

LETTER NAMING PROGRESS MONITORING

One skill, start to finish: the IEP goal, five equivalent ten-letter probe forms, and a graph scaled to the probe. Upper and lowercase, untimed. Fillable PDF.

LETTER NAMING Letter Identification – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is letters named correctly out of 10.

The student names ten upper- and lowercase letters shown in random order. The five forms are drawn from all 52 letters without repeating, so together they cover 50 different letters; rotate them and reteach what the log shows.

Sample goal — *Invented; edit every bracket to fit the student*
By personal review date, when shown a page of 10 randomly ordered upper- and lowercase letters, [Student] will name [9 of 10] letters correctly on [2] consecutive weekly probes, as measured by teacher-recorded letter identification 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: LETTER NAMES, FORMS A-E, PAGE 5-9) _____

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	NOTES

Giving and scoring the probe

- ☐ Teacher holds a copy and marks on it; the student reads from a clean copy.
- ☐ Say: "Tell me the name of each letter. Go across the row." Point to the first letter.
- ☐ Correct the letter name within about 3 seconds. Mark errors with a slash; a self-correction counts as correct.
- ☐ Untimed. If the student stalls, say the letter, mark it wrong, and point to the next one.

LETTER NAMING Letter Identification – Form A

Point to each letter. Say its name. Go across the row. Untimed.

NAME _____ DATE _____ FORM **A** untimed: 10 items

IEP GOAL THIS PROBE MEASURES
Sample (by personal review date), when shown a page of 10 randomly ordered upper- and lowercase letters, [Student] will name [9 of 10] letters correctly on [2] consecutive weekly probes, as measured by teacher-recorded letter identification probes. GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

M	x	n	k	J
T	Z	H	F	U

LETTER NAMING Letter Identification – 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 _____

CORRECT OUT OF 10 - DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK

WEEK	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Probe (week)

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

LETTER NAMING Letter Identification – 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.
- ☐ Trend up, flat or down over the last four probes.

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.

EXAMPLE A Filled-In Data Log (Invented Student)

Nora is invented. Twelve weekly probes on letter naming, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Nora, kindergarten (invented)
By May 20, when shown a page of 10 randomly ordered upper- and lowercase letters, Nora will name 9 of 10 letters correctly on 2 consecutive weekly probes, as measured by teacher-recorded letter identification probes (forms A-E).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	5	5	5	baseline
3	9/10	C	4	6	4	baseline (median of 3, 5, 4 = 4)
4	9/17	D	4	6	4	lowercase b, d, p, q all missed
5	9/24	E	5	5	5	--
6	10/1	A	4	6	4	3 under aim line; added daily list sent before reading group
7	10/8	B	6	4	6	--
8	10/15	C	7	3	7	--
9	10/22	D	7	3	7	errors now only on g and lowercase i
10	10/29	E	8	2	8	--
11	11/5	A	9	1	9	criterion met, 1 of 2
12	11/12	B	9	1	9	criterion met, 2 of 2

How to read the log

- ☐ Baseline was the median of three forms on three days: 3, 5, 4, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 in week 1 to 9 at the goal date. Probes 4, 5 and 6 (4, 5, 4) sat under it three in a row, so the teaching changed and the change is written on the row.
- ☐ The error notes name the letters, not the count. Four probes in, the pattern was bldipg that is what the fifteen minutes went to.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 9 or better and the goal is met. The next goal is the letter sound probe.

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, 5 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, 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 which letters the errors keep landing on.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, 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

Equivalent forms, and why it matters
 Every form has ten letters drawn from one shuffle of

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

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- 2 **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.
- 3 **Probe once a week** with the forms in rotation (A, B, C, D, E, A...). Never the same form two weeks running. Every form is ten items, untimed.
- 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.
- 5 **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.
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- ☐ 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 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 letters drawn from one shuffle of all fifty-two upper- and lowercase letters, and no letter appears on two 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.

Letter Identification – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is letters named correctly out of 10.

The student names ten upper- and lowercase letters shown in random order. The five forms are drawn from all 52 letters without repeating, so together they cover 50 different letters; rotate them and reteach what the log shows.

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

By [annual review date], when shown a page of 10 randomly ordered upper- and lowercase letters, [Student] will name [9 of 10] letters correctly on [3] consecutive weekly probes, as measured by teacher-recorded letter identification 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: LETTER NAMES, FORMS A-E, PAGE 5-9)

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

- ☐ Teacher holds a copy and marks on it; the student reads from a clean copy.
- ☐ Say: "Tell me the name of each letter. Go across the row." Point to the first letter.
- ☐ Correct: the letter name within about 3 seconds. Mark errors with a slash; a self-correction counts as correct.
- ☐ Untimed. If the student stalls, say the letter, mark it wrong, and point to the next one.

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

.....

.....

.....

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

.....

.....

.....

Point to each letter. Say its name. Go across the row. · Untimed.

NAME

DATE

FORM

A untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when shown a page of 10 randomly ordered upper- and lowercase letters, [Student] will name [9 of 10] letters correctly on [3] consecutive weekly probes, as measured by teacher-recorded letter identification probes.

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

M

x

n

k

J

T

Z

H

F

U

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

1

2

3

4

5

6

7

8

9

10

Letters named correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Point to each letter. Say its name. Go across the row. · Untimed.

NAME

DATE

FORM

B untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when shown a page of 10 randomly ordered upper- and lowercase letters, [Student] will name [9 of 10] letters correctly on [3] consecutive weekly probes, as measured by teacher-recorded letter identification probes.

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

D

N

d

s

S

r

t

v

q

z

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

1

2

3

4

5

6

7

8

9

10

Letters named correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Letter Identification — Data Log and Graph

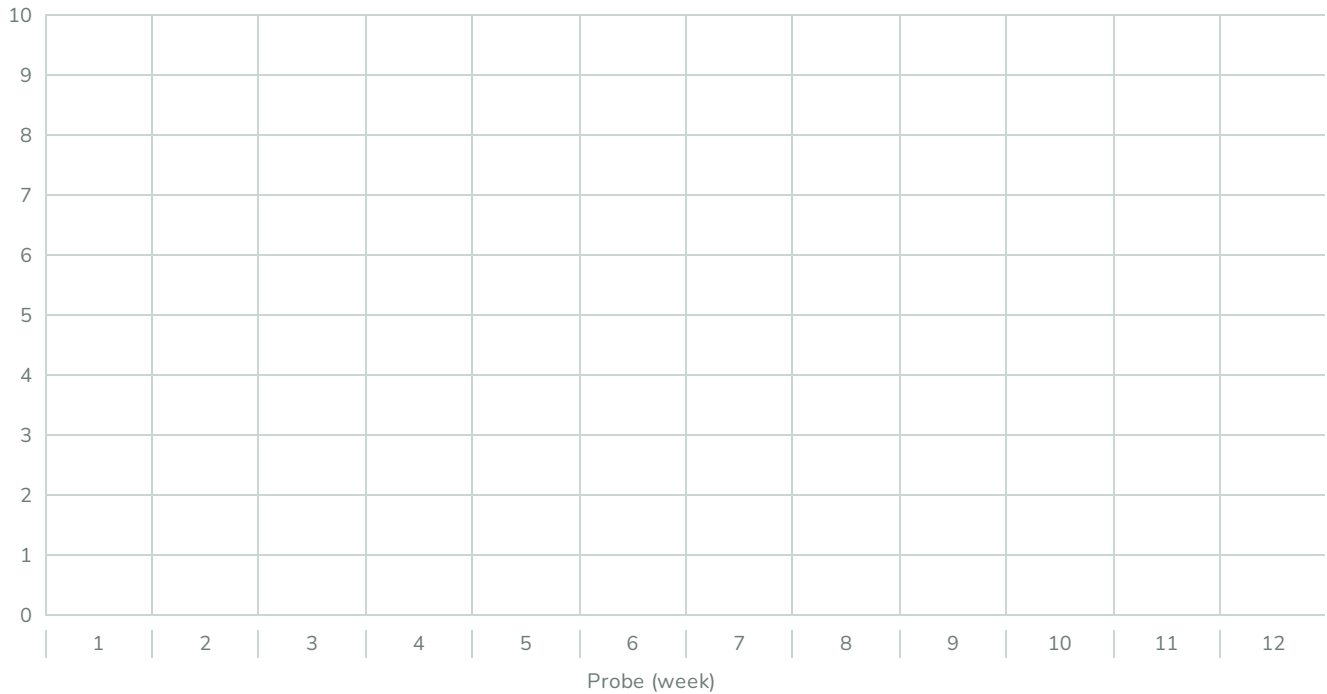
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

STUDENT

CRITERION / AIM

GOAL DATE

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

A Filled-In Data Log (Invented Student)

Nora is invented. Twelve weekly probes on letter naming, the aim line, the change that three low points forced, and the criterion being met.

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

By May 20, when shown a page of 10 randomly ordered upper- and lowercase letters, Nora will name 9 of 10 letters correctly on 3 consecutive weekly probes, as measured by teacher-recorded letter identification probes (forms A–E).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
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2	9/9	B	5	5	5	baseline
3	9/10	C	4	6	4	baseline (median of 3, 5, 4 = 4)
4	9/17	D	4	6	4	lowercase b, d, p, q all missed
5	9/24	E	5	5	5	–
6	10/1	A	4	6	4	3 under aim line: added daily b/d sort before reading group
7	10/8	B	6	4	6	–
8	10/15	C	7	3	7	–
9	10/22	D	7	3	7	errors now only on q and lowercase l
10	10/29	E	8	2	8	–
11	11/5	A	9	1	9	criterion met, 1 of 3
12	11/12	B	9	1	9	criterion met, 2 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 3, 5, 4, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 in week 1 to 9 at the goal date. Probes 4, 5 and 6 (4, 5, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ The error notes name the letters, not the count. Four probes in, the pattern was b/d/p/q; that is what the fifteen minutes went to.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 9 or better and the goal is met. The next goal is the letter sound probe.

The progress report sentence this log produces

“On weekly letter identification probes (10 randomly ordered upper- and lowercase letters, untimed), Nora named 4 of 10 letters correctly at baseline in September and 9 of 10 on each of the two most recent probes in November. Errors are now limited to two letters. Progress is sufficient to meet the goal of 9 of 10 on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.