

# NONSENSE WORD DECODING PROGRESS MONITORING

One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.

**NONSENSE WORDS Nonsense Word Decoding — Goal and Directions**

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

Ten made-up but readable words per form, so the score is decoding and not memory: a student cannot have seen these before. Sixty across the six forms, none on two forms. Every entry was checked against the store's own word list, and a blacklist keeps real words that look decodable out of the bank.

**Sample goal — Inventor; edit every bracket to fit the student**  
By [annual review date], when shown a list of 10 nonsense words, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded nonsense word 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: NONSENSE WORDS, FORMS A-F, PAGE 5-10)

**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 | MET? |
|-----------|-------------|--------------|--------------|------|
|           |             |              |              |      |

**Giving and scoring the probe**

- ☐ Teacher holds a copy and marks on it; the student reads from a clean copy.
- ☐ Say "These are make-believe words. Read them the way the letters say. If you get stuck, try the next one."
- ☐ Correct every sound produced, blended or sound by sound, as your team decided. Write which you accept in the scoring rules below.
- ☐ Untimed: If the student stalls, say the word, 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)

**NONSENSE WORDS Nonsense Word Decoding — Form A**

Read each word. They are made-up words. 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 list of 10 nonsense words, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded nonsense word probes.  
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| jek | zog | dov | fom | sef |
| jop | mig | fim | zud | vig |

**NONSENSE WORDS Nonsense Word Decoding — 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) |
|----|------|------|---------|--------|---------------------|-----------------------------------------|
| 1  |      |      |         |        |                     |                                         |
| 2  |      |      |         |        |                     |                                         |
| 3  |      |      |         |        |                     |                                         |
| 4  |      |      |         |        |                     |                                         |
| 5  |      |      |         |        |                     |                                         |
| 6  |      |      |         |        |                     |                                         |
| 7  |      |      |         |        |                     |                                         |
| 8  |      |      |         |        |                     |                                         |
| 9  |      |      |         |        |                     |                                         |
| 10 |      |      |         |        |                     |                                         |
| 11 |      |      |         |        |                     |                                         |
| 12 |      |      |         |        |                     |                                         |

**NONSENSE WORDS Nonsense Word Decoding — 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 the target. A blank decision on a flat row is the choice this team picks to make.

**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)**

Cole is invented. Twelve weekly probes on nonsense word decoding, the aim line, the change that three low points for cod, and the criterion being met.

**The goal, as written for Cole, first grade (invented)**  
By May 20, when shown a list of 10 nonsense words, Cole will read 8 of 10 words correctly on 3 consecutive weekly probes, as measured by teacher-recorded nonsense word probes (forms A-F).

| #  | 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       | read the first sound then guessed a real word on 5 of the misses  |
| 5  | 9/24  | E    | 5       | 5      | 5       | same pattern                                                      |
| 6  | 10/1  | F    | 4       | 6      | 4       | 3 under aim line: covered the word and revealed it sound by sound |
| 7  | 10/8  | A    | 6       | 4      | 6       | --                                                                |
| 8  | 10/15 | B    | 6       | 4      | 6       | --                                                                |
| 9  | 10/22 | C    | 7       | 3      | 7       | errors narrowing to one pattern                                   |
| 10 | 10/29 | D    | 7       | 3      | 7       | --                                                                |
| 11 | 11/5  | E    | 8       | 2      | 8       | criterion met, 1 of 3                                             |
| 12 | 11/12 | F    | 8       | 2      | 8       | 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 8 at the goal date. Probes 4, 5 and 6 (4, 5, 4) set under it: three in a row, so the teaching changed and the change is written on the row.
- The notes name the pattern, not just the count: "read the first sound then guessed a real word on 5 of the misses" is what sent the teaching somewhere specific, and a score on its own would not have said that.
- Criterion met on probes 11 and 12: one more consecutive probe at 8 or better and the goal is met.

**The progress report sentence this log produces**  
"On weekly nonsense word decoding probes (10 items, untimed), Cole scored 4 of 10 at baseline in September and 8 of 10 on each of the two most recent probes in November. Progress is sufficient to meet the goal of 8 of 10 on three consecutive probes by May." Every number in it is on the log above: nothing is from memory.

**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, 6 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, F, 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 what the errors keep landing on.

**The weekly routine, about five minutes**

- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, 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 item is untimed and ten items long, so a score of 8 means the student has read eight of ten items correctly.

**Equivalent forms, and why it matters**  
Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six forms. A score on one form means the same as a score on another, so the line on the graph is the student's progress, not the teacher's.

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, 6 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, F, 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 what the errors keep landing on.

#### The weekly routine, about five minutes

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

Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six 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.

# Nonsense Word Decoding – Goal and Directions

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

Ten made-up but readable words per form, so the score is decoding and not memory: a student cannot have seen these before. Sixty across the six forms, none on two forms. Every entry was checked against the store's own word lists, and a blocklist keeps real words that look decodable out of the bank.

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

*By [annual review date], when shown a list of 10 nonsense words, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded nonsense word 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: NONSENSE WORDS, FORMS A–F, PAGE 5–10)

**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: “These are make-believe words. Read them the way the letters say. If you get stuck, try the next one.”
- ☐ Correct: every sound produced, blended or sound by sound, as your team decided. Write which you accept in the scoring rules below.
- ☐ Untimed. If the student stalls, say the word, 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)**

.....

.....

.....

Read each word. They are made-up words. 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 list of 10 nonsense words, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded nonsense word probes.

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

jek

zog

dov

fom

sef

jop

mig

fim

zud

vig

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

1

2

3

4

5

6

7

8

9

10

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

**Correct \_\_\_\_\_ / 10**

Read each word. They are made-up words. 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 list of 10 nonsense words, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded nonsense word probes.

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

sab

yib

lup

keb

nuv

hib

zeb

lig

bup

zib

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

1

2

3

4

5

6

7

8

9

10

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

**Correct \_\_\_\_\_ / 10**

# Nonsense Word Decoding — Data Log and Graph

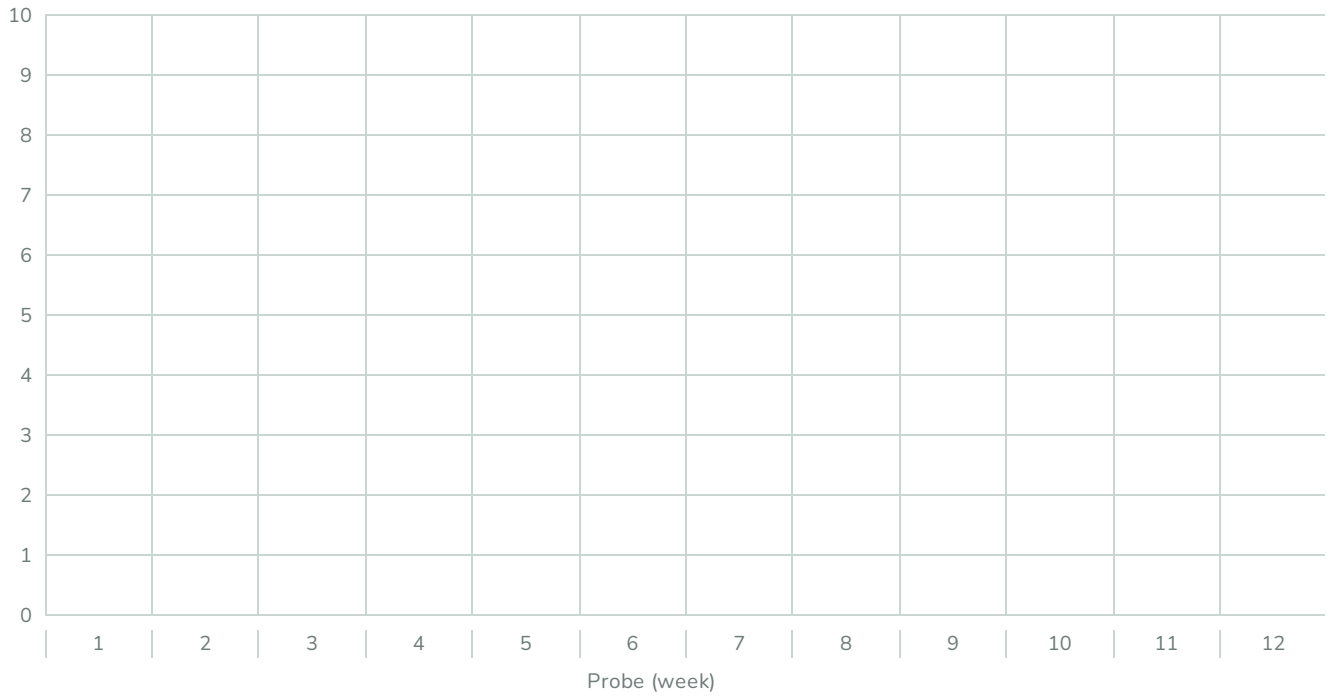
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

**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

[illegible]

## 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)

Cole is invented. Twelve weekly probes on nonsense word decoding, the aim line, the change that three low points forced, and the criterion being met.

### The goal, as written for Cole, first grade (invented)

*By May 20, when shown a list of 10 nonsense words, Cole will read 8 of 10 words correctly on 3 consecutive weekly probes, as measured by teacher-recorded nonsense word probes (forms A–F).*

| #  | 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       | read the first sound then guessed a real word on 5 of the misses  |
| 5  | 9/24  | E    | 5       | 5      | 5       | same pattern                                                      |
| 6  | 10/1  | F    | 4       | 6      | 4       | 3 under aim line: covered the word and revealed it sound by sound |
| 7  | 10/8  | A    | 6       | 4      | 6       | –                                                                 |
| 8  | 10/15 | B    | 6       | 4      | 6       | –                                                                 |
| 9  | 10/22 | C    | 7       | 3      | 7       | errors narrowing to one pattern                                   |
| 10 | 10/29 | D    | 7       | 3      | 7       | –                                                                 |
| 11 | 11/5  | E    | 8       | 2      | 8       | criterion met, 1 of 3                                             |
| 12 | 11/12 | F    | 8       | 2      | 8       | 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 8 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 notes name the pattern, not just the count: “read the first sound then guessed a real word on 5 of the misses” is what sent the teaching somewhere specific, and a score on its own would not have said that.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met.

### The progress report sentence this log produces

*“On weekly nonsense word decoding probes (10 items, untimed), Cole scored 4 of 10 at baseline in September and 8 of 10 on each of the two most recent probes in November. Progress is sufficient to meet the goal of 8 of 10 on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.*