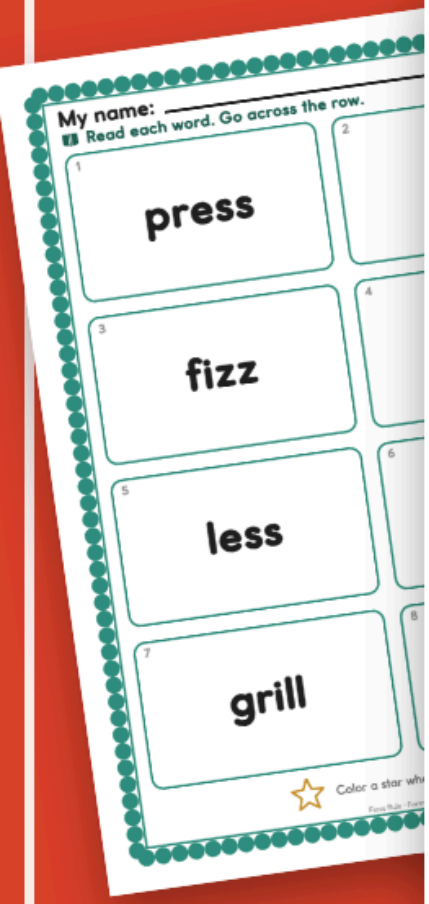
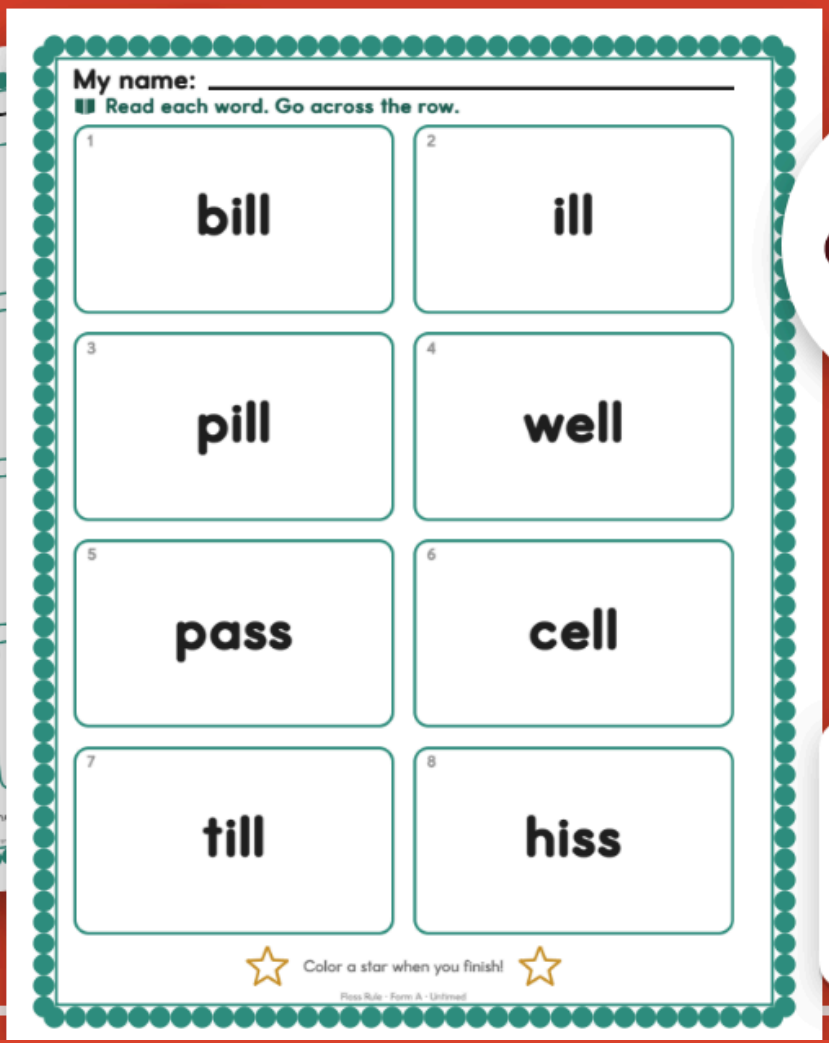
FLOSS RULE PROBES

Progress Monitoring Probes · Forms A–F





6 FORMS

ff ll ss zz

Bright Path Sped

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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 or writes 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.

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 page.

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

03 Word Forms
The 6 rotating reading forms, the one-minute form, and the anchor page.

04 Spelling Forms
Two dictated spelling sheets and their key pages.

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.

PREVIEW

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, E, F) with anyone else who might give a form.

My name: _____

Read the word. Look at the end.

ff	ll	ss	zz
puff	bell	miss	two z's

1 **Find the short vowel.**
a, e, i, o or u. It says its short sound, like the u in bug.

2 **Look at the last letter.**
Is it f, l, s or z? Those four letters double at the end.

3 **Write it twice. Then read the word.**
Two of the same letter at the end, after the vowel.

puff the last two letters are the same: ff

bell the last two letters are the same: ll

miss the last two letters are the same: ss

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

PREVIEW

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My name: _____

Read each word. Go across the row.

1 bill	2 ill
3 pill	4 well
5 pass	6 cell
7 till	8 hiss

 Color a star when you finish! 

PREVIEW

Preview - Bright Path Sped

My name: _____

Read each word. Go across the row.

1 press	2 off
3 fizz	4 class
5 less	6 spill
7 grill	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 mass	4 mill
5 yell	6 fluff
7 fuss	8 glass

PREVIEW

Color a star when you finish!

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My name: _____

Write the word I say.

1

2

3

4

5

6

7

8

PREVIEW

 Color a star when you finish! 

Answer Key and Scoring - Forms D-F

Each row reads: the number, the word, and its ending. Spelling 2 dictates these Form D words (in this order); score each one spelled right.

Form D

#	Word	Ends in	Right?
1	press	ss	
2	off	ff	
3	fizz	zz	
4	class	ss	
5	less	ss	
6	spill	ll	
7	grill	ll	
8	kiss	ss	

Correct ___ / 8

Form E

#	Word	Ends in	Right?
1	sniff	ff	
2	boss	ss	
3	loss	ss	
4	jazz	zz	
5	shell	ll	
6	chill	ll	
7	hill	ll	
8	bless	ss	

Correct ___ / 8

Form F

#	Word	Ends in	Right?
1	stiff	ff	
2	skill	ll	
3	mass	ss	
4	mill	ll	
5	yell	ll	
6	fluff	ff	
7	fuss	ss	
8	glass	ss	

Correct ___ / 8

Scoring reminder

- Untimed. Self-corrections count as correct. Log the score the same day.
- A word read with the wrong ending (bel for bell) is scored by the rule your team wrote on the goal page.
- Spelling sheets: a word is right only if every letter is in place, double letter included.

PREVIEW

Teacher Notes - Reading and Spelling the Errors

Where the word breaks tells you what to teach next.

What this probe measures

- Whether a student can read and spell a one-syllable word that ends in ff, ll, ss or zz after one short vowel: the vowel, then the double letter.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

The double letter is left off

- bel for bell, or puf for puff: the vowel was right and the ending was not read or written.
- Teach the ending: "a short vowel, then two of the same letter at the end", and write it on the log.

The vowel is wrong

- mess read as "mass": the vowel changed. Say the vowel sound aloud first.
- Use the short-vowel card for the vowel the student mixes up.

The word is guessed from its start

- The first sound is right and the rest is a guess: stop, sound out the whole word once, then try again.
- A student who reads only the first two letters is guessing: sound out each letter, left to right.

Which words are not in this pack, and why

Words that end in one s (bus, yes, his, gas) do not double the letter, and the -all words (ball, call) have a different vowel sound. Both are left out so every word follows the rule. zz is the rarest ending in this pack: four words, buzz, fuzz, fizz and jazz, one on each of Forms B to E. Form A, Form F and the one-minute form have no zz word.

Spelling: how to give it

- Spelling 1 dictates the words on page 16 (Form A). Spelling 2 dictates the words on page 17 (Form D).
- Say the word, say it in no sentence, and let the student write it. Score a word right only if every letter is in place.

This student's notes

PREVIEW

Floss Rule - Caseload Summary

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

Teacher / case manager _____ Skill _____ 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 skill. 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 page to the data meeting instead of ten folders.

PREVIEW

A Filled-In Data Log (Invented Student)

Eli is invented. Twelve weekly probes on floss rule 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 ending ff, ll, ss or zz, Eli will read 7 of 8 correctly on 3 consecutive weekly probes, as measured by teacher-scored floss rule word probes (Forms A–F).

#	Date	Form	Correct	Errors	Graphed	Notes
1	9/14	A	3	5	3	baseline 1 of 3: read the short-vowel words; left the double letter off the ends
2	9/15	B	4	4	4	baseline 2 of 3: same error on the ll words
3	9/16	C	3	5	3	baseline 3 of 3: ff and ss words right
4	9/21	D	3	5	3	under the aim line: double letter missed on 2 words
5	9/28	E	4	4	4	under the aim line: stopped after the first sound
6	10/5	F	3	5	3	3 under the aim line in a row: teaching changed, say the vowel first
7	10/12	A	5	3	5	change in place: vowel first, then the ending, every word
8	10/19	B	5	3	5	ss words now read right; ll words still slip
9	10/26	C	6	2	6	ll words slip on the last letter only
10	11/2	D	7	1	7	criterion score, first time
11	11/9	E	7	1	7	second in a row at 7
12	11/16	F	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, 4, 3) 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: Eli read the vowel and then left the double letter off. 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 floss rule 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, 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.
- Copy this layout for your own student, with your own real scores.

PREVIEW