	WHICH WORDS OR PATTERNS WERE COMING BACK
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Why a separate page from the data log

The data log (page 12) answers "is the number going up." This page answers "what is still going wrong." A student whose WCPM is climbing while the same blend or digraph keeps drawing an S is a different teaching problem from one where errors

How to fill it

- ☐ S + O + H should match the errors number on the data log for that session; if it does not, recount before moving on.
- ☐ SC and N are not errors; they are tallied here because a student SC must learn both combinations.

EXAMPLE A Filled-In Data Log (Invented Student)

Mia is invented. Twelve weekly probes, WCPM and accuracy climbing together, a probe that reached WCPM but not accuracy, and the criterion met on the tenth.

The graph, as written for Mia, second grade (invented)

By March 1, when given a decodable connected text passage saturated with consonant blend and digraph words [47 words], Mia will read 40 words correct per minute with at least 90 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered *Elends* and *Digraphs Decodable Passage Fluency probes* (forms A–D, page 7).

#	DATE	FORM	WORDS	TIME (SEC)	ERRORS	CORRECT	WCPM	ACCURACY %	NOTES
1	9/8	A	47	115	13	34	18	72	baseline
2	9/10	B	47	108	12	35	19	74	baseline
3	9/15	C	47	112	12	35	19	74	baseline (median of 18, 19, 19 = 19)
4	9/17	D	47	100	10	37	22	79	–
5	9/22	A	47	92	8	39	25	83	–
6	9/24	B	47	88	8	39	27	83	–
7	9/29	C	47	80	6	41	31	87	–
8	10/1	D	47	72	5	42	35	89	–
9	10/6	A	47	60	5	42	42	89	WCPM cleared (42) but accuracy did not (89% did not count)
10	10/8	B	47	58	3	44	46	94	criterion met, 1 of 3
11	10/13	C	47	56	3	44	47	94	criterion met, 2 of 3
12	10/15	D	47	55	2	45	49	96	criterion met, 3 of 3

How to read the log

□ Baseline was the median of three forms on three days: 18, 19, 19 WCPM, so 19. Not the average, not the best.

□ Session 9 (10/6) already reached 42 WCPM but accuracy was 89 percent, one point under the 90 percent line, so it does not count — both numbers have to be clear together, which is why the goal names both.

□ Criterion (40 WCPM at 90 percent accuracy) was met on sessions 10, 11 and 12 (46, 47, 49 WCPM at 94, 94, 96 percent) — three in a row, with no near-miss after session 9.

□ Errors dropped from double digits on the first three probes to 2 or 3 by the eleventh and twelfth, that steady drop, not a single good day, is what the error analysis log (page 11) would show as fewer S and H codes on blend/digraph words each week.

Goal, baseline, weekly timed probe, error log, graph, decision. One skill.

- 1 **Read the scoring guide once** (page 5) so every adult who gives this probe marks errors the same way and computes WCPM the same way.
- 2 **Baseline.** Give Forms A, B and C on three different days. The middle WCPM score of the three is the baseline; write it on the goal page.
- 3 **Write the goal** from the frame on page 4. Start from the sample and change every bracket: the date, the criterion, the accuracy line, the number of probes.
- 4 **Probe weekly**, rotating the forms (A, B, C, D, A...). Never the same form two weeks running.
- 5 **Time the whole passage**, not a fixed one-minute window — each passage is the same length (47 words), so WCPM is already comparable across forms without a trimmed window.
- 6 **Log, plot and code the errors** the same day: the raw numbers go on the data log (page 12) and the WCPM is plotted on the graph there; the error pattern goes on the error analysis log (page 11).

What this file is

A fillable PDF: the goal page, scoring guide, binder cover/tabs, error log, data log/graph, family update/handoff and caseload page are type-in fields. It works offline, with no account or subscription.

What this file is not

Not a Google Sheets file, a Google Doc, or an Excel workbook, and not a norm-referenced fluency assessment. It carries no benchmark or “typical” rate for any age or grade; every criterion is a bracket your team fills in from the baseline.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, A...).
- ☐ Any day: give the probe one-to-one; a 47-word passage takes under a minute for most readers at this level.
- ☐ Same day: score it (page 5), log the five numbers (page 12), code the errors (page 11), plot the WCPM.
- ☐ Friday: look at the last three points on the graph before deciding anything changes.

Print and prep

- ☐ One teacher copy per form to mark on; the student reads from a clean copy of the same page.
- ☐ A stopwatch or a phone timer.
- ☐ Keep the goal page, scoring guide and graph for each student at the front of the data folder (binder cover and tabs on page 6).
- ☐ The caseload page is one grid for every student on this goal: print it once a month.

Why this is a separate measure from a word list

The store’s blends/digraphs probes measure ten words in a list, untimed, right or wrong. This probe measures four connected passages, timed, built from a word bank where blend and digraph words are most of the content — the step that checks whether a student who can decode these words in isolation can also carry them at reading speed inside a sentence.

Blends and Digraphs Passage Fluency – Goal and Directions

Goal, baseline and directions for one skill. Timed; score is words correct per minute and accuracy.

The student reads one of four equivalent decodable passages (47 words each, built from a 27-word bank of blend/digraph words) out loud for a fixed time. The adult marks errors and computes words correct per minute (WCPM) and accuracy from the time elapsed, not a fixed one-minute window.

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

By [March 1], when given a decodable passage saturated with blend and digraph words (47 words), [Student] will read [40] words correct per minute with at least [90] percent accuracy on [3] consecutive weekly probes, as measured by Blends and Digraphs Decodable Passage Fluency probes (forms A–D, page 7).

BY (DATE)

CRITERION (WCPM AND ACCURACY PERCENT, TOGETHER)

GIVEN (PASSAGE TYPE, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (READ ALOUD, IN THE WORDS OF THE PROBE)

AS MEASURED BY (BLENDS/DIGRAPHS DECODABLE PASSAGE FLUENCY PROBES, FORMS A–D, PAGE 7)

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET WCPM / ACCURACY	ACTUAL	MET?

Giving and scoring the probe

- ☐ Same passage set (this file) and the same stop rule, if your team uses one, every session.
- ☐ WCPM = words correct ÷ seconds elapsed × 60, rounded to the nearest whole number; words correct = words in the passage – errors.
- ☐ Errors are substitutions, omissions and hesitations of 3 seconds or more (supply the word and mark it wrong). Self-corrections count as correct; insertions are not scored as errors.
- ☐ A criterion needs BOTH numbers to clear together — a WCPM number reached with accuracy still below the line your team wrote does not count.

Scoring accommodations for this student (accepted pronunciations, dialect or articulation differences not counted as errors)

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

Every form in this file is marked with these five codes. Write any accommodations your team is using before the first probe; the forms do not decide for you.

STUDENT

DEFINED BY

DATE DEFINED

CODE	WHAT IT COUNTS
S	Substitution — a different word said in place of the printed one
O	Omission — a word skipped entirely
H	Hesitation — 3 or more seconds of silence; supply the word and mark it wrong
SC	Self-correction — the student catches and fixes an error alone; counts as correct, tallied separately so a pattern of self-correcting is visible
N	Insertion — an extra word added that is not in the passage; not counted as an error, tallied separately

The arithmetic, every time

Words correct = words in the passage (printed on the form) – (S + O + H). **WCPM** = words correct ÷ seconds elapsed × 60, rounded to the nearest whole number. **Accuracy** = words correct ÷ words in the passage, as a percent. All four passages are 47 words, so WCPM is already comparable across forms without a fixed one-minute window.

What this page is for

The probe forms print the passage; they do not print a rubric for accent, dialect or articulation differences, because that call belongs to your team, not to this file. Fill this page in once, before the first probe, and score every week the same way. This is not a legal or clinical standard — it is your team's working definition, written down so it does not drift.

Materials

- ☐ A stopwatch or phone timer, visible to the adult, not the student.
- ☐ Two clean copies of the form: one the adult marks on, one the student reads from.
- ☐ A quiet space; note on the log if the session ran somewhere noisier than usual.

Who scores, and when

- ☐ The adult giving the probe scores it the same session, not from memory later.
- ☐ A second scorer checking the error count against this page once a marking period keeps the definitions from drifting.
- ☐ Disagreements are settled by the written rule above, not by the louder opinion.

Accepted pronunciations or dialect variations for this student, written in once

.....

.....

.....

Stop rule this team is using, if any (write it here so every adult follows the same one)

.....

.....

.....

Binder Cover, Spine Label & Divider Tabs

A binder cover, a spine label, six divider tabs, and a short setup list, so this file drops straight into whatever data folder, binder or shared drive the team already uses.

Binder cover & spine label — print, cut and slide into a binder front and spine sleeve

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.

SPINE LABEL — CUT & SLIDE INTO BINDER SPINE

Blends & Digraphs Passage Fluency

Divider tabs — print, cut along each card, and use to divide a folder or binder section into this file's six parts

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 four rotating decodable passages, one per week.

04 Error Log & Graph

The error pattern log and the WCPM graph.

05 Family Update & Handoff

The note home, the team handoff, and the phrase bank.

06 Caseload Summary

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

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, A...) with anyone else who might give a form, using the team handoff page (page 13).

Form A: a 47-word decodable passage, 16 of its words carrying a blend or digraph, timed · scored by the adult, not the student.

STUDENT

DATE

FORM

STOP RULE (YOUR TEAM'S, IF ANY)

A timed · 47 words

Say: "Read this out loud, the best you can. If you get stuck, keep going." Start the timer on the first word and stop it on the last word (or at your team's stop rule).

Look at Chad. Chad has a black frog. The frog likes to flip and jump. When they stop by the pond, the frog will swim fast. Chad claps and grins. The frog can hop on a flat rock. Chad thinks his frog is the best frog yet.

47 words — time to the end, or to your team's stop rule.

WHILE THE STUDENT READS, MARK ON YOUR OWN COPY

S Substitution

O Omission

H Hesitation, 3+ sec

SC Self-correction
(counts as correct)

N Insertion (not an error)

TIME USED

_____ min
_____ sec

ERRORS (S + O + H)

WORDS CORRECT (= 47 -
ERRORS)

WCPM (CORRECT ÷
SECONDS × 60)

ACCURACY % (CORRECT
÷ 47)

Write all five numbers on the data log (page 12) the same day; plot the WCPM number on the graph.

If the student stops or refuses a word

- ☐ Wait about 3 seconds; if nothing comes, supply the word, mark it a hesitation (H), and point to the next word.
- ☐ A substitution that keeps the blend/digraph sound but changes the rest of the word is still a scored error, not partial credit.
- ☐ Never tell the student to sound it out mid-probe — that is teaching, not scoring.

Cold read or hot read, and prosody

COLD (FIRST TIME) OR
HOT (PRACTICED)?

PROSODY 1–4 (AS YOUR
TEAM DEFINES EACH
LEVEL)

Write which it was on the data log (page 12) next to the score.

Error Analysis Log

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SKILL (AS THE GOAL WORDS IT)

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Why a separate page from the data log

The data log (page 12) answers “is the number going up.” This page answers “what is still going wrong.” A student whose WCPM is climbing while the same blend or digraph keeps drawing an S is a different teaching problem from one whose errors are scattered — the total on page 12 cannot show that difference on its own.

How to fill it

- ☐ S + O + H should match the errors number on the data log for that session; if it does not, recount before moving on.
- ☐ SC and N are not errors; they are tallied here because a rising SC count (catching mistakes alone) is itself worth seeing.
- ☐ Write the actual words or the pattern in the last column, not just a count — that is what turns three weeks of data into next week’s lesson.

Data Log and Progress Graph

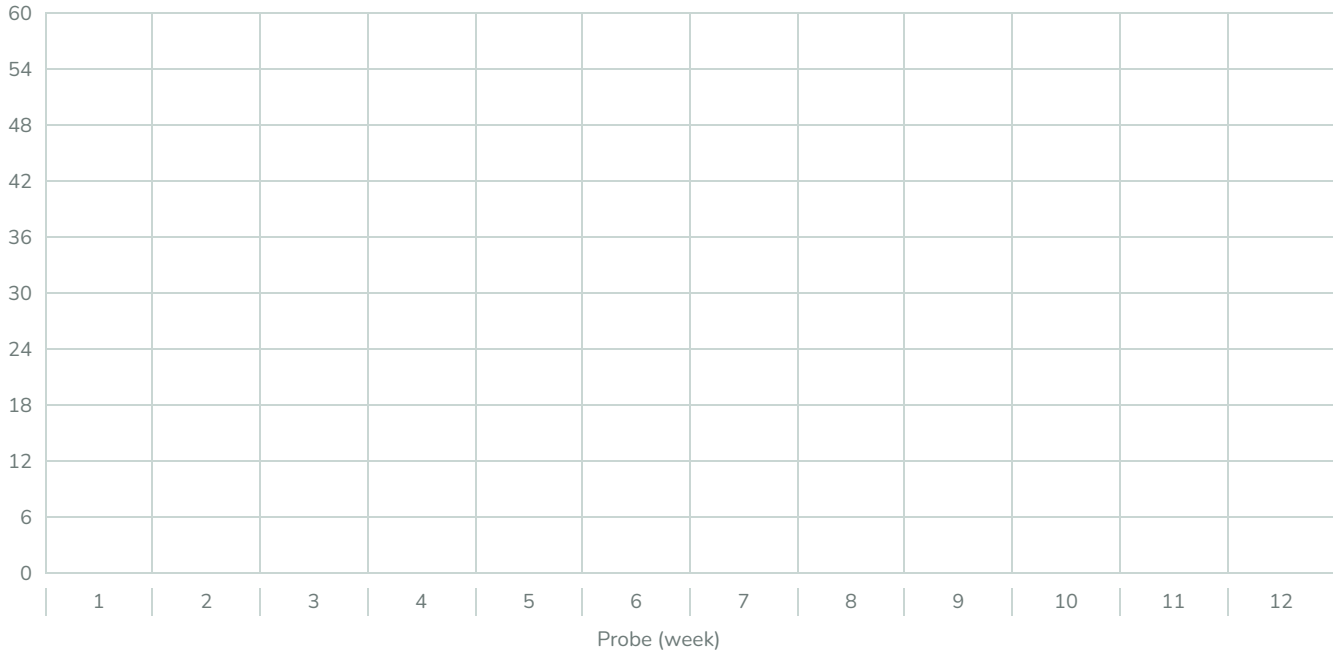
One row per probe. Plot the WCPM number; three points in a row under the aim line is a decision, not a feeling.

STUDENT

CRITERION / AIM (WCPM)

GOAL DATE

WORDS CORRECT PER MINUTE (WCPM), 0 TO 60 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	DATE	FORM	TIME (SEC)	ERRORS	WORDS CORRECT	WCPM	ACCURACY %	NOTES

EXAMPLE

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The progress report sentence this log produces

“On weekly timed blends-and-digraphs passage probes, Mia read 18 WCPM at 72 percent accuracy at baseline in September and 47 to 49 WCPM at 94 to 96 percent accuracy on the two most recent probes in October. The goal of 40 WCPM at 90 percent accuracy on three consecutive probes was met on 10/15, the date the third consecutive clearing probe landed.” Every number is on the log above.