

DECODABLE SENTENCE READING PROBES

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

SENTENCE READING Decodable Sentence Reading – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Unlimited score is sentences read correctly out of 10.

Ten decodable sentences per form, four to seven words each, made only of short-vowel words and sixteen first-hundred sight words. Scored by the SENTENCE, all or nothing: a sentence counts only when every word in it is read right, so ten sentences make ten points. Strict, and it moves slowly: write the goal about accuracy, not rate.

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

By [annual review date], when given 10 decodable sentences of short-vowel words and first-hundred sight words, [Student] will read 8 of 10 sentences with every word correct on 3 consecutive weekly probes, as measured by teacher-recorded sentence reading 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: DECODABLE SENTENCE READING, FORMS A-F, PAGE 4-11)

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

Benchmarks toward the goal

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

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MEET

Giving and scoring the probe

- ☐ Say "Read each sentence out loud. Start here." Point to sentence 1. You hold a copy and mark on it; the student reads from a clean copy.
- ☐ Correct: every word in the sentence read right. One word wrong, skipped, or stuck for three seconds and the whole sentence is an error. Self-corrections count; insertions are not counted.
- ☐ This is sentence ACCURACY. It is not words correct per minute, and it is not the percent-of-words score on the twelve-skill pack's Decodable Sentences page. Never plot those on this graph.

SENTENCE READING Decodable Sentence Reading – Form A

Read each sentence out loud. A sentence counts only if every word in it is right. — Unlimited.

NAME _____ DATE _____ FORM A untimed - 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 decodable sentences of short-vowel words and first-hundred sight words, [Student] will read 8 of 10 sentences with every word correct on 3 consecutive weekly probes, as measured by teacher-recorded sentence reading probes.

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

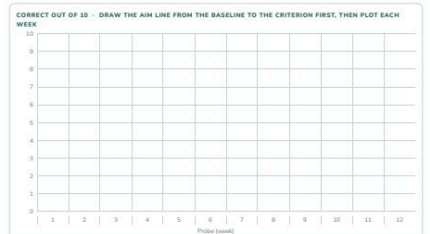
ONE POINT PER SENTENCE - A SENTENCE IS CORRECT ONLY IF EVERY WORD IN IT IS READ CORRECTLY - MARK THE CIRCLE ON THE TEACHER COPY

- Val had jam on a bun. ☐
- Ron has a rod and a net. ☐
- Tom has jam in a tin. ☐
- Liz can zip the bag. ☐
- It is fun to dig and hop. ☐
- My pet pig can run. ☐
- Tim has a bat and a cap. ☐
- My dad has a red cab. ☐
- Dan and Deb sat on the bus. ☐

SENTENCE READING Decodable Sentence Reading – 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 _____



#	DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHED)

SENTENCE READING Decodable Sentence Reading – 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	BASLINE	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 notes, change the teaching, or retire.

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.

EXAMPLE A Filled-In Data Log (Invented Student)

Nia is invented. Twelve weekly probes on decodable sentence reading, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when given 10 decodable sentences of short-vowel words and first-hundred sight words, Nia will read 8 of 10 sentences with every word correct on 3 consecutive weekly probes, as measured by teacher-recorded sentence reading 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	2	8	2	baseline (median of 2, 3, 2 = 2)
4	9/17	D	3	7	3	every miss was one right word inside an otherwise correct sentence, mostly was and has read from their first letter
5	9/24	E	3	7	3	same pattern
6	10/1	F	2	8	2	3 under aim line: five minutes of daily flash practice on the sixteen sight words, before the reading block
7	10/8	A	4	6	4	--
8	10/15	B	5	5	5	--
9	10/22	C	6	4	6	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, 2, so 2. Not the average, not the best.
- ☐ The aim line runs from 2 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 3, 2) sit 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: "every miss was one right word inside an otherwise correct sentence, mostly was and has read from their first letter" 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 contains this, too: measures

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.

- 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.
- 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.
- 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.
- 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.
- 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.
- Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and what the errors kept 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

- ☐ One student copy of each form in a sheet protector lasts the year; the student reads from it and writes nothing.
- ☐ The teacher copy is the one you mark on; the student copy stays clean.
- ☐ 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

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six forms. A score on one form means the same as a

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- 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.
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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 has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six 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. Rotate the forms and the page cannot be memorized.

Decodable Sentence Reading — Goal and Directions

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Ten decodable sentences per form, four to seven words each, made only of short-vowel words and sixteen first-hundred sight words. Scored by the SENTENCE: correct only if every word in it is read right.

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

By [annual review date], when given 10 decodable sentences of short-vowel words and first-hundred sight words, [Student] will read [8 of 10] sentences with every word correct on [3] consecutive weekly probes, as measured by teacher-recorded sentence reading 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: DECODABLE SENTENCE READING, FORMS A–F, PAGE 6–11)

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: “Read each sentence out loud. Start here.” You hold a copy and mark it; the student reads from a clean copy.
- ☐ Correct: every word read right. One word wrong, skipped, or stuck three seconds makes the whole sentence an error. Self-corrections count; insertions do not.
- ☐ This is sentence ACCURACY, not words correct per minute and not the twelve-skill pack’s percent-of-words score. Never plot those on this graph.
- ☐ Untimed. All-or-nothing scoring moves slowly on purpose, fitting an accuracy goal; a rate goal needs a timed measure, which this is not.

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

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.....

.....

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

.....

.....

.....

Read each sentence out loud. A sentence counts only if every word in it is right. · Untimed.

NAME

DATE

FORM

A untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 decodable sentences of short-vowel words and first-hundred sight words, [Student] will read [8 of 10] sentences with every word correct on [3] consecutive weekly probes, as measured by teacher-recorded sentence reading probes.

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

ONE POINT PER SENTENCE · A SENTENCE IS CORRECT ONLY IF EVERY WORD IN IT IS READ CORRECTLY · MARK THE CIRCLE ON THE TEACHER COPY

1. Val had jam on a bun. ☐
2. Ron has a rod and a net. ☐
3. Tom has jam in a tin. ☐
4. Liz can zip the bag. ☐
5. It is fun to dig and hop. ☐
6. My pet pig can run. ☐
7. Tim has a bat and a cap. ☐
8. My dad has a red cab. ☐
9. Dan and Deb sat on the bus. ☐
10. The hen is in the pen. ☐

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

1	2	3	4	5	6	7	8	9	10
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Sentences read correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Read each sentence out loud. A sentence counts only if every word in it is right. · Untimed.

NAME

DATE

FORM

B untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when given 10 decodable sentences of short-vowel words and first-hundred sight words, [Student] will read [8 of 10] sentences with every word correct on [3] consecutive weekly probes, as measured by teacher-recorded sentence reading probes.

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1. The fan is in the den. ☐
2. The vet had a sad pup. ☐
3. Tom fed the pig a fig. ☐
4. Can I get a hot bun? ☐
5. The sun is hot and red. ☐
6. The men fed the hen. ☐
7. Can the pup sit on the mat? ☐
8. We see a hen and a fox. ☐
9. Ben and Jen sat on the bed. ☐
10. Pam has a pet rat. ☐

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

1	2	3	4	5	6	7	8	9	10
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Correct _____ / 10

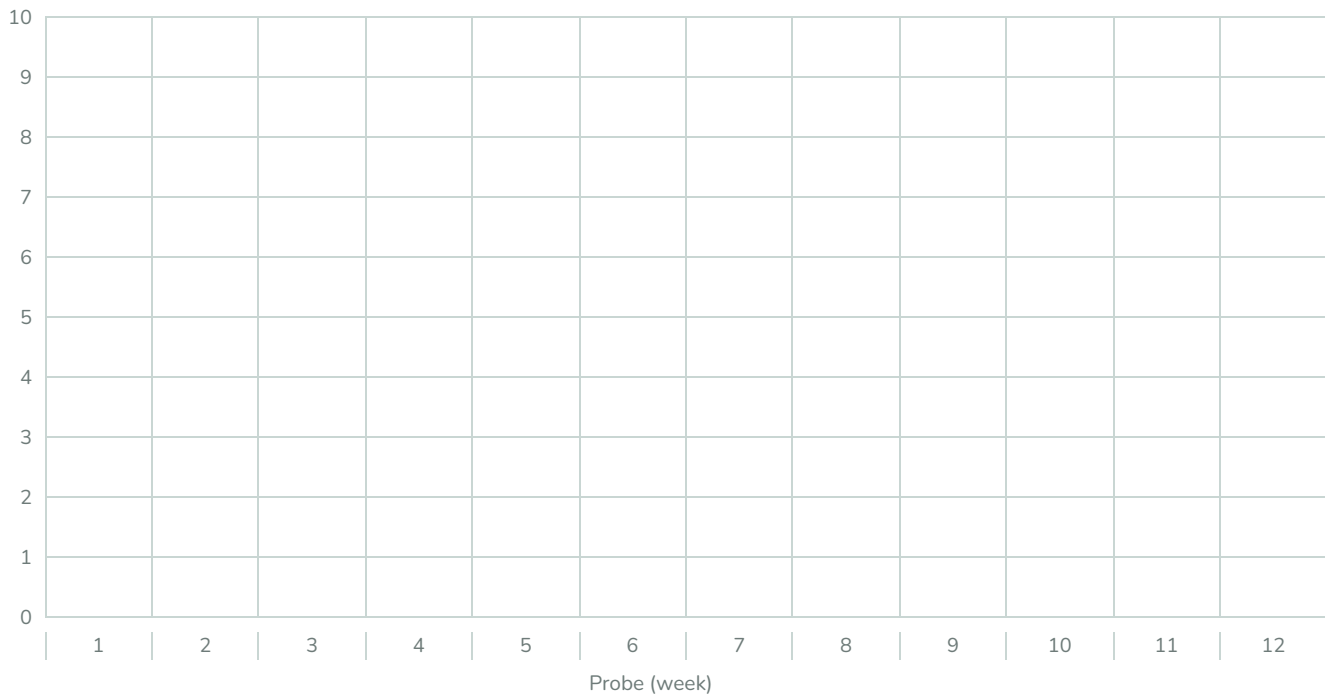
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STUDENT

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 RETEACHING)

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.

EXAMPLE

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- ☐ The notes name the pattern, not just the count: “every miss was one sight word inside an otherwise correct sentence, mostly was and has read from their first letter” 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 decodable sentence reading probes (10 items, untimed), Nia scored 2 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.