

Editing Paragraphs Progress Probes

SECTION 2 · SIX EDITING PARAGRAPHS

EDITING PARAGRAPHS PROBES

FORM A

Editing Paragraph — Form A

My name: _____

Date (optional): _____

 Find 10 mistakes! Circle each one, then write the fix in the matching box.

 Step 1: Find and circle each mistake.

 Step 2: Write the fix in the matching box.

1

The puppy knocked over the water bowl agian.

2

The duck rolls in the yard on saturday.

3

A bee shines along the path?

4

My friend luz glows near the pond.

5

her frog hops under the tree.

6

Did Omar glow in the yard

7

Many peopel lined up outside the new store.

8

Maya waved at her best freind across the yard.

9

The puppy rolls past the gate

10

We stayed inside becuae it started to rain.

WRITE YOUR FIXES

1

2

3

4

5

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10

Editing Paragraphs Probes | Capitalization, Punctuation, Spelling

Page 10 of 23

BRIGHT PATH SPED

EDITING PARAGRAPHS PROBES

Paragraphs — Goal and Directions

ss, kept by error type throughout.

paragraph with ten mistakes embedded in it — three capitalization, three punctuation, one, and writes the fix. Six equivalent forms, so a score on one form means the same ore is three numbers, not one: capitalization correct, punctuation correct and spelling

EDIT EVERY BRACKET TO FIT THE STUDENT

10-item editing paragraph with embedded capitalization, punctuation and will correctly fix [8 of 10] mistakes, including at least [2 of 3] capitalization, [2 of spelling items, on [3] consecutive weekly probes, as measured by teacher-phs probes (forms A-F, page 10-15).

CRITERION, BY TYPE (CAPITALIZATION / PUNCTUATION / SPELLING)

ON ____ OF ____ CONSECUTIVE PROBES

AS MEASURED BY (EDITING PARAGRAPHS PROBES, FORMS A-F, PAGE 10-15)

ONE ROW PER ERROR TYPE, SO THE CRITERION IS NEVER ONE BLENDED NUMBER

ERROR TYPE	OF (PER FORM)	BASELINE (MEDIAN)	CRITERION	MET?
1 Capitalization	3			
2 Punctuation	3			
3 Spelling	4			
4 Items correct (total)	10			

THIS FILE

capitalization, three punctuation, four spelling, the same split every form. free different days; the middle score of the three, BY TYPE, is the baseline writes the fix in the matching numbered box; score against the keys page, student (partial credit, legibility calls) on the keys page, not here.

Page 8 of 23

BRIGHT PATH SPED

BRIGHT PATH SPED

What Is Inside, and Where

23 pages, three error types scored separately, start to finish: no norm-referenced score, no blended benchmark.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up

PAGES 6–8



**Binder Cover and
Divider Tabs**
SETUP

6



**How This Pack
Works**
REFERENCE

7



**Editing
Paragraphs —
Goal and
Directions**
GOAL

8

02 Six Editing Paragraphs

PAGES 10–16



**Editing Paragraph
— Form A**
FORM A

10



**Editing Paragraph
— Form B**
FORM B

11



**Editing Paragraph
— Form C**
FORM C

12



**Editing Paragraph
— Form D**
FORM D

13



**Editing Paragraph
— Form E**
FORM E

14



**Editing Paragraph
— Form F**
FORM F

15



**Scoring Keys —
Forms A–F, by
Error Type**
REFERENCE

16

03 Track, Report and Share

PAGES 18–22



**Data Log and
Graph — Scored
by Error Type**
TRACKER

18



**Caseload
Summary**
ROSTER

19



**Family Update —
This Week's
Practice**
NOTES

20



**Progress Note
Phrase Bank**
REFERENCE

21



**A Filled-In Data
Log (Invented
Student)**
EXAMPLE

22

Reading the tags: **Setup** is typed once, before the first probe; **Goal** is the sample and the baseline/criterion frame, by type; **Form A–F** are the six student practice paragraphs; **Reference** is the shared scoring keys and the phrase bank; **Tracker** rolls several weeks onto one page, by type; **Roster** puts a whole caseload on one grid; **Notes** is ready to send or read back to a family; **Example** is the worked, invented sample.



START HERE

Start Here — Three Steps

Two minutes 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 of the three, BY TYPE, is the baseline (page 8).

Write the goal from the frame, starting from the sample and changing every bracket to fit the student.



2

Probe once a week, three types at once

Rotate the six forms (A, B, C, D, E, F, A...), never the same form two weeks running. Every form is one paragraph with ten mistakes: three capitalization, three punctuation, four spelling.

Score against the keys page (page 16) and log the same day (page 18), keeping the three counts separate, not added into one number first.



3

Watch all three types, then report

The log and graph (page 18) plot all three types on the same scale; move the reteach plan to whichever type is not moving, even if the total looks fine.

The family update (page 20) and phrase bank (page 21) turn the log into a note without a separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal page, the log, the caseload page and the organizer are type-in; the six student paragraphs and the scoring-keys page print (a child circles and writes in pencil, by hand).

WHAT THIS FILE IS NOT

Not a norm-referenced instrument and not a curriculum. It carries no benchmark score, no typical age or rate, and names no condition; your team sets the real criteria from the baseline and the student's IEP.

THREE ERROR TYPES, ONE PARAGRAPH, THREE NUMBERS

Every form mixes capitalization, punctuation and spelling into one paragraph, and the score stays three numbers, never folded into one: a student weak on just one type needs a different reteach plan than a flat total alone would show.

CONFIDENTIALITY, IN ONE PARAGRAPH

A filled-in log is a student record. It stays in the data folder, never 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 clean student copy of each form; the child circles mistakes and writes fixes directly on it, in pencil.
- ☐ Keep the goal page and the log at the front of the data folder; the caseload page prints once a month.

IF SOMETHING DOES NOT WORK

Text disappears when closed? Open in Acrobat Reader and Save As. **Anything else** — the **Ask a Question** tab. Every question is read, and a fix is a free update.

GOAL

Editing Paragraphs — Goal and Directions

Goal, baseline and directions, kept by error type throughout.

The student reads a short paragraph with ten mistakes embedded in it — three capitalization, three punctuation, four spelling — circles each one, and writes the fix. Six equivalent forms, so a score on one form means the same as a score on another. The score is three numbers, not one: capitalization correct, punctuation correct and spelling correct, out of 3, 3 and 4.

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

By [May 15], when given a 10-item editing paragraph with embedded capitalization, punctuation and spelling mistakes, [Student] will correctly fix [8 of 10] mistakes, including at least [2 of 3] capitalization, [2 of 3] punctuation and [3 of 4] spelling items, on [3] consecutive weekly probes, as measured by teacher-administered Editing Paragraphs probes (forms A–F, page 10–15).

BY (DATE)

CRITERION, BY TYPE (CAPITALIZATION / PUNCTUATION / SPELLING)

GIVEN (PARAGRAPH, PENCIL, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (CIRCLE AND FIX, IN THE WORDS OF THE PROBE)

AS MEASURED BY (EDITING PARAGRAPHS PROBES, FORMS A–F, PAGE 10–15)

BASELINE (MEDIAN OF FORMS A, B, C ON THREE DIFFERENT DAYS, BY TYPE)

BASILINE PROBE 1	BASILINE PROBE 2	BASILINE PROBE 3	MEDIAN (THE BASELINE), BY TYPE

ONE ROW PER ERROR TYPE, SO THE CRITERION IS NEVER ONE BLENDED NUMBER

#	ERROR TYPE	OF (PER FORM)	BASILINE (MEDIAN)	CRITERION	MET?
1	Capitalization	3			
2	Punctuation	3			
3	Spelling	4			
4	Items correct (total)	10			

GIVING AND SCORING EVERY PROBE IN THIS FILE

- ☐ Untimed. Ten mistakes a form: three capitalization, three punctuation, four spelling, the same split every form.
- ☐ Baseline: give Forms A, B and C on three different days; the middle score of the three, BY TYPE, is the baseline — not the average and not the best.
- ☐ The student circles each mistake and writes the fix in the matching numbered box; score against the keys page, by type, the same day.
- ☐ Write the accepted variations for this student (partial credit, legibility calls) on the keys page, not here.

FORM A

Editing Paragraph — Form A

My name: _____

Date (optional): _____



Find 10 mistakes! Circle each one, then write the fix in the matching box.



Step 1: Find and circle each mistake.



Step 2: Write the fix in the matching box.

1 The puppy knocked over the water bowl agian. 2 The duck rolls in the yard on saturday. 3 A bee shines along the path? 4 My friend luz glows near the pond. 5 her frog hops under the tree. 6 Did Omar glow in the yard 7 Many peopel lined up outside the new store. 8 Maya waved at her best freind across the yard. 9 The puppy rolls past the gate 10 We stayed inside becuase it started to rain.

WRITE YOUR FIXES

1

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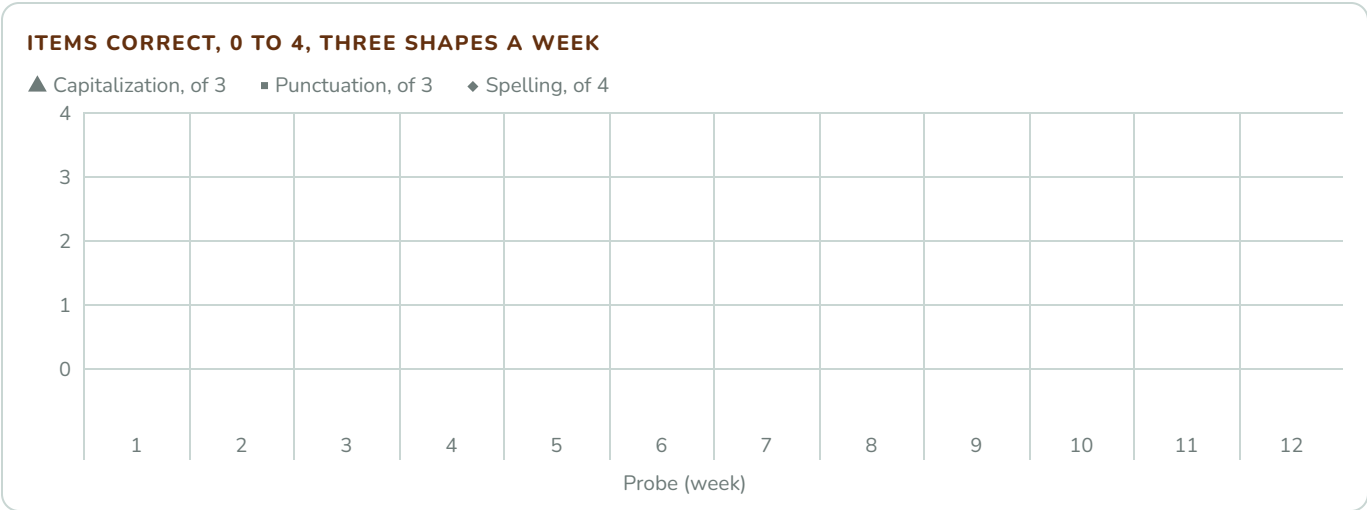
10

 TRACKER

Data Log and Graph — Scored by Error Type

One row per probe, three numbers, never one. Plot all three on the shared grid above.

STUDENT	CRITERION (ITEMS CORRECT, BY TYPE)	GOAL DATE



#	DATE	FORM	CAPITALIZATION, OF 3	PUNCTUATION, OF 3	SPELLING, OF 4	ITEMS CORRECT, OF 10	NOTES
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

READING THE GRAPH, BY TYPE

Three shapes, three lines, one shared 0-to-4 axis: a triangle for capitalization, a square for punctuation, a diamond for spelling. A student whose triangle and square sit at the top while the diamond is still climbing is on track for two error types and still working on the third — plot all three before deciding the plan is working.

REFERENCE

Scoring Keys — Forms A–F, by Error Type

Teacher reference, not for the student: the fix for every item, every form, scored by error type.

Every mistake and its fix, by form and by type. Item numbers match the student page exactly.

Form A

1. **Spelling** again
2. **Capitalization** Saturday
3. **Punctuation** .
4. **Capitalization** Luz
5. **Capitalization** Her
6. **Punctuation** ?
7. **Spelling** people
8. **Spelling** friend
9. **Punctuation** .
10. **Spelling** because

Form B

1. **Punctuation** .
2. **Punctuation** .
3. **Capitalization** Luz
4. **Spelling** little
5. **Punctuation** ?
6. **Spelling** favorite
7. **Spelling** always
8. **Capitalization** His
9. **Spelling** really
10. **Capitalization** Thursday

Form C

1. **Capitalization** Her
2. **Spelling** beautiful
3. **Spelling** something
4. **Punctuation** .
5. **Capitalization** Saturday
6. **Punctuation** .
7. **Punctuation** ?
8. **Spelling** different
9. **Capitalization** Theo
10. **Spelling** probably

Form D

1. **Punctuation** .
2. **Spelling** every
3. **Capitalization** Omar
4. **Punctuation** .
5. **Capitalization** Thursday
6. **Spelling** afraid
7. **Spelling** animal
8. **Spelling** before
9. **Punctuation** ?
10. **Capitalization** His

Form E

1. **Spelling** caught
2. **Spelling** surprise
3. **Spelling** getting
4. **Punctuation** ?
5. **Spelling** happened
6. **Capitalization** Wednesday
7. **Punctuation** .
8. **Capitalization** Her
9. **Capitalization** Ella
10. **Punctuation** .

Form F

1. **Capitalization** His
2. **Punctuation** .
3. **Punctuation** ?
4. **Capitalization** Friday
5. **Punctuation** .
6. **Spelling** tomorrow
7. **Capitalization** Andre
8. **Spelling** believe
9. **Spelling** definitely
10. **Spelling** until

SCORE BY TYPE, NOT ONE NUMBER (JOT THE RAW COUNTS HERE, THEN TRANSFER TO THE LOG)

FORM	CAPITALIZATION, OF 3	PUNCTUATION, OF 3	SPELLING, OF 4	ITEMS CORRECT, OF 10
A				
B				
C				
D				
E				
F				

WHY THE KEYS LIVE ON THEIR OWN PAGE

Every student page carries nothing but the paragraph and a place to write — no key, no category labels, no scoring language for a child to read. Every fix, for every form, is here instead, scored by type so a missed item points at which rule broke, not just a lower number.

EXAMPLE

A Filled-In Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

Mateo is invented, fourth grade. Nine weekly probes, scored by type throughout.

THE GOAL, AS WRITTEN FOR MATEO, FOURTH GRADE (INVENTED)

By May 15, when given a 10-item editing paragraph with three embedded capitalization mistakes, three embedded punctuation mistakes and four embedded spelling mistakes, Mateo will correctly fix at least 2 of 3 capitalization mistakes, 2 of 3 punctuation mistakes and 3 of 4 spelling mistakes on 3 consecutive weekly probes, as measured by teacher-administered Editing Paragraphs probes (forms A–F).

#	DATE	FORM	CAP, OF 3	PUNCT, OF 3	SPELL, OF 4	ITEMS, OF 10	NOTES
1	9/9	A	1	1	1	3	baseline
2	9/16	B	1	2	1	4	baseline
3	9/23	C	2	1	1	4	baseline (median of 3, 4, 4 = 4; by type: capitalization 1, punctuation 1, spelling 1)
4	9/30	D	3	2	1	6	capitalization and punctuation already meet criterion; spelling does not (1 of 4)
5	10/7	E	3	3	2	8	spelling rising, still short of criterion
6	10/14	F	3	3	2	8	spelling still short of criterion
7	10/21	A	3	3	3	9	all three types meet criterion together
8	10/28	B	3	3	3	9	criterion met a second probe in a row
9	11/4	C	3	3	4	10	criterion met a third consecutive probe: goal met

HOW TO READ THE LOG

- ☐ Baseline is the median of Forms A, B and C on three different days, taken BY TYPE, not as one number: capitalization 1 of 3, punctuation 1 of 3, spelling 1 of 4 (probe 3's total of 4 is not the baseline for any single type by itself).
- ☐ By probe 4, capitalization (3 of 3) and punctuation (2 of 3) already clear the criterion; spelling (1 of 4) does not. A blended total of 6 out of 10 on that same probe would read as more than halfway to the goal without showing that one whole skill had not moved at all.
- ☐ Spelling climbs to 2 of 4 by probe 5 and holds there through probe 6 — still short of the 3-of-4 criterion even though the total (8 of 10) looks close.
- ☐ All three criteria are met together for the first time on probe 7, and hold for probes 8 and 9 — three consecutive probes, so the goal is met on probe 9, with spelling as the skill that actually decided when.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

"On weekly editing paragraph probes (10 embedded mistakes: 3 capitalization, 3 punctuation, 4 spelling), Mateo corrected 3 of 10 mistakes in early September (probe 1) and 10 of 10 on the most recent probe in November. Capitalization and punctuation reached criterion by late September; spelling, the slower-moving skill, reached its own criterion three weeks later and has now held for three consecutive probes. The goal is met." Every number in it is on the log above; nothing is from memory.