

LETTER SOUNDS PROGRESS MONITORING

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

LETTER SOUNDS Letter Sounds – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed, score is sounds correct out of 10.

The student says the most common sound of ten lowercase letters, short sound for vowels. The five forms cover all 26 letters across fifty items, so 24 of the 26 come round twice in the rotation. For c, g, x, q and y, write the accepted sound in the scoring rules below.

Sample goal — Invented; edit every bracket to fit the student.

By [insert review date], when shown 10 lowercase letters in random order, [Student] will produce the most common sound for [9 of 10] letters on [3] consecutive weekly probes, as measured by teacher-recorded letter sound 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 SOUNDS, 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 BASILINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	NOTES

Giving and scoring the probe

- ☐ Say: "Tell me the sound each letter makes." Model one example on a separate card if the task is new.
- ☐ Connect the agreed sound within about 3 seconds. A letter NAME is an error; say "What sound?" once, then move on.
- ☐ Write the accepted sounds for c, g, x, q and y below so a paraprofessional scores it the way you do.
- ☐ Untimed. Score all ten.

LETTER SOUNDS Letter Sounds – Form A

Point to each letter. Say its sound. Untimed.

NAME _____ DATE _____ FORM A untimed - 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [insert review date], when shown 10 lowercase letters in random order, [Student] will produce the most common sound for [9 of 10] letters on [3] consecutive weekly probes, as measured by teacher-recorded letter sound probes.

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

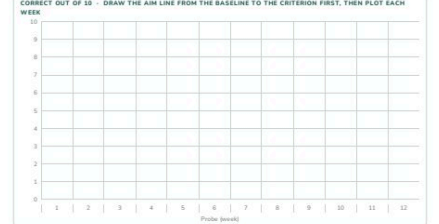
k	d	s	p	b
u	n	t	q	i

LETTER SOUNDS Letter Sounds – 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)
------	------	---------	--------	---------------------	---

LETTER SOUNDS Letter Sounds – 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	BASILINE	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

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)

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

The goal, as written for EI, kindergarten (invented).

By May 30, when shown 10 lowercase letters in random order, EI will produce the most common sound for 9 of 10 letters on 3 consecutive weekly probes, as measured by teacher-recorded letter sound probes (forms A-E).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	5/8	A	4	6	4	baseline
2	5/9	B	6	4	6	baseline
3	5/10	C	5	5	5	baseline (median of 4, 6, 5 = 5)
4	5/17	D	5	5	5	gave the letter NAME for 3 of the 5 misses
5	5/24	E	5	5	5	same
6	10/1	A	4	6	4	3 under aim line: added a name-or-sound sorting drill before the probe
7	10/8	B	7	3	7	—
8	10/15	C	7	3	7	—
9	10/22	D	8	2	8	misses are the short vowels only
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: 4, 6, 5, so 5. Not the average, not the best.
- ☐ The aim line runs from 5 in week 1 to 9 at the goal date. Probes 4, 5 and 6 (5, 5, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ The note that mattered was not the score, it was "gave the letter name," that is a different problem from not knowing the sound, and it has a different fix.
- ☐ 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 CVC word probe, where these sounds have to blend.

The progress report sentence this log produces

"On weekly letter sound probes (10 lowercase letters, untimed), EI produced the correct sound for 5 of 10 letters

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 sounds 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 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

Equivalent forms, and why it matters

The five forms are cut from one shuffle of the 26 lowercase letters, so every letter appears and all but two appear twice across the set. That repetition is deliberate on this skill: a sound the student cannot

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.

- 1 **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.
- 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.
- 6 **Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and which sounds 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 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

The five forms are cut from one shuffle of the 26 lowercase letters, so every letter appears and all but two appear twice across the set. That repetition is deliberate on this skill: a sound the student cannot produce comes back inside the same rotation instead of waiting a month. 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 Sounds – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is sounds correct out of 10.

The student says the most common sound of ten lowercase letters, short sound for vowels. The five forms cover all 26 letters across fifty items, so 24 of the 26 come round twice in the rotation. For c, g, x, q and y, write the accepted sound in the scoring rules below.

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

By [annual review date], when shown 10 lowercase letters in random order, [Student] will produce the most common sound for [9 of 10] letters on [3] consecutive weekly probes, as measured by teacher-recorded letter sound 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 SOUNDS, FORMS A–E, PAGE 5–9)

Baseline: give Forms A, B and C on three 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	MET?

Giving and scoring the probe

- ☐ Say: “Tell me the sound each letter makes.” Model one example on a separate card if the task is new.
- ☐ Correct: the agreed sound within about 3 seconds. A letter NAME is an error; say “What sound?” once, then move on.
- ☐ Write the accepted sounds for c, g, x, q and y below so a paraprofessional scores it the way you do.
- ☐ Untimed. Score all ten.

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 sound. · Untimed.

NAME

DATE

FORM

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

Sample: By [annual review date], when shown 10 lowercase letters in random order, [Student] will produce the most common sound for [9 of 10] letters on [3] consecutive weekly probes, as measured by teacher-recorded letter sound probes.

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

k

d

s

p

b

u

n

t

q

i

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

1

2

3

4

5

6

7

8

9

10

Sounds correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Point to each letter. Say its sound. · Untimed.

NAME

DATE

FORM

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

Sample: By [annual review date], when shown 10 lowercase letters in random order, [Student] will produce the most common sound for [9 of 10] letters on [3] consecutive weekly probes, as measured by teacher-recorded letter sound probes.

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

o

r

w

l

e

h

x

v

a

c

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

1

2

3

4

5

6

7

8

9

10

Sounds correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Letter Sounds – Data Log and Graph

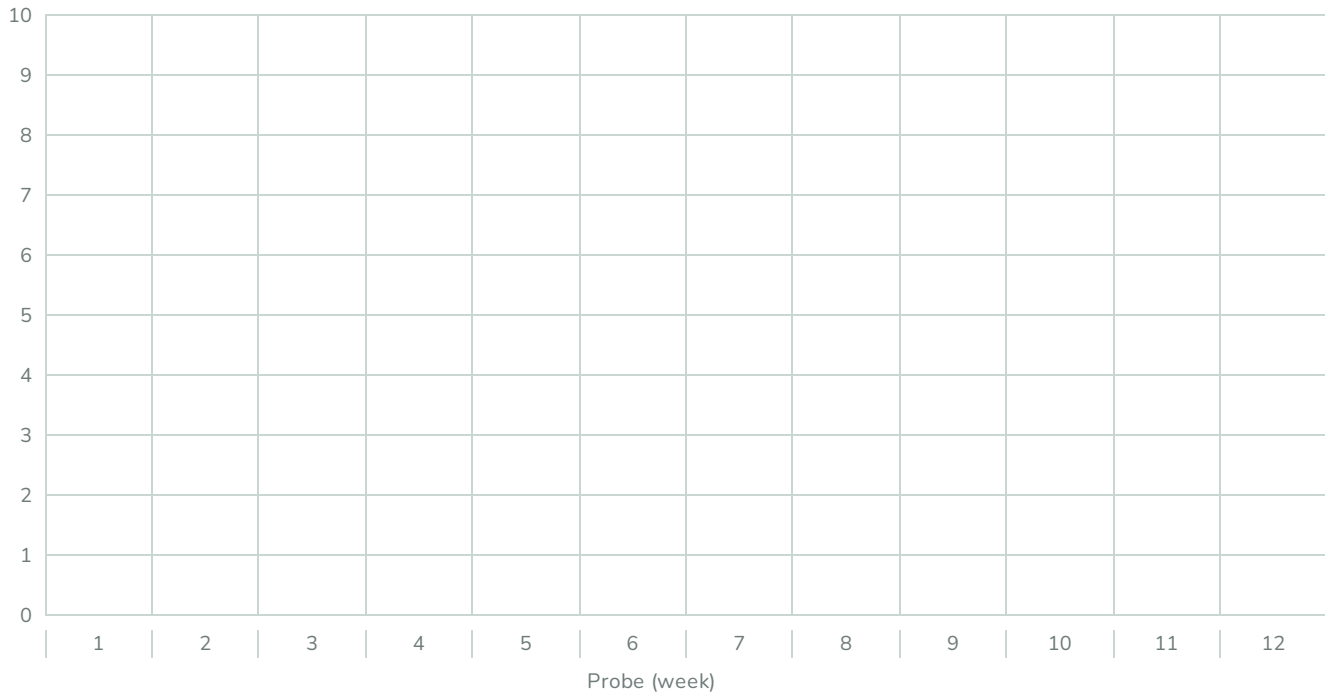
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)

Letter Sounds – 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	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)

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

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

By May 20, when shown 10 lowercase letters in random order, Eli will produce the most common sound for 9 of 10 letters on 3 consecutive weekly probes, as measured by teacher-recorded letter sound probes (forms A–E).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	4	6	4	baseline
2	9/9	B	6	4	6	baseline
3	9/10	C	5	5	5	baseline (median of 4, 6, 5 = 5)
4	9/17	D	5	5	5	gave the letter NAME for 3 of the 5 misses
5	9/24	E	5	5	5	same
6	10/1	A	4	6	4	3 under aim line: added a name-or-sound sorting drill before the probe
7	10/8	B	7	3	7	–
8	10/15	C	7	3	7	–
9	10/22	D	8	2	8	misses are the short vowels only
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: 4, 6, 5, so 5. Not the average, not the best.
- ☐ The aim line runs from 5 in week 1 to 9 at the goal date. Probes 4, 5 and 6 (5, 5, 4) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ The note that mattered was not the score, it was “gave the letter name”: that is a different problem from not knowing the sound, and it has a different fix.
- ☐ 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 CVC word probe, where these sounds have to blend.

The progress report sentence this log produces

“On weekly letter sound probes (10 lowercase letters, untimed), Eli produced the correct sound for 5 of 10 letters at baseline in September and 9 of 10 on each of the two most recent probes in November. Remaining errors are the short vowels. 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.