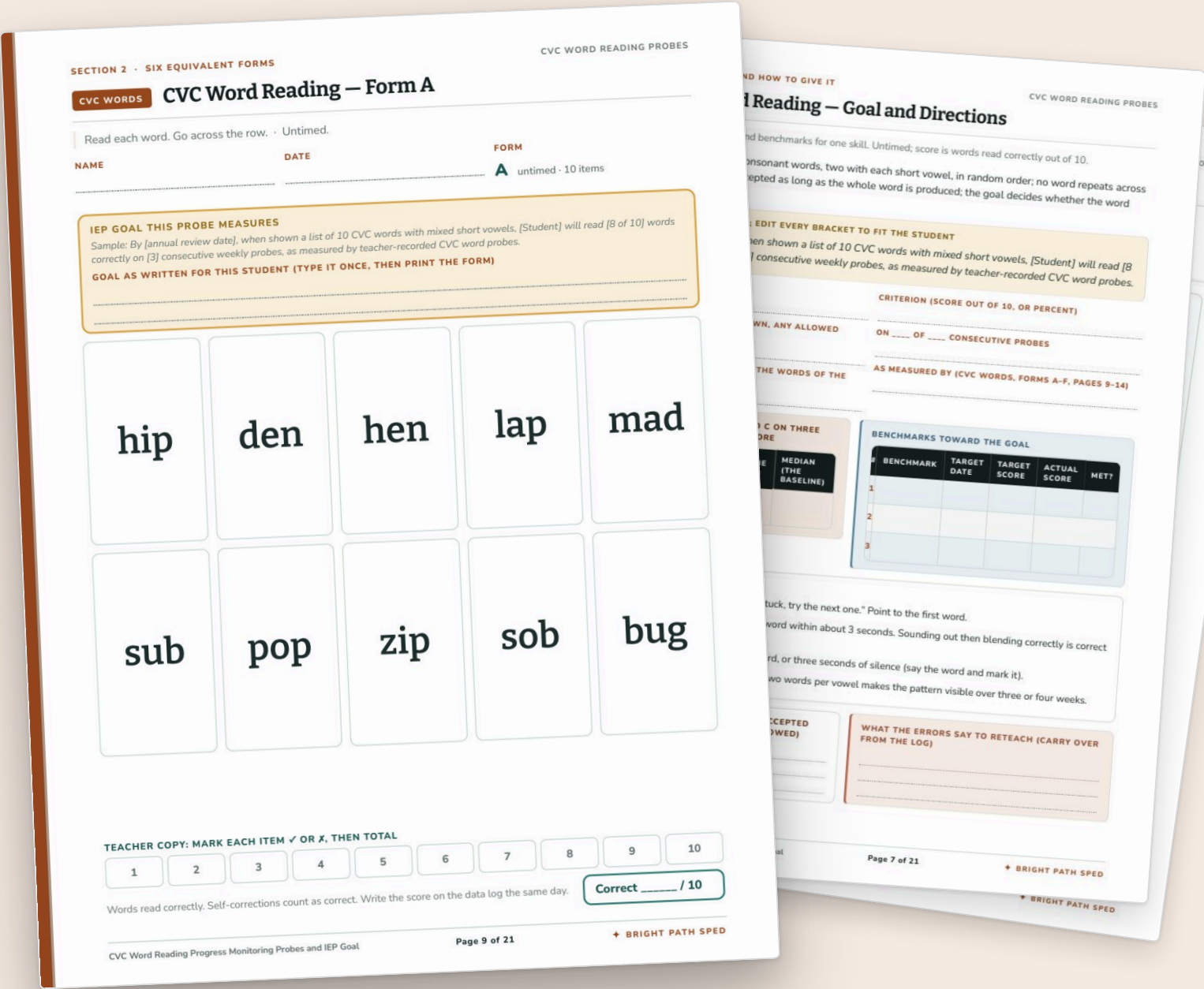


CVC Word Reading Progress Probes



21 PAGES

SIX PROBE FORMS

FAMILY UPDATE

FILLABLE PDF

What Is Inside, and Where

21 pages, one skill, start to finish: no norm-referenced score, no benchmark.

Before you begin

PAGE 4



Start Here — Three Steps
START HERE

4

01 The Goal and How to Give It

PAGES 6–7



How This Pack Works
REFERENCE

6



CVC Word Reading — Goal and Directions
GOAL

7

02 Six Equivalent Forms

PAGES 9–14



CVC Word Reading — Form A
CVC WORDS

9



CVC Word Reading — Form B
CVC WORDS

10



CVC Word Reading — Form C
CVC WORDS

11



CVC Word Reading — Form D
CVC WORDS

12



CVC Word Reading — Form E
CVC WORDS

13



CVC Word Reading — Form F
CVC WORDS

14

03 Track, Report and Share

PAGES 16–20



CVC Word Reading — Data Log and Graph
TRACKER

16



CVC Word Reading — Caseload Summary
ROSTER

17



Family Update — This Skill's Progress
NOTES

18



Progress Note Phrase Bank
REFERENCE

19



A Filled-In Data Log (Invented Student)
EXAMPLE

20

Start Here — Three Steps

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



1

Baseline, then write the goal

Give Forms A, B and C on three different days; the middle 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

Rotate the forms (A, B, C, D, E, F, A...), never the same one two weeks running. Every form is ten words, untimed.

Score and log the same day (page 16); draw the aim line first, from the baseline to the criterion at the goal date.



3

Decide, report, share

Three points under the aim line in a row: change the teaching and write the change on the log. Three over it: raise the target.

The family update (page 18) and the phrase bank (page 19) turn the log into a note without a separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal page, the log and the caseload page are type-in; the six probe forms print (a student reads from a clean copy, so nothing on them needs to be a field).

WHAT THIS FILE IS NOT

Not a norm-referenced test and not a curriculum. It carries no benchmark score; your team sets the real criteria from the baseline and the student's IEP.

EQUIVALENT FORMS, AND WHY IT MATTERS

Every form has ten words drawn the same way — two with each short vowel, from one shuffle per vowel — and no word appears on two forms. 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.

CONFIDENTIALITY, IN ONE PARAGRAPH

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

PRINT AND PREP

- ☐ One student copy of each form in a sheet protector lasts the year; the student reads from it and writes nothing.
- ☐ 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.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

GOAL

CVC Word Reading — Goal and Directions

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

Ten real consonant-vowel-consonant words, two with each short vowel, in random order; no word repeats across the six forms. Blending is accepted as long as the whole word is produced; the goal decides whether the word must be read as a unit.

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

By [annual review date], when shown a list of 10 CVC words with mixed short vowels, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded CVC word 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 (CVC WORDS, FORMS A–F, PAGES 9–14)

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?
1					
2					
3					

GIVING AND SCORING THE PROBE

- ☐ Say: “Read each word. If you get stuck, try the next one.” Point to the first word.
- ☐ Correct: the whole word said as a word within about 3 seconds. Sounding out then blending correctly is correct unless the goal says otherwise.
- ☐ Errors: a wrong word, a skipped word, or three seconds of silence (say the word and mark it).
- ☐ Record errors on the log by vowel; two words per vowel makes the pattern visible over three or four weeks.

SCORING RULES FOR THIS STUDENT (ACCEPTED ANSWERS, REVERSALS, SUPPORTS ALLOWED)

.....

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

.....

CVC WORDS

CVC Word Reading — Form A

Read each word. 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 CVC words with mixed short vowels, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded CVC word probes.

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

hip

den

hen

lap

mad

sub

pop

zip

sob

bug

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

1

2

3

4

5

6

7

8

9

10

Words read correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

TRACKER

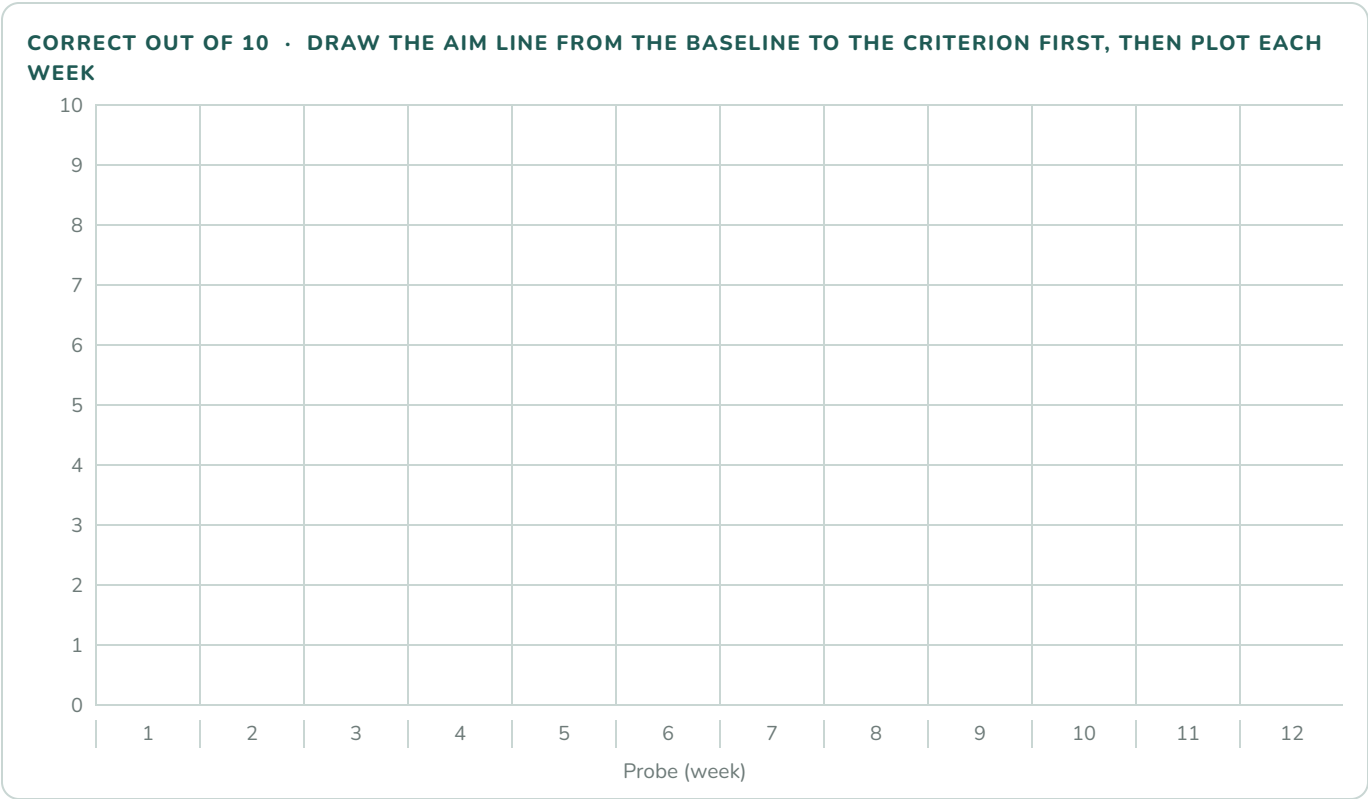
CVC Word Reading — Data Log and Graph

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

GOAL DATE



#	DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHING)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

 **NOTES**

Family Update — This Skill's Progress

Ready to send home after any probe, without a separate write-up. No raw scores or codes — the log already has those.

STUDENT	WEEK OF	FROM (TEACHER)

THIS WEEK WE PRACTICED
In plain words: the skill, not the score.

SOMETHING THAT WENT WELL

ONE THING TO PRACTICE AT HOME (FIVE MINUTES)

THIS WEEK'S SCORE, IN PLAIN WORDS
Not the raw number by itself — what it means: about the same, a little better, a lot better.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME	SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Filled-In Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

Kai is invented. Twelve weekly probes on CVC word reading, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when shown a list of 10 CVC words with mixed short vowels, Kai will read 8 of 10 words correctly on 3 consecutive weekly probes, as measured by teacher-recorded CVC word probes (forms A–F).

#	#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	1	9/8	A	4	6	4	baseline
2	2	9/9	B	3	7	3	baseline
3	3	9/10	C	5	5	5	baseline (median of 4, 3, 5 = 4)
4	4	9/17	D	4	6	4	short o: 2 of 2 wrong
5	5	9/24	E	4	6	4	short o: 2 of 2 wrong
6	6	10/1	F	3	7	3	3 under aim line: added daily short-o word sort
7	7	10/8	A	6	4	6	–
8	8	10/15	B	6	4	6	–
9	9	10/22	C	7	3	7	short o: 1 of 2 wrong
10	10	10/29	D	8	2	8	–
11	11	11/5	E	8	2	8	criterion met, 1 of 3
12	12	11/12	F	9	1	9	criterion met, 2 of 3

HOW TO READ THE LOG

- ☐ Baseline was the median of three forms on three days: 4, 3, 5, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 4, 3) sat under it: three in a row, so the teaching changed (daily short-o word sort) and the change is written on the row.
- ☐ The error notes name the vowel because every form carries two words per vowel; over three or four weeks that is what tells the teacher what to reteach.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met. The next goal is the blends and digraphs probe.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

“On weekly CVC word probes (10 words, untimed), Kai read 4 of 10 words correctly at baseline in September and 8 and 9 of 10 on the two most recent probes in November. Errors are now almost all on one vowel. 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.