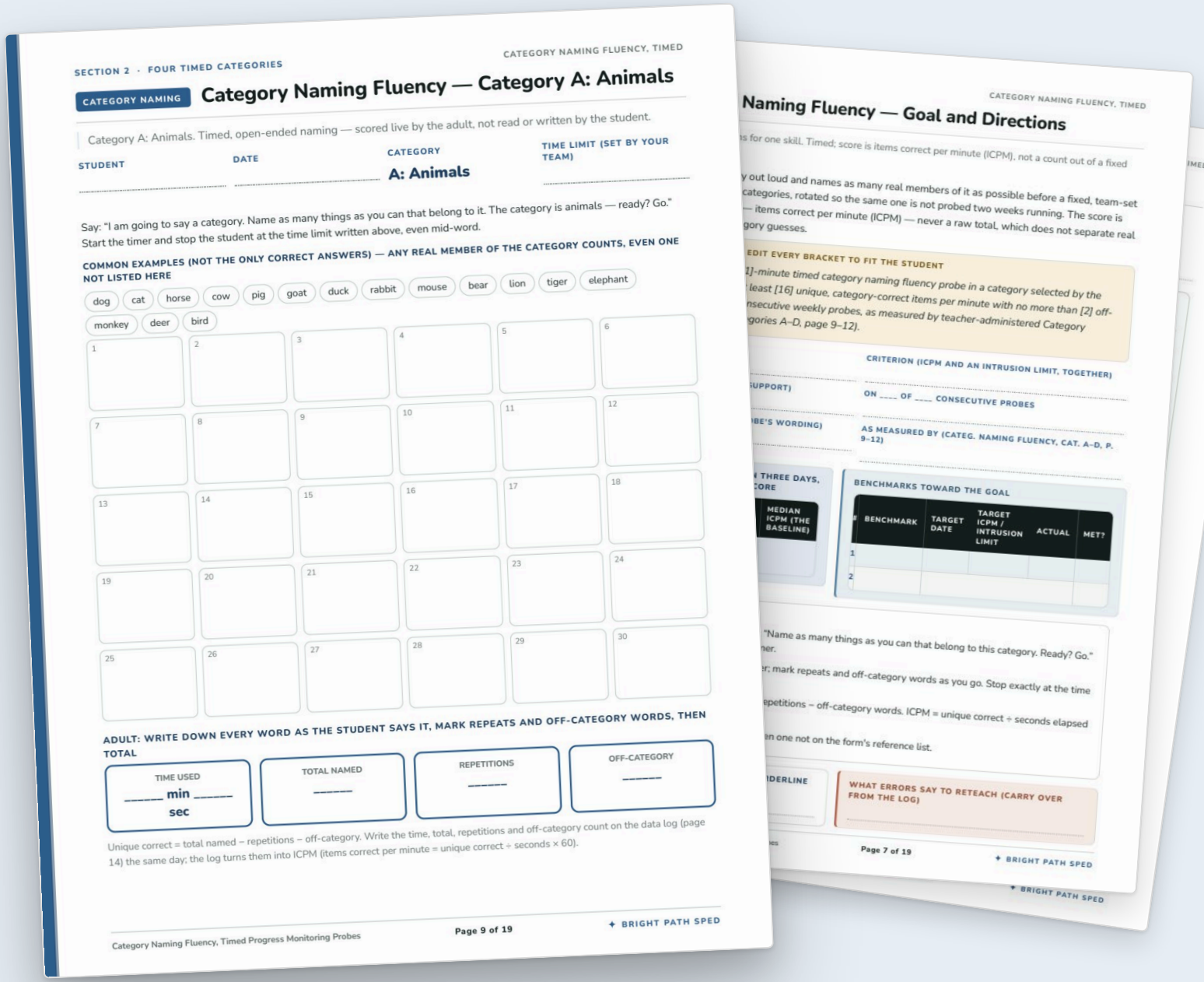
SPECIAL EDUCATION · SPEECH-LANGUAGE PROGRESS MONITORING

EDITABLE

Category Naming Fluency, Timed Progress Monitoring



SECTION 2 · FOUR TIMED CATEGORIES

CATEGORY NAMING FLUENCY, TIMED

CATEGORY NAMING

Category Naming Fluency — Category A: Animals

Category A: Animals. Timed, open-ended naming — scored live by the adult, not read or written by the student.

STUDENT _____ DATE _____ CATEGORY A: Animals TIME LIMIT (SET BY YOUR TEAM) _____

Say: "I am going to say a category. Name as many things as you can that belong to it. The category is animals — ready? Go." Start the timer and stop the student at the time limit written above, even mid-word.

COMMON EXAMPLES (NOT THE ONLY CORRECT ANSWERS) — ANY REAL MEMBER OF THE CATEGORY COUNTS, EVEN ONE NOT LISTED HERE

dog · cat · horse · cow · pig · goat · duck · rabbit · mouse · bear · lion · tiger · elephant · monkey · deer · bird

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30

ADULT: WRITE DOWN EVERY WORD AS THE STUDENT SAYS IT, MARK REPEATS AND OFF-CATEGORY WORDS, THEN TOTAL

TIME USED	TOTAL NAMED	REPETITIONS	OFF-CATEGORY
_____ min _____ sec	_____	_____	_____

Unique correct = total named − repetitions − off-category. Write the time, total, repetitions and off-category count on the data log (page 14) the same day; the log turns them into ICPM (items correct per minute = unique correct ÷ seconds × 60).

Category Naming Fluency, Timed Progress Monitoring Probes · Page 9 of 19 · ✦ BRIGHT PATH SPED

CATEGORY NAMING FLUENCY, TIMED

Naming Fluency — Goal and Directions

…s for one skill. Timed; score is items correct per minute (ICPM), not a count out of a fixed …

…y out loud and names as many real members of it as possible before a fixed, team-set …categories, rotated so the same one is not probed two weeks running. The score is …— items correct per minute (ICPM) — never a raw total, which does not separate real …gory guesses.

EDIT EVERY BRACKET TO FIT THE STUDENT

…1]-minute timed category naming fluency probe in a category selected by the …least [16] unique, category-correct items per minute with no more than [2] off-…nsecutive weekly probes, as measured by teacher-administered Category …gories A–D, page 9–12).

…UPPORT) … CRITERION (ICPM AND AN INTRUSION LIMIT, TOGETHER)

…BE'S WORDING) … ON ____ OF ____ CONSECUTIVE PROBES

… AS MEASURED BY (CATEG. NAMING FLUENCY, CAT. A–D, P. 9–12)

…N THREE DAYS, …CORE

MEDIAN ICPM (THE BASELINE)

BENCHMARKS TOWARD THE GOAL

#	BENCHMARK	TARGET DATE	TARGET ICPM / INTRUSION LIMIT	ACTUAL	MET?
1					
2					

…"Name as many things as you can that belong to this category. Ready? Go." …her.

…r; mark repeats and off-category words as you go. Stop exactly at the time …

…epetitions – off-category words. ICPM = unique correct ÷ seconds elapsed …

…en one not on the form's reference list.

…NDERLINE

WHAT ERRORS SAY TO RETEACH (CARRY OVER FROM THE LOG)

…es

Page 7 of 19 · ✦ BRIGHT PATH SPED

✦ BRIGHT PATH SPED

19 PAGES · FOUR TIMED CATEGORIES · RATE + ACCURACY TOGETHER · FILLABLE PDF

✦ BRIGHT PATH SPED

CONTENTS

What Is Inside, and Where

19 pages, one skill, start to finish: no norm-referenced score, no fixed fluency cutoff.

Before you begin

PAGE 4



Start Here — Three Steps
START HERE
4

01 Set Up

PAGES 6–7



How This Pack Works
REFERENCE
6



Category Naming Fluency — Goal and Directions
GOAL
7

02 Four Timed Categories

PAGES 9–12



Category Naming Fluency — Category A: Animals
CATEGORY NAMING
9



Category Naming Fluency — Category B: Foods You Can Eat
CATEGORY NAMING
10



Category Naming Fluency — Category C: Clothing
CATEGORY NAMING
11



Category Naming Fluency — Category D: Things Found at School
CATEGORY NAMING
12

03 Track, Report and Share

PAGES 14–18



Category Naming Fluency — Data Log and Graph
TRACKER
14



Caseload Summary
ROSTER
15



Family Update — This Skill's Progress
NOTES
16



Progress Note Phrase Bank
REFERENCE
17



A Filled-In Data Log (Invented Student)
EXAMPLE
18

Reading the tags: Goal is the sample and the six-part frame; **Category Naming** is one of the four timed category prompts; **Tracker** rolls several weeks onto one page; **Roster** puts a whole caseload on one grid; **Notes** is ready to send or read back to a family; **Reference** is where to look something up, from how the pack works to a bank of language to pull from; **Example** is the worked, invented sample.

☆ START HERE Start Here — Three Steps

Ninety seconds of reading; the weekly routine takes about five.

1

Baseline, then write the goal

Give Categories A, B and C on three different days at the same time limit; the middle ICPM (items correct per minute) score is the baseline (page 7).

Write the goal from the six-part frame, starting from the sample and changing every bracket to fit the student.

2

Probe once a week, timed

Rotate the categories (A, B, C, D, A…), never the same one two weeks running. The time limit, not the category, decides when the probe ends.

Mark repeated items and off-category items as the student talks (the scoring strip on each form); score and log the same day (page 14) — unique correct items are what you plot, not the raw total.

3

Track, decide, report and share

The log and graph turn the raw count into a rate and a decision; the caseload page groups several students at once (page 15).

The family update (page 16) and the phrase bank (page 17) turn the log into a note without a separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal page, the log, the caseload page, the family update and the phrase bank are type-in; the four timed category forms print (an adult writes down the words live during the probe, so nothing on them needs to be a field).

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc or an Excel workbook, and not a norm-referenced test. It carries no fixed fluency cutoff or benchmark score — your team decides what fluent enough means for this student, from the baseline and the IEP.

FOUR CATEGORIES, AND WHY IT MATTERS

Categories are not interchangeable the way numbers are — a student may simply know more animal words than school words. Compare a student's rate across the SAME four-category set over time, not against a universal number; rotating the four keeps the task fresh without changing what is being measured.

CONFIDENTIALITY, IN ONE PARAGRAPH

A filled-in log is a student record. It stays in the data folder, never where another family can see it. Use initials on any page that leaves your hands; the family update carries a first name only.

PRINT AND PREP

- [ ] One copy of the week's category form; the student holds nothing.
- [ ] A timer; the caseload page prints once a month.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — open in Acrobat Reader, Save As.
Anything else — the **Ask a Question** tab on the product page; a fix to the file is a free update.

GOAL Category Naming Fluency — Goal and Directions

Goal, baseline and directions for one skill. Timed; score is items correct per minute (ICPM), not a count out of a fixed set.

The student is told a category out loud and names as many real members of it as possible before a fixed, team-set time limit. Four ready-to-use categories, rotated so the same one is not probed two weeks running. The score is speed and accuracy together — items correct per minute (ICPM) — never a raw total, which does not separate real items from repeats or off-category guesses.

SAMPLE GOAL — INVENTED; EDIT EVERY BRACKET TO FIT THE STUDENT

By [May 20], when given a [1]-minute timed category naming fluency probe in a category selected by the team, [Student] will name at least [16] unique, category-correct items per minute with no more than [2] off-category intrusions, on [3] consecutive weekly probes, as measured by teacher-administered Category Naming Fluency probes (Categories A–D, page 9–12).

BY (DATE)

CRITERION (ICPM AND AN INTRUSION LIMIT, TOGETHER)

GIVEN (TIME LIMIT, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (NAME ITEMS IN, PROBE'S WORDING)

AS MEASURED BY (CATEG. NAMING FLUENCY, CAT. A–D, P. 9–12)

BASELINE: CATEGORIES A, B, C ON THREE DAYS, SAME TIME LIMIT, MIDDLE ICPM SCORE

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

BENCHMARKS TOWARD THE GOAL

#	BENCHMARK	TARGET DATE	TARGET ICPM / INTRUSION LIMIT	ACTUAL	MET?
1					
2					

GIVING AND SCORING THE PROBE

- [ ] Same time limit every session. Say: “Name as many things as you can that belong to this category. Ready? Go.” Name the category and start the timer.
- [ ] Write down every word said, in order; mark repeats and off-category words as you go. Stop exactly at the time limit, even mid-word.
- [ ] Unique correct = total words said − repetitions − off-category words. ICPM = unique correct ÷ seconds elapsed × 60.
- [ ] Any real category member counts, even one not on the form's reference list.

SCORING RULES FOR THIS STUDENT (BORDERLINE CALLS ALREADY DECIDED)

WHAT ERRORS SAY TO RETEACH (CARRY OVER FROM THE LOG)

CATEGORY NAMING

Category Naming Fluency — Category A: Animals

Category A: Animals. Timed, open-ended naming — scored live by the adult, not read or written by the student.

STUDENT	DATE	CATEGORY	TIME LIMIT (SET BY YOUR TEAM)
		A: Animals	

Say: "I am going to say a category. Name as many things as you can that belong to it. The category is animals — ready? Go." Start the timer and stop the student at the time limit written above, even mid-word.

COMMON EXAMPLES (NOT THE ONLY CORRECT ANSWERS) — ANY REAL MEMBER OF THE CATEGORY COUNTS, EVEN ONE NOT LISTED HERE

dog · cat · horse · cow · pig · goat · duck · rabbit · mouse · bear · lion · tiger · elephant · monkey · deer · bird

1	2	3	4	5	6
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19	20	21	22	23	24
25	26	27	28	29	30

ADULT: WRITE DOWN EVERY WORD AS THE STUDENT SAYS IT, MARK REPEATS AND OFF-CATEGORY WORDS, THEN TOTAL

TIME USED	TOTAL NAMED	REPETITIONS	OFF-CATEGORY
_____ min _____ sec	_____	_____	_____

Unique correct = total named − repetitions − off-category. Write the time, total, repetitions and off-category count on the data log (page 14) the same day; the log turns them into ICPM (items correct per minute = unique correct ÷ seconds × 60).

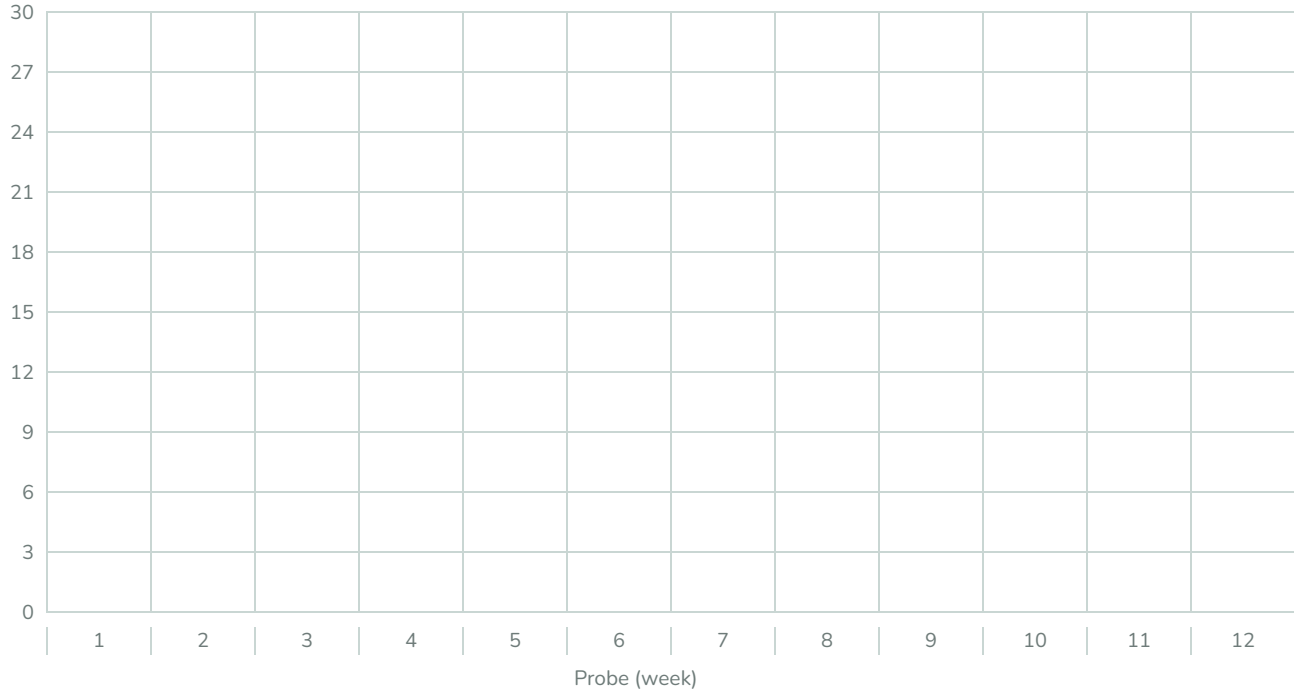
TRACKER

Category Naming Fluency — Data Log and Graph

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

STUDENT _____ **CRITERION / AIM (ICPM)** _____ **GOAL DATE** _____

ITEMS CORRECT PER MINUTE (ICPM), 0 TO 30 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	DATE	CAT.	TIME (SEC)	TOTAL	REPEATS	OFF-CAT.	UNIQUE	ICPM	NOTES
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

EXAMPLE

A Filled-In Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

Leah is invented, first grade. Twelve weekly timed probes rotating four categories, the aim line, the change three flat points forced, and the criterion met on the three most recent probes.

THE GOAL, AS WRITTEN FOR LEAH, FIRST GRADE (INVENTED)

By May 20, when given a 1-minute timed category naming fluency probe in a category selected by the team, Leah will name at least 16 unique, category-correct items per minute with no more than 2 off-category intrusions, on 3 consecutive weekly probes, as measured by teacher-administered Category Naming Fluency probes (Categories A–D).

#	DATE	CAT.	TIME (SEC)	TOTAL	REPEATS	OFF-CAT.	UNIQUE	ICPM	NOTES
1	9/8	A	60	12	1	0	11	11	baseline
2	9/9	B	60	13	2	0	11	11	baseline
3	9/10	C	60	11	0	1	10	10	baseline (median of 11, 11, 10 = 11)
4	9/17	D	60	12	1	0	11	11	flat vs. baseline
5	9/24	A	60	13	2	0	11	11	flat vs. baseline
6	10/1	B	60	12	1	0	11	11	3 probes flat: added a daily category-switching warm-up
7	10/8	C	60	14	1	0	13	13	–
8	10/15	D	60	15	1	1	13	13	–
9	10/22	A	60	16	1	0	15	15	–
10	10/29	B	60	18	1	1	16	16	ICPM criterion met (1 of 3)
11	11/5	C	60	19	2	0	17	17	ICPM criterion met (2 of 3)
12	11/12	D	60	18	1	1	16	16	ICPM criterion met (3 of 3)

HOW TO READ THE LOG

- [ ] Baseline is the median of three categories on three days: 11, 11, 10, so 11.
- [ ] Probes 4, 5 and 6 (11, 11, 11) sat flat at baseline — three probes with no rise, so a daily category-switching warm-up was added, written on the row.
- [ ] Unique correct = total – repeats – off-category on every row (probe 10: 18 – 1 – 1 = 16); ICPM equals unique correct since every probe ran a full 60 seconds.
- [ ] The criterion (16 ICPM, 2 or fewer off-category intrusions) was met on probes 10, 11 and 12 (16, 17, 16) — three consecutive probes, so the goal is met.

THE PROGRESS REPORT SENTENCE

"On weekly timed category probes (one-minute limit, rotating four categories), Leah named 10 to 11 unique items per minute in early September (baseline, median 11, 11, 10), and 16 to 17 per minute with at most one intrusion on the three most recent probes in November — meeting the goal of 16 per minute, 2 or fewer intrusions, on three consecutive probes."