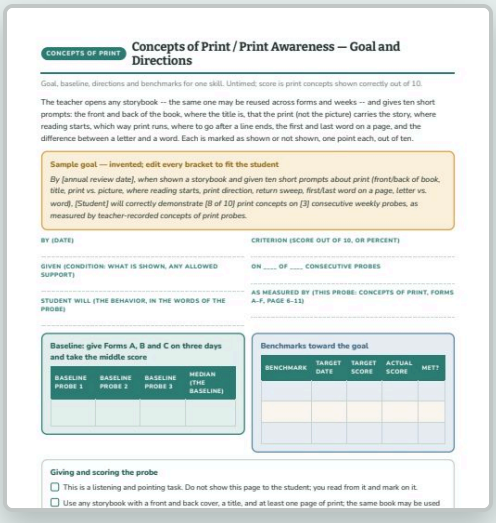
SPECIAL EDUCATION

EDITABLE

CONCEPTS OF PRINT PRINT AWARENESS

One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.


CONCEPTS OF PRINT

Concepts of Print / Print Awareness — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is print concepts shown correctly out of 10.

The teacher opens any storybook -- the same one may be reused across forms and weeks -- and gives ten short prompts: the front and back of the book, where the title is, that the print (not the picture) carries the story, where reading starts, which way print runs, where to go after a line ends, the first and last word on a page, and the difference between a letter and a word. Each is marked as shown or not shown, one point each, out of ten.

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

By [annual review date], when shown a storybook and given ten short prompts about print (front/back of book, title, print vs. picture, where reading starts, print direction, return sweep, first/last word on a page, letter vs. word), [Student] will correctly demonstrate [8 of 10] print concepts on [3] consecutive weekly probes, as measured by teacher-recorded concepts of print 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: CONCEPTS OF PRINT, FORMS A–F, PAGE 6–11)

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

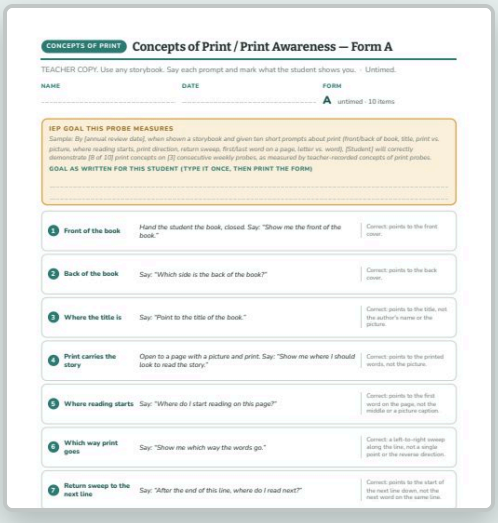
BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ This is a listening and pointing task. Do not show this page to the student; you read from it and mark on it.
- ☐ Use any storybook with a front and back cover, a title, and at least one page of print; the same book may be used


CONCEPTS OF PRINT

Concepts of Print / Print Awareness — Form A

TEACHER COPY. Use any storybook. Say each prompt and mark what the student shows you. · Untimed.

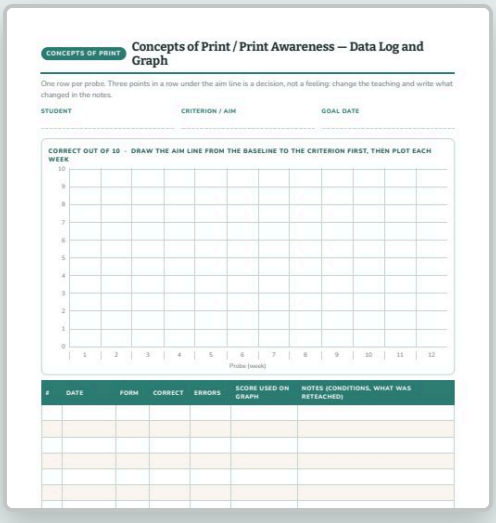
NAME | DATE | FORM A untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when shown a storybook and given ten short prompts about print (front/back of book, title, print vs. picture, where reading starts, print direction, return sweep, first/last word on a page, letter vs. word), [Student] will correctly demonstrate [8 of 10] print concepts on [3] consecutive weekly probes, as measured by teacher-recorded concepts of print probes.

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

1 Front of the book	Hand the student the book, closed. Say: "Show me the front of the book."	Correct: points to the front cover.
2 Back of the book	Say: "Which side is the back of the book?"	Correct: points to the back cover.
3 Where the title is	Say: "Point to the title of the book."	Correct: points to the title, not the author's name or the picture.
4 Print carries the story	Open to a page with a picture and print. Say: "Show me where I should look to read the story."	Correct: points to the printed words, not the picture.
5 Where reading starts	Say: "Where do I start reading on this page?"	Correct: points to the first word on the page, not the middle or a picture caption.
6 Which way print goes	Say: "Show me which way the words go."	Correct: a left-to-right sweep along the line, not a single point or the reverse direction.
7 Return sweep to the next line	Say: "After the end of this line, where do I read next?"	Correct: points to the start of the next line down, not the next word on the same line.


CONCEPTS OF PRINT

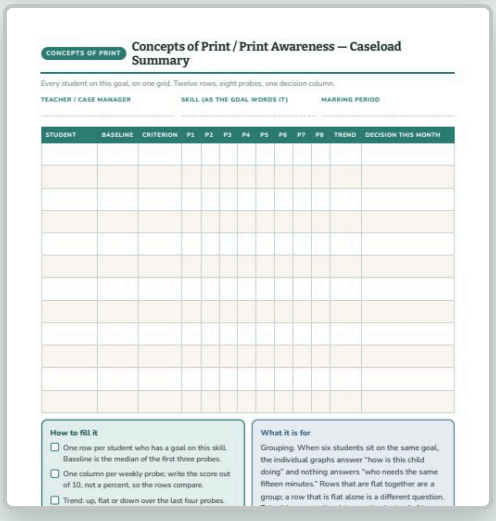
Concepts of Print / Print Awareness — Data Log and Graph

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 RETEACHED)


CONCEPTS OF PRINT

Concepts of Print / Print Awareness — Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER | SKILL (AS THE GOAL WORDS IT) | MARKING PERIOD

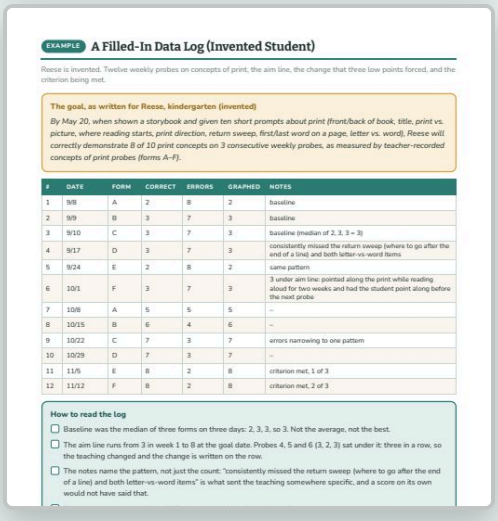
STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

How to fill it

- ☐ One row per student who has a goal on this skill. Baseline is the median of the first three probes.
- ☐ One column per weekly probe; write the score out of 10, not a percent, so the rows compare.
- ☐ Trend: up, flat or down over the last four probes.

What it is for

Grouping. When six students sit on the same goal, the individual graphs answer "how is this child doing" and nothing answers "who needs the same fifteen minutes." Rows that are flat together are a group; a row that is flat alone is a different question.


EXAMPLE

A Filled-In Data Log (Invented Student)

Reese is invented. Twelve weekly probes on concepts of print, the aim line, the change that three low points forced, and the criterion being met.

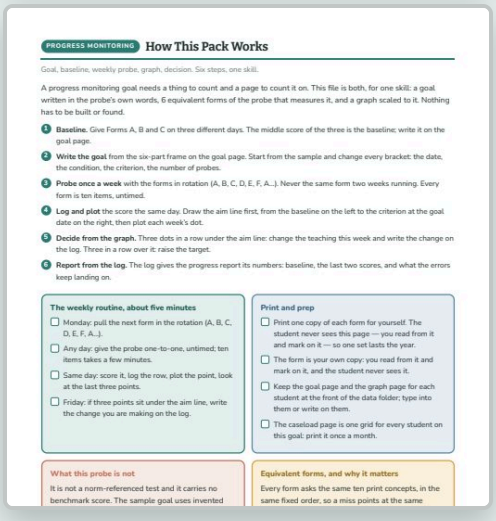
The goal, as written for Reese, kindergarten (invented)

By May 20, when shown a storybook and given ten short prompts about print (front/back of book, title, print vs. picture, where reading starts, print direction, return sweep, first/last word on a page, letter vs. word), Reese will correctly demonstrate 8 of 10 print concepts on 3 consecutive weekly probes, as measured by teacher-recorded concepts of print probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	consistently missed the return sweep (where to go after the end of a line) and both letter-vs-word items
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: pointed along the print while reading aloud for two weeks and had the student point along before the next probe
7	10/8	A	5	5	5	–
8	10/15	B	6	4	6	–
9	10/22	C	7	3	7	errors narrowing to one pattern
10	10/29	D	7	3	7	–
11	11/5	E	8	2	8	criterion met, 1 of 3
12	11/12	F	8	2	8	criterion met, 2 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 2, 3, 3, so 3. Not the average, not the best.
- ☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 2, 3) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ The notes name the pattern, not just the count: "consistently missed the return sweep (where to go after the end of a line) and both letter-vs-word items" is what sent the teaching somewhere specific, and a score on its own would not have said that.


PROGRESS MONITORING

How This Pack Works

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

A progress monitoring goal needs a thing to count and a page to count it on. This file is both, for one skill; a goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or found.

1. **Baseline.** Give Forms A, B and C on three different days. The middle score of the three is the baseline; write it on the goal page.
2. **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.
3. **Probe once a week** with the forms in rotation (A, B, C, D, E, F, A…). Never the same form two weeks running. Every form is ten items, untimed.
4. **Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right, then plot each week's dot.
5. **Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
6. **Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and what the errors keep landing on.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A…).
- ☐ Any day: give the probe one-to-one, untimed; 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

- ☐ Print one copy of each form for yourself. The student never sees this page — you read from it and mark on it — so one set lasts the year.
- ☐ The form is your own copy: you read from it and mark on it, and the student never sees it.
- ☐ Keep the goal page and the graph page for each student at the front of the data folder; type into them or write on them.
- ☐ The caseload page is one grid for every student on this goal: print it once a month.

What this probe is not

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented

Equivalent forms, and why it matters

Every form asks the same ten print concepts, in the same fixed order, so a miss points at the same

Fillable PDF | **16 Pages** | **Six Probe Forms** | **Goal + Graph**

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PROGRESS MONITORING

How This Pack Works

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

A progress monitoring goal needs a thing to count and a page to count it on. This file is both, for one skill: a goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or found.

1. **Baseline.** Give Forms A, B and C on three different days. The middle score of the three is the baseline; write it on the goal page.
2. **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.
3. **Probe once a week** with the forms in rotation (A, B, C, D, E, F, A...). Never the same form two weeks running. Every form is ten items, untimed.
4. **Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right, then plot each week's dot.
5. **Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
6. **Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and what the errors keep landing on.

The weekly routine, about five minutes

- [ ] Monday: pull the next form in the rotation (A, B, C, D, E, F, A...).
- [ ] Any day: give the probe one-to-one, untimed; 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

- [ ] Print one copy of each form for yourself. The student never sees this page — you read from it and mark on it — so one set lasts the year.
- [ ] The form is your own copy: you read from it and mark on it, and the student never sees it.
- [ ] Keep the goal page and the graph page for each student at the front of the data folder; type into them or write on them.
- [ ] The caseload page is one grid for every student on this goal: print it once a month.

What this probe is not

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented criteria in brackets; your team sets the real ones from the baseline and the student's IEP. Every form is untimed and ten items long, so a score of 8 means the same thing on every form, and a student is never scored on speed.

Equivalent forms, and why it matters

Every form asks the same ten print concepts in the same fixed order, each drawn from a bank of four equivalent scripts, so no two forms read identically even though the ten concepts measured never change. A score on one form means the same as a score on another, so the line on the graph is the student, not the paper. Rotate the forms and the page cannot be memorized.

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CONCEPTS OF PRINT

Concepts of Print / Print Awareness — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is print concepts shown correctly out of 10.

The teacher opens any storybook and gives ten short prompts: front/back of the book, the title, print vs. picture, where reading starts, print direction, the return sweep, first/last word on a page, and letter vs. word. Each is marked shown or not shown, one point each, out of ten.

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

By [annual review date], when shown a storybook and given ten short prompts about print (front/back of book, title, print vs. picture, where reading starts, print direction, return sweep, first/last word on a page, letter vs. word), [Student] will correctly demonstrate [8 of 10] print concepts on [3] consecutive weekly probes, as measured by teacher-recorded concepts of print 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: CONCEPTS OF PRINT, FORMS A–F, PAGE 6–11)

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- [ ] Listening and pointing task. Do not show this page to the student.
- [ ] Use any storybook with a front/back cover, a title, and at least one page of print.
- [ ] Say each prompt once. No response: mark it incorrect and move on; do not repeat or point.
- [ ] Correct: against the criterion printed with each item. Untimed. One point per item.

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

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

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CONCEPTS OF PRINT

Concepts of Print / Print Awareness — Form A

TEACHER COPY. Use any storybook. Say each prompt and mark what the student shows you. · Untimed.

NAME _____ DATE _____ FORM **A** untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when shown a storybook and given ten short prompts about print (front/back of book, title, print vs. picture, where reading starts, print direction, return sweep, first/last word on a page, letter vs. word), [Student] will correctly demonstrate [8 of 10] print concepts on [3] consecutive weekly probes, as measured by teacher-recorded concepts of print probes.

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

_____

_____

1	**Front of book**	*Hand the student the book, closed. Say: "Show me the front of the book."*	Correct: points to the front cover.
2	**Back of book**	*Say: "Which side is the back of the book?"*	Correct: points to the back cover.
3	**Title location**	*Say: "Point to the title of the book."*	Correct: points to the title, not the author or picture.
4	**Print vs. picture**	*Open to a page with a picture and print. Say: "Show me where I should look to read the story."*	Correct: points to the print, not the picture.
5	**Where reading starts**	*Say: "Where do I start reading on this page?"*	Correct: points to the first word on the page.
6	**Print direction**	*Say: "Show me which way the words go."*	Correct: sweeps left to right along the line.
7	**Return sweep**	*Say: "After the end of this line, where do I read next?"*	Correct: points to the start of the next line down.
8	**First word on page**	*Say: "Point to the word I read first."*	Correct: points to the first word only.
9	**Last word on page**	*Say: "Point to the final word I read on this page."*	Correct: points to the last word only.
10	**Letter vs. word**	*Say: "Show me one letter." Then say: "Show me one whole word."*	Correct: one letter, then one whole word.

TEACHER COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1	2	3	4	5	6	7	8	9	10

Print concepts shown correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

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CONCEPTS OF PRINT

Concepts of Print / Print Awareness — Form B

TEACHER COPY. Use any storybook. Say each prompt and mark what the student shows you. · Untimed.

NAME _____ DATE _____ FORM **B** untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when shown a storybook and given ten short prompts about print (front/back of book, title, print vs. picture, where reading starts, print direction, return sweep, first/last word on a page, letter vs. word), [Student] will correctly demonstrate [8 of 10] print concepts on [3] consecutive weekly probes, as measured by teacher-recorded concepts of print probes.

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

1	**Front of book**	*Close the book and hand it to the student. Say: "Point to the front cover."*	Correct: points to the front cover.
2	**Back of book**	*Say: "Now show me the back of the book."*	Correct: points to the back cover.
3	**Title location**	*Say: "Show me the name of this book."*	Correct: points to the title, not the author or picture.
4	**Print vs. picture**	*Say: "Point to where the words are, not the picture."*	Correct: points to the print, not the picture.
5	**Where reading starts**	*Say: "Point to where I should begin reading."*	Correct: points to the first word on the page.
6	**Print direction**	*Say: "Run your finger the way the words go."*	Correct: sweeps left to right along the line.
7	**Return sweep**	*Say: "Show me where to go after reading all the way across."*	Correct: points to the start of the next line down.
8	**First word on page**	*Say: "Point to the first word on this page."*	Correct: points to the first word only.
9	**Last word on page**	*Say: "Point to the final word I read on this page."*	Correct: points to the last word only.
10	**Letter vs. word**	*Say: "Point to just one letter." Then say: "Now point to just one word."*	Correct: one letter, then one whole word.

TEACHER COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1	2	3	4	5	6	7	8	9	10

Print concepts shown correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

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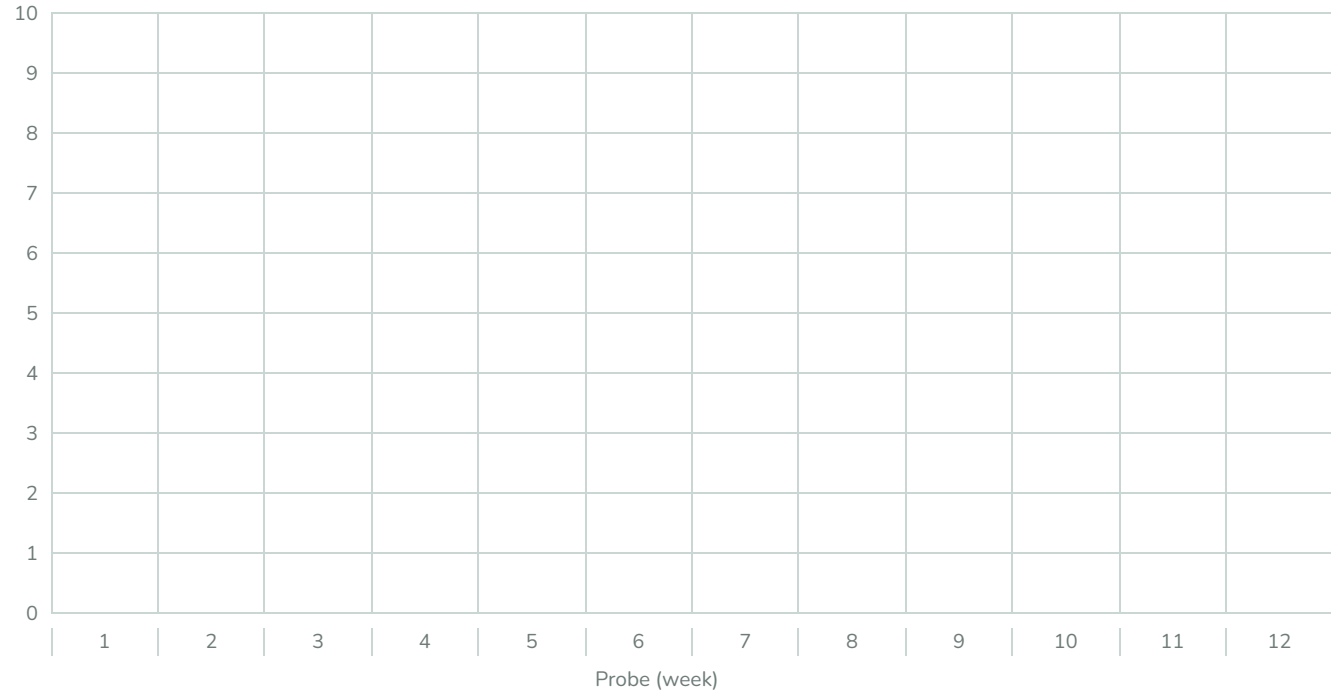
CONCEPTS OF PRINT

Concepts of Print / Print Awareness — 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 RETEACHED)

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CONCEPTS OF PRINT

Concepts of Print / Print Awareness — Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER _____ SKILL (AS THE GOAL WORDS IT) _____ MARKING PERIOD _____

STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

How to fill it

- ☐ One row per student who has a goal on this skill. Baseline is the median of the first three probes.
- ☐ One column per weekly probe; write the score out of 10, not a percent, so the rows compare.
- ☐ Trend: up, flat or down over the last four probes. That word, not the last score, is what the decision follows.
- ☐ Decision: keep going, change the teaching, or raise the target. A blank decision on a flat row is the thing this page exists to catch.

What it is for

Grouping. When six students sit on the same goal, the individual graphs answer “how is this child doing” and nothing answers “who needs the same fifteen minutes.” 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.

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EXAMPLE A Filled-In Data Log (Invented Student)

Reese is invented. Twelve weekly probes on concepts of print, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when shown a storybook and given ten short prompts about print (front/back of book, title, print vs. picture, where reading starts, print direction, return sweep, first/last word on a page, letter vs. word), Reese will correctly demonstrate 8 of 10 print concepts on 3 consecutive weekly probes, as measured by teacher-recorded concepts of print probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	consistently missed the return sweep (where to go after the end of a line) and both letter-vs-word items
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: pointed along the print while reading aloud for two weeks and had the student point along before the next probe
7	10/8	A	5	5	5	–
8	10/15	B	6	4	6	–
9	10/22	C	7	3	7	errors narrowing to one pattern
10	10/29	D	7	3	7	–
11	11/5	E	8	2	8	criterion met, 1 of 3
12	11/12	F	8	2	8	criterion met, 2 of 3

How to read the log

- [ ] Baseline was the median of three forms on three days: 2, 3, 3, so 3. Not the average, not the best.
- [ ] The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 2, 3) sat under it: three in a row, so the teaching changed and the change is written on the row.
- [ ] The notes name the pattern, not just the count: “consistently missed the return sweep (where to go after the end of a line) and both letter-vs-word items” is what sent the teaching somewhere specific, and a score on its own would not have said that.
- [ ] Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met.

The progress report sentence this log produces

“On weekly concepts of print probes (10 items, untimed), Reese scored 3 of 10 at baseline in September and 8 of 10 on each of the two most recent probes in November. Progress is sufficient to meet the goal of 8 of 10 on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.