LETTER NAMING FLUENCY PROBES

IEP Progress Monitoring



Bright Path Sped

Terms of Use

Please read before you print and fill in your first form.

One classroom license

- This file is for one classroom: one teacher, one caseload.
- Please do not share it, post it online, or sell it.
- Extra licenses for a team or a school are available on the product page.

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.

Need help?

If a field will not behave, a page will not print the way you expect, or anything here looks wrong, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update — re-download it any time from My Purchases.

© Bright Path Sped. For single-classroom use by the original purchaser.

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, baseline and the scoring rules.

03 Student Forms
The ABC warm-up and 12 one-minute letter forms.

04 Teacher Copies
Every form's letters with running totals, and the timing steps.

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 fill every bracket for this student.
- Give the baseline: three forms, three different days, before the first plotted point.
- Share the rotation with anyone else who might give a form.

PREVIEW

My name: _____

Say each letter. Point as you go.

Big letters

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

Small letters

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		



Color a star when you finish!



PREVIEW

Preview - Bright Path Sped

My name: _____

Say the name of each letter. Go across the row.

S	C	N	M	P	J	F	S	P	K
Z	H	Z	R	U	N	S	R	V	Y
W	N	X	J	O	G	T	B	W	X
L	X	L	Y	C	K	A	F	P	I
M	O	F	O	B	D	M	T	Z	W
S	F	J	D	U	R	H	N	A	H
E	J	L	X	Q	T	Q	P	O	L
C	E	A	Y	M	U	T	I	Y	G
R	V	I	V	I	H	G	Z	Q	D
W	U	Q	E	G	B	K	V	E	K

PREVIEW

Preview - Bright Path Sped

My name: _____

Say the name of each letter. Go across the row.

V	Z	X	A	B	V	A	E	Y	X
B	R	H	Z	Y	U	L	J	T	F
O	Y	X	D	C	T	M	K	W	O
J	Z	L	P	G	P	Z	S	I	Q
U	C	Q	L	Y	T	Q	H	T	B
S	P	E	B	C	S	A	R	N	D
W	N	C	U	D	A	M	V	F	R
K	F	E	D	I	G	F	J	M	E
O	V	I	M	G	O	W	G	S	P
N	X	W	H	R	Q	K	N	H	U

PREVIEW

Preview - Bright Path Sped

My name: _____

Say the name of each letter. Go across the row.

b	w	d	z	i	p	s	z	f	e
q	t	o	w	a	o	u	c	p	s
l	o	e	z	l	z	y	x	m	j
c	r	g	p	i	v	r	d	h	k
f	q	j	d	w	n	h	y	a	y
u	m	g	p	o	k	b	x	h	r
e	c	y	m	j	l	c	e	a	f
j	l	w	h	v	i	n	b	v	t
u	t	a	u	g	x	i	d	k	m
s	q	k	n	x	g	b	n	f	v

PREVIEW

Preview - Bright Path Sped

My name: _____

Say the name of each letter. Go across the row.

s	m	q	m	d	p	m	n	j	v
a	g	a	u	s	r	p	c	h	b
k	h	i	e	o	v	w	j	z	x
t	c	h	o	i	y	d	o	x	e
h	y	t	n	a	d	p	l	r	x
i	j	l	p	w	x	w	o	s	v
e	k	e	l	u	w	u	f	j	g
t	f	g	t	f	r	c	u	f	n
q	v	n	i	g	z	q	d	b	r
l	k	c	s	m	k	y	z	q	b

PREVIEW

My name: _____

Say the name of each letter. Go across the row.

L	v	H	J	q	E	a	p	x	T
V	z	w	n	G	z	y	N	F	s
j	P	S	R	t	b	W	X	d	k
D	b	U	t	c	K	r	I	h	Y
J	l	A	w	i	c	a	Q	g	W
Z	i	o	e	x	M	e	O	u	Y
T	B	p	f	m	u	V	X	y	M
L	P	o	g	q	C	K	m	f	d
S	O	N	Z	v	U	Q	k	l	r
C	A	R	F	s	D	H	B	n	E

PREVIEW

My name: _____

Say the name of each letter. Go across the row.

E	h	L	T	M	d	X	K	j	R
z	K	s	Y	E	p	I	u	Q	t
k	R	N	B	o	b	F	c	O	a
n	W	U	Q	r	p	N	M	H	m
g	J	a	e	d	O	u	F	D	J
w	e	x	q	C	l	v	y	n	G
D	C	Z	h	S	g	A	k	Y	L
c	W	b	z	T	y	X	o	P	s
l	f	v	B	x	G	q	m	I	j
f	H	w	i	V	Z	P	A	r	i

PREVIEW

Teacher Copy - Forms C and D

The same letters as the student page, in the same places. Mark each miss as you listen; the small numbers at the right are the running count of letters at the end of each row.

Form C · Uppercase

V	Z	X	A	B	V	A	E	Y	X	10
B	R	H	Z	Y	U	L	J	T	F	20
O	Y	X	D	C	T	M	K	W	O	30
J	Z	L	P	G	P	Z	S	I	Q	40
U	C	Q	L	Y	T	Q	H	T	B	50
S	P	E	B	C	S	A	R	N	D	60
W	N	C	U	D	A	M	V	F	R	70
K	F	E	D	I	G	F	J	M	E	80
O	V	I	M	G	O	W	G	S	P	90
N	X	W	H	R	Q	K	N	H	U	100

Date _____ Stopped at letter _____ Errors _____ Correct in one minute _____

Form D · Uppercase

P	W	A	T	F	V	A	K	O	Z	10
J	O	V	S	Z	S	K	F	Y	W	20
L	M	D	U	V	R	X	D	H	U	30
E	H	J	B	X	G	J	N	U	B	40
F	G	T	D	I	E	C	D	H	W	50
I	W	X	B	N	Q	L	U	E	X	60
V	L	R	Y	Z	F	C	Y	C	T	70
A	I	M	L	S	A	P	Q	R	M	80
T	B	P	Q	N	Z	H	Y	K	G	90
Q	G	C	R	S	E	I	J	O	K	100

Date _____ Stopped at letter _____ Errors _____ Correct in one minute _____

PREVIEW

Teacher Copy - Forms G and H

The same letters as the student page, in the same places. Mark each miss as you listen; the small numbers at the right are the running count of letters at the end of each row.

Form G · Lowercase

s	m	q	m	d	p	m	n	j	v	10
a	g	a	u	s	r	p	c	h	b	20
k	h	i	e	o	v	w	j	z	x	30
t	c	h	o	i	y	d	o	x	e	40
h	y	t	n	a	d	p	l	r	x	50
i	j	l	p	w	x	w	o	s	v	60
e	k	e	l	u	w	u	f	j	g	70
t	f	g	t	f	r	c	u	f	n	80
q	v	n	i	g	z	q	d	b	r	90
l	k	c	s	m	k	y	z	q	b	100

Date _____ Stopped at letter _____ Errors _____ Correct in one minute _____

Form H · Lowercase

w	x	b	f	k	t	z	s	n	d	10
y	v	i	p	q	c	s	n	r	z	20
j	s	o	m	y	o	j	q	i	n	30
k	b	x	o	u	q	b	w	h	d	40
u	a	p	l	r	l	z	b	y	m	50
e	o	i	c	g	n	f	r	e	x	60
d	w	l	m	k	g	h	a	p	l	70
u	e	f	h	v	a	q	t	g	j	80
z	t	p	x	k	t	a	g	y	v	90
c	u	s	v	j	i	w	r	m	h	100

Date _____ Stopped at letter _____ Errors _____ Correct in one minute _____

PREVIEW

Teacher Copy - Forms K and L

The same letters as the student page, in the same places. Mark each miss as you listen; the small numbers at the right are the running count of letters at the end of each row.

Form K · Mixed

Q	b	E	I	d	i	e	y	H	g	10
S	F	l	M	S	Y	d	A	z	W	20
h	w	Z	L	x	D	C	X	r	s	30
V	O	T	G	M	c	o	k	b	c	40
x	u	V	B	U	Z	n	i	A	N	50
P	w	U	z	j	C	G	t	D	m	60
o	v	a	m	E	P	B	a	R	g	70
W	y	k	n	X	N	q	l	Y	K	80
J	L	J	I	e	F	u	H	f	j	90
h	f	T	v	p	t	K	s	Q	R	100

Date _____ Stopped at letter _____ Errors _____ Correct in one minute _____

Form L · Mixed

E	h	L	T	M	d	X	K	j	R	10
z	K	s	Y	E	p	I	u	Q	t	20
k	R	N	B	o	b	F	c	O	a	30
n	W	U	Q	r	p	N	M	H	m	40
g	J	a	e	d	O	u	F	D	J	50
w	e	x	q	C	l	v	y	n	G	60
D	C	Z	h	S	g	A	k	Y	L	70
c	W	b	z	T	y	X	o	P	s	80
l	f	v	B	x	G	q	m	I	j	90
f	H	w	i	V	Z	P	A	r	i	100

Date _____ Stopped at letter _____ Errors _____ Correct in one minute _____

PREVIEW

Teacher Notes - Reading the Errors

The score says how fast. The misses say what to teach.

What this probe measures

- How many letter names a student can say in one minute, with the letters in random order, so the student cannot rely on the alphabet song or a memorized sequence.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark, cut score or typical rate. Your team sets the criterion.

Letters swapped for a look-alike

- b for d, p for q, m for n, or a capital I for a small l.
- Write the pair on the log. A pair that repeats week after week is the thing to teach.

A sound instead of a name

- The student says /b/ for B. That is not an error of knowing the letter, but it is not a name.
- Follow the scoring rule your team wrote on the goal page.

Slow but accurate, or fast with misses

- Few letters reached and few errors: the letters are known but not yet automatic.
- Many letters reached and many errors: the student is guessing; slow down and mark the pairs.
- Skipped letters or a lost row: note it; the stop line tells you where.

Why there are three sets of forms

- Forms A–D are uppercase only, E–H lowercase only, I–L mixed. Use the set the goal names, and keep to it all year so the score compares with itself.
- Every letter is on every form 3 or 4 times, never twice in a row across a row or down a column.
- The ABC warm-up on page 6 is in alphabet order, so it is practice, not a probe.

This student's notes

PREVIEW

Letter Naming Fluency - Caseload Summary

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

Teacher / case manager _____ Forms used (upper, lower, mixed) _____ 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 middle score of the first three probes.
- One column per weekly probe; write letters correct in one minute.
- 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)

Maya is invented. Twelve weekly one-minute probes on mixed uppercase and lowercase letters (Forms I–L), the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Maya, kindergarten (invented)

By June 1, when shown a page of mixed uppercase and lowercase letters in random order, Maya will name 40 letters correctly in one minute on 3 consecutive weekly probes, as measured by teacher-scored letter naming fluency probes (Forms I–L). (The 40 is the invented team's choice for this invented student; your team sets its own number.)

#	Date	Form	Correct	Errors	Graphed	Notes
1	9/14	I	13	4	13	baseline 1 of 3: b and d swapped; lost her place once
2	9/15	J	16	3	16	baseline 2 of 3: b and d again
3	9/16	K	14	5	14	baseline 3 of 3: p, q, b and d swapped
4	9/21	L	17	4	17	under the aim line: slow on the lowercase letters
5	9/28	I	18	3	18	under the aim line: b and d still swapped
6	10/5	J	18	4	18	3 under the aim line in a row: teaching changed, letter cards 5 minutes a day
7	10/12	K	24	2	24	change in place: b and d now mostly right
8	10/19	L	28	2	28	p and q still slip
9	10/26	I	33	1	33	one error, a q
10	11/2	J	40	1	40	criterion score, first time
11	11/9	K	41	1	41	second in a row at 40 or better
12	11/16	L	43	0	43	third in a row: goal met

How to read the log

- Baseline was the middle score of three forms on three days: 13, 16, 14, so 14. Not the average, not the best.
- The aim line runs from 14 at probe 1 to 40 at probe 12, the goal date. Probes 4, 5 and 6 (17, 18, 18) sat under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name which letters were missed. A score alone would not have said that b and d were the problem.
- Criterion was met on probes 10, 11 and 12 (40, 41, 43): three in a row at 40 or better.

The progress report sentence this log produces

On weekly one-minute letter naming fluency probes, Maya named 14 letters correctly per minute at baseline and 40, 41 and 43 on the last three probes, meeting the criterion of 40 on 3 consecutive probes. Every number in it is on the log above; nothing is from memory.

PREVIEW