Bright Path Sped



6 FORMS

puff bell miss buzz

DOUBLE FINAL CONSONANTS PROBES

IEP Progress Monitoring · Forms A–F

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One classroom license

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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 sheets carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

Need help?

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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 sheet.

02 The Goal
The written goal, the baseline and the benchmarks.

03 Word Forms
Forms A–C (short words), Forms D–F (blend words and exceptions), and the one-minute form.

04 Answer Keys
Three key sheets: each word, its ending, and boxes to mark it read and spelled.

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.
- Choose the level, short words or blend words. Give the baseline: three forms of that level, three different days.
- Share the rotation with anyone else who might give a form.

PREVIEW

My name: _____

Short vowel, then f, l, s or z? Double it!

f l s z	ff ll ss zz
at the end of a short-vowel word	the end letter is doubled

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

2 **Look at the last sound.**
Is it f, l, s or z? Then the word ends with a twin: ff, ll, ss or zz.

3 **Watch for rule breakers.**
A few words end in just one letter, like pal. Read them as they are.

fell ll: two l's at the end

pass ss: two s's at the end

gruff ff: two f's at the end

pal just one l: a rule breaker

Your turn: write a word that ends in ff, ll, ss or zz.

PREVIEW

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My name: _____

Read each word. Go across the row.

1 tell	2 huff
3 loss	4 well
5 buzz	6 cuff
7 fuss	8 kiss

PREVIEW

Color a star when you finish!

Preview - Bright Path Sped

My name: _____

Read each word. Go across the row.

1 stiff	2 skill
3 yes	4 chess
5 brass	6 sniff
7 us	8 smell

PREVIEW

Color a star when you finish!

Preview - Bright Path Sped

My name: _____

Read each word. Go across the row.

1 class	2 bus
3 snuff	4 stuff
5 spell	6 stress
7 spill	8 this

PREVIEW

Color a star when you finish!

Answer Key and Scoring - Forms A-C (short words)

Each row reads: the number, the word, and its ending. Mark Read for each word read right; Spell is for the optional spelling check.

Form A

#	Word	Ending	Read	Spell
1	**tell**	**ll**		
2	**huff**	**ff**		
3	**loss**	**ss**		
4	**well**	**ll**		
5	**buzz**	**zz**		
6	**cuff**	**ff**		
7	**fuss**	**ss**		
8	**kiss**	**ss**		

Read ___ / 8

Spelled ___ / 8 (optional)

Form B

#	Word	Ending	Read	Spell
1	**miss**	**ss**		
2	**fill**	**ll**		
3	**boss**	**ss**		
4	**fizz**	**zz**		
5	**puff**	**ff**		
6	**bell**	**ll**		
7	**buff**	**ff**		
8	**mess**	**ss**		

Read ___ / 8

Spelled ___ / 8 (optional)

Form C

#	Word	Ending	Read	Spell
1	**hill**	**ll**		
2	**doll**	**ll**		
3	**toss**	**ss**		
4	**jazz**	**zz**		
5	**moss**	**ss**		
6	**hiss**	**ss**		
7	**off**	**ff**		
8	**muff**	**ff**		

Read ___ / 8

Spelled ___ / 8 (optional)

Scoring reminder

- Untimed. Self-corrections count as correct. Log the score the same day.
- A word read with the wrong vowel (bet for bat) is scored by the rule your team wrote on the goal sheet.
- An EXC word is read like any other word. Its spelling has one final letter, so a doubled spelling is an error on the optional spelling check.

PREVIEW

Teacher Notes - Reading the Errors

Where the word breaks tells you what to teach next.

What this probe measures

- Whether a student can read one-syllable words that end in a doubled f, l, s or z (puff, bell, miss, buzz), and read the few words that end in a single letter (bus, yes).
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.
- Reading a doubled word aloud sounds the same as reading it with one letter. To see the doubling itself, use the optional spelling check on the answer key.

The vowel is wrong

- bill read for bell, or mass for miss: the short vowel changed.
- Say the vowel sound aloud first, then the ending, then the whole word.

The ending is wrong

- pu for puff, or mes for mess: the ending sound was left off or swapped.
- Point to the last two letters together and say the one sound they make.

An exception word is doubled (spelling check)

- buss for bus, or yess for yes: the student doubled a word that ends in one s.
- Keep the exception words together, read them as whole words, and note which ones slipped.

Which words are not in this pack, and why

Words with a vowel team (moss is in; mouse is not), a silent e (cake), an r-controlled vowel (car) or a y as the vowel (gym) are left out, and so are words of more than one syllable. Words that end in ck, tch or dge are not in this pack. The pack covers the doubled ff, ll, ss and zz ending only, plus the exception words.

This student's notes

PREVIEW

Double Final Consonants - Caseload Summary

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

Teacher / case manager _____ Skill and level _____ Marking period _____

Student	Base	Crit	P1	P2	P3	P4	P5	P6	P7	P8	Trend	Decision

How to fill it

- One row per student on this level. Baseline is the median of the first three probes.
- One column per weekly probe; write the score out of 8, not a percent.
- Trend: up, flat or down over the last four probes.
- Decision: keep going, change the teaching, or raise the target.
- Leave a cell blank rather than guess; a gap is more honest than a filled-in score.

What it is for

Grouping. Rows that are flat together are a group; a row that is flat alone is a different question. Take this sheet to the data meeting instead of ten folders.

PREVIEW

A Filled-In Data Log (Invented Student)

Tomas is invented. Twelve probes on one level: the baseline, the aim line, a change, and the criterion.

The goal, as written for Tomas, second grade (invented)

By November 16, when shown 8 short one-syllable words that end in ff, ll, ss or zz (Forms A–C), Tomas will read 7 of 8 correctly on 3 consecutive weekly probes, as measured by teacher-scored double final consonant word probes (Forms A–C).

#	Date	Form	Correct	Errors	Graphed	Notes
1	9/14	A	4	4	4	baseline 1 of 3: the vowel changed on 2 words
2	9/15	B	5	3	5	baseline 2 of 3: the ending sound slowed the read
3	9/16	C	4	4	4	baseline 3 of 3: the median of 4, 5 and 4 is 4
4	9/21	A	4	4	4	under the aim line: ss words missed
5	9/28	B	4	4	4	under the aim line: vowel changed on 2 words (bill for bell)
6	10/5	C	4	4	4	3 under the aim line in a row: teaching changed, say the vowel, then the ending sound
7	10/12	A	6	2	6	change in place: vowel first, then the ending, every word
8	10/19	B	6	2	6	ff and ll words right, one zz word still slipped
9	10/26	C	7	1	7	7 of 8: first of three in a row at criterion
10	11/2	A	7	1	7	second 7 in a row
11	11/9	B	7	1	7	third 7 in a row: criterion met
12	11/16	C	8	0	8	8 of 8 on the goal date

How to read the log

- Baseline was the median of three forms on three days: 4, 5 and 4, so 4. Not the average, not the best.
- The aim line runs from 4 at the baseline to 7 on November 16. September 21, 28 and October 5 (4, 4, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name where the error fell: the vowel changed, then the ending sound. A score alone would not have said that.
- The criterion was met on October 26, November 2 and November 9 (7, 7, 7): three in a row at 7 of 8 or better, before the goal date.

The progress report sentence this log produces

On weekly double final consonant word probes (8 words, untimed), Tomas read 4 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 by November 9. 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, not an average and not the best score.
- Every score on the log traces to the row above it; errors are 8 minus the correct score.

PREVIEW