



My name: _____

Read each word. Go across the row.

1 lamp	2 frog
3 nest	4 step
5 hand	6 clap
7 milk	8 drum

Color a star when you finish!

CVCC and CCVC - Form A - Untimed





4 FORMS

My name: _____

Read each word. Go until time is up!

send	spin	hump	twig
best	brim	wilt	

name: _____

ead the word. Look for

lt melt	lp grip	nd bend	lf self
sl sled	br brat	pl plot	pr print

Find the short vowel.
a, e, i, o or u. Say its short sound, like the a in bat.

Look for the blend.
Two letters that stick together, at the start (sl in sled) or at the end (lt in melt). Say them together.

ead the whole word.
ay the sounds left to right, the blend last or first. Then read the word fast.

CVCC & CCVC WORD LISTS

IEP Reading Probes · Forms A-D

Bright Path Sped

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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 per student per week: the student reads on the form and that same sheet is the one you score.
- 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 scores. Store, hand over and destroy this file the same way you would any other student record.

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PREVIEW

Binder Cover, Spine Label & Divider Tabs

A binder cover, six divider tabs, and a short setup list.

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 weekly routine, one page.

02 The Goal
The written goal and where Forms A-D fit it.

03 Word Lists & Forms
Two word lists, the 4 rotating reading forms, the one-minute form, and the how-to-read page.

04 Answer Keys
Three scoring pages: every word, its blend, and a box for each form.

05 Graph & Caseload
The aim line, the weekly plot, and the one-grid caseload summary.

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

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) with anyone else who might give a form.

PREVIEW

CVCC and CCVC - Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Forms A–D untimed; score is words read correctly out of 8.

Eight words per form: one short vowel and a blend at the start or the end. No word repeats on any form or on the word lists.

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

By [annual review date], when shown 8 one-syllable words with a short vowel and a blend at the start or the end (for example, frog or lamp), [Student] will read [7 of 8] correctly on [3] consecutive weekly probes, as measured by teacher-scored CVCC and CCVC word probes (Forms A–D).

By (date)

Criterion (score out of 8, 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 (CVCC and CCVC word probes, Forms A-D, pages 9-12; one-minute form page 13)

Baseline: give three forms 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	Met?

Giving and scoring the probe

- Say: "Read each word. Go across the row." Untimed.
- Correct: the whole word is read right. A word read with a self-correction counts as correct. Your team decides before the baseline whether a word read with one blend left out (lap for lamp) earns the point; write that rule on the line below.
- Note the error: the vowel, the start blend, the end blend, or a whole word guessed. Those are different next steps.
- Forms A–D are untimed. The one-minute form is scored as the number correct when time is up.

Scoring rules for this student

What the errors say to reteach

PREVIEW

My name: _____

Read the word. Look for the blend.

lt melt	**lp** gulp	**nd** bend	**lf** self
sl sled	**br** brat	**pl** plot	**pr** prod

1 **Find the short vowel.**
a, e, i, o or u. Say its short sound, like the a in bat.

2 **Look for the blend.**
Two letters that stick together, at the start (sl in sled) or at the end (lt in melt). Say them together.

3 **Read the whole word.**
Say the sounds left to right, the blend last or first. Then read the word fast.

raft the blend is at the end

crop the blend is at the start

mask the blend is at the end

Your turn: write a word that starts with fl or ends with st.

PREVIEW

My name: _____

Read each word. Go across the row.

clip	club	clam
drip	drop	drag
crib	flap	flat
flip	grin	grub
grid	grim	plan
snug	stem	stub

PREVIEW

Preview - Bright Path Sped

My name: _____

Read each word. Go across the row.

1 sand	2 skip
3 desk	4 stop
5 gift	6 slim
7 golf	8 crab

Color a star when you finish!

PREVIEW

My name: _____

Read each word. Go until time is up!

1 send	2 spin	3 hump	4 twig
5 best	6 brim	7 wilt	8 slot
9 tilt	10 smug	11 cost	12 grab

PREVIEW

Answer Key and Scoring - Forms C-D

Each row reads: the number, the word, and its blend. Each form has four end-blend and four start-blend words.

Form C

#	Word	Blend	Right?
1	sand	end nd	
2	skip	start sk	
3	desk	end sk	
4	stop	start st	
5	gift	end ft	
6	slim	start sl	
7	golf	end lf	
8	crab	start cr	

Correct ___ / 8

Form D

#	Word	Blend	Right?
1	pond	end nd	
2	swim	start sw	
3	risk	end sk	
4	trip	start tr	
5	mint	end nt	
6	glad	start gl	
7	dust	end st	
8	span	start sp	

Correct ___ / 8

Scoring reminder

- Untimed. Self-corrections count as correct. Log the score the same day.
- A word read with one blend left out (lap for lamp) is scored by the rule your team wrote on the goal page.
- A word whose blend letters are read in the wrong order (sept for step) is not right yet.

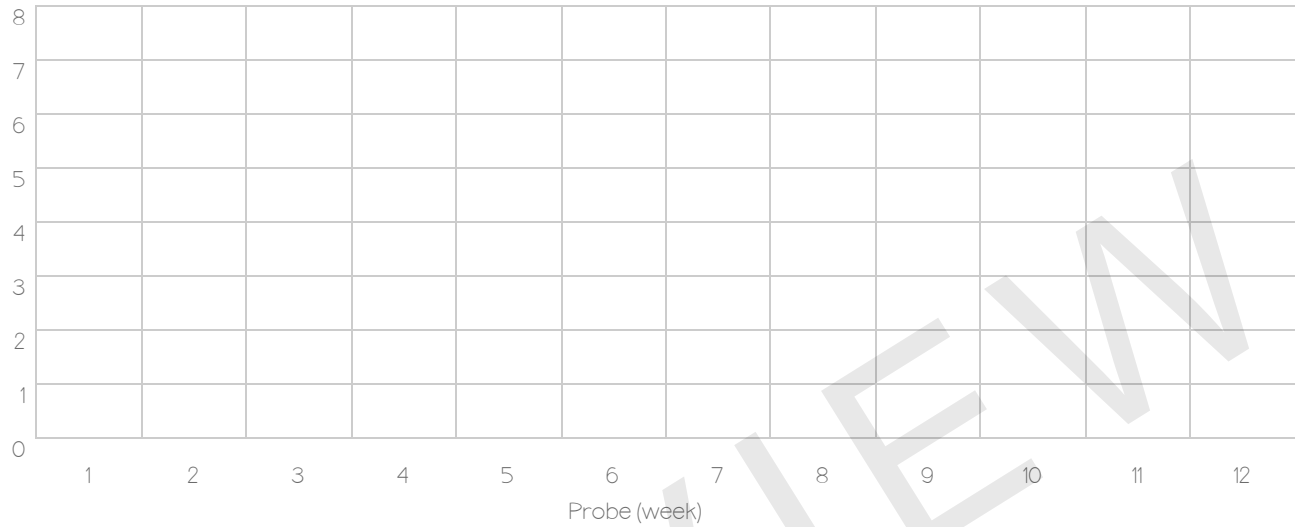
PREVIEW

CVCC and CCVC - Data Log and Graph

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

Student _____ Criterion / aim _____ Goal date _____

Correct out of 8 (Forms A-D) · draw the aim line from the baseline to the criterion first, then plot each week



#	Date	Form	Correct	Errors	Score used	Notes

One-minute form log (a separate measure; do not plot it on the graph above). Forms A–D go on the graph and the log above; the one-minute form goes only on this log.

#	Date	Correct in one minute	Errors	Notes

PREVIEW

A Filled-In Data Log (Invented Student)

Eli is invented. Twelve weekly probes on CVCC and CCVC words, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Eli, first grade (invented)

By June 1, when shown 8 one-syllable words with a short vowel and a blend at the start or the end, Eli will read 7 of 8 correctly on 3 consecutive weekly probes, as measured by teacher-scored CVCC and CCVC word probes (Forms A–D).

#	Date	Form	Correct	Errors	Graphed	Notes
1	9/14	A	3	5	3	baseline 1 of 3: start blends right; dropped the end blend in lamp
2	9/15	B	4	4	4	baseline 2 of 3: start blends right; end blends dropped in belt
3	9/16	C	3	5	3	baseline 3 of 3: frog read as fog
4	9/21	D	3	5	3	under the aim line: the two letters of step swapped
5	9/28	A	3	5	3	under the aim line: stopped after the vowel in nest
6	10/5	B	4	4	4	3 under in a row: teaching changed, say the vowel, then the blend
7	10/12	C	5	3	5	change in place: vowel first, then the blend, every word
8	10/19	D	5	3	5	start blends now right, end blends still drop
9	10/26	A	6	2	6	end blends better; the sk words still slip
10	11/2	B	7	1	7	criterion score, first time
11	11/9	C	7	1	7	second in a row at 7
12	11/16	D	8	0	8	third in a row: goal met

How to read the log

- Baseline was the median of three forms on three days: 3, 4, 3, so 3. Not the average, not the best.
- The aim line runs from 3 in week 1 to 7 at the goal date. Probes 4, 5 and 6 (3, 3, 4) sat under it: three in a row, so the teaching changed and the change is written on that row.
- The notes name where the error fell: Eli read the vowel and then dropped the end blend. A score alone would not have said that.
- Criterion was met on probes 10, 11 and 12 (7, 7, 8): three in a row at 7 of 8 or better.

The progress report sentence this log produces

On weekly CVCC and CCVC word probes (8 words, untimed), Eli read 3 of 8 at baseline and 7, 7 and 8 of 8 on the last three probes, meeting the criterion of 7 of 8 on 3 consecutive probes. Every number in it is on the log above; nothing is from memory.

Where every number in this example came from

- Baseline is the median of the first three probes.
- Every score traces to its row; errors are 8 minus the correct score.

PREVIEW

CVCC and CCVC - Family Update & Team Handoff

A note home with blanks for your own wording, a handoff sheet for whoever gives the probe when you cannot, and when to reach for each.

Student _____ Date _____ Sent by _____

Family update — fill in the blanks and send home or read at a conference

We are tracking reading words with blends — the same short probe every week, so we can see real growth and not just a good or bad day.

This week's score (out of 8) _____ How that compares to the goal _____

In our own words:

_____

_____

_____

_____

Team handoff — for a substitute, a new provider, or a shift change

- The goal is on the goal page near the front of this file; the forms rotate in the order on page 3 (How This Pack Works).
- Give the next form in the rotation, one-to-one, untimed.
- Score it out of 8 and log it the same day; do not average or round.
- Hand the folder back to the regular case manager, who plots the point and makes the call from three points in a row.

Meeting summary sentence — fill in the blanks and drop into the progress report

"On weekly CVCC and CCVC word probes (8 words, untimed), [Student] read ___ of 8 at baseline and ___ of 8 on the most recent probe. Progress is / is not yet sufficient to meet the goal by [date]."

When to use this page

- After a graph decision (a change or a raised target): the family or team hears about it the same week, not at the next scheduled meeting.
- Before a substitute or a new provider covers the caseload.
- At the IEP meeting, as the one sentence that opens the progress update.
- Keep a printed copy with the data folder, so the next person who opens it has both the numbers and the plain-language version.

PREVIEW