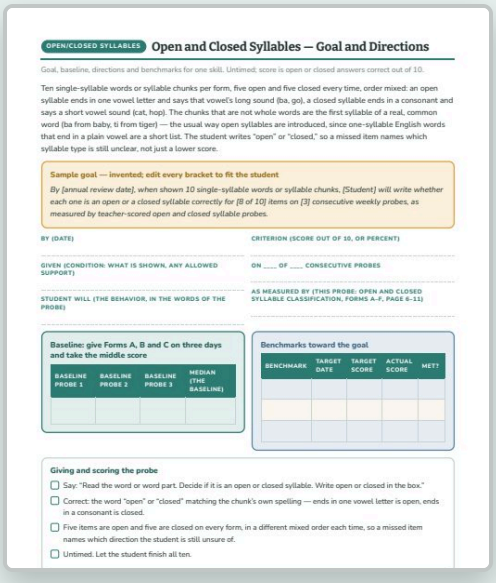
SPECIAL EDUCATION

EDITABLE

OPEN AND CLOSED SYLLABLES PROGRESS MONITORING

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


OPEN/CLOSED SYLLABLES

Open and Closed Syllables — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is open or closed answers correct out of 10.

Ten single-syllable words or syllable chunks per form, five open and five closed every time, order mixed: an open syllable ends in one vowel letter and says that vowel's long sound (ba, go), a closed syllable ends in a consonant and says a short vowel sound (cat, hop). The chunks that are not whole words are the first syllable of a real, common word (ba from baby, ti from tiger) — the usual way open syllables are introduced, since one-syllable English words that end in a plain vowel are a short list. The student writes "open" or "closed," so a missed item names which syllable type is still unclear, not just a lower score.

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

By [annual review date], when shown 10 single-syllable words or syllable chunks, [Student] will write whether each one is an open or a closed syllable correctly for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored open and closed syllable 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: OPEN AND CLOSED SYLLABLE CLASSIFICATION, FORMS A–F, PAGE 6–11)

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

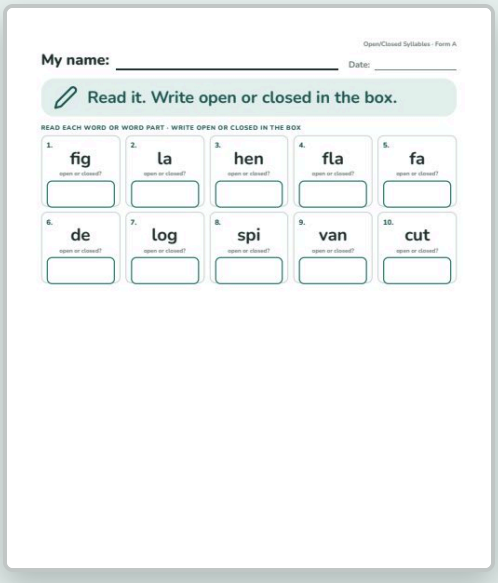
BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read the word or word part. Decide if it is an open or closed syllable. Write open or closed in the box."
- ☐ Correct: the word "open" or "closed" matching the chunk's own spelling — ends in one vowel letter is open, ends in a consonant is closed.
- ☐ Five items are open and five closed on every form, in a different mixed order each time, so a missed item names which direction the student is still unsure of.
- ☐ Untimed. Let the student finish all ten.

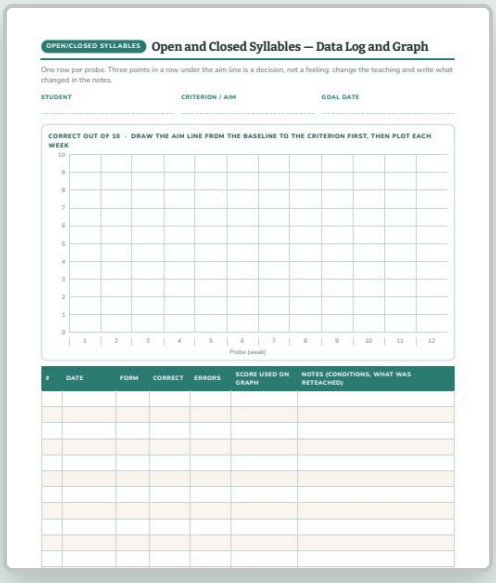

Open/Closed Syllables · Form A

My name: _____ Date: _____

Read it. Write open or closed in the box.

READ EACH WORD OR WORD PART · WRITE OPEN OR CLOSED IN THE BOX

1.	2.	3.	4.	5.
fig	la	hen	fla	fa
open or closed?	open or closed?	open or closed?	open or closed?	open or closed?
6.	7.	8.	9.	10.
de	log	spi	van	cut
open or closed?	open or closed?	open or closed?	open or closed?	open or closed?


OPEN/CLOSED SYLLABLES

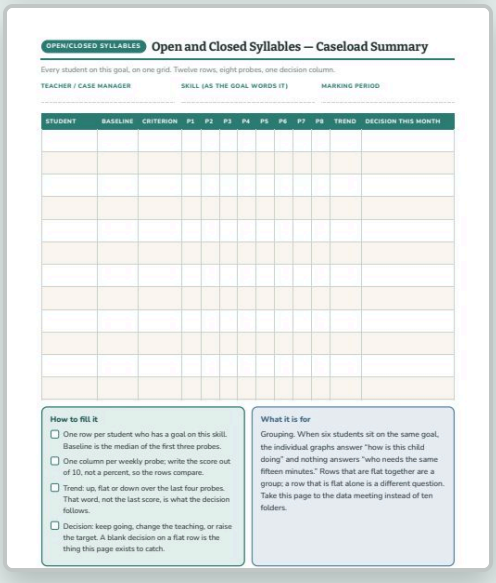
Open and Closed Syllables — Data Log and Graph

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 RETEACHED)


OPEN/CLOSED SYLLABLES

Open and Closed Syllables — 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

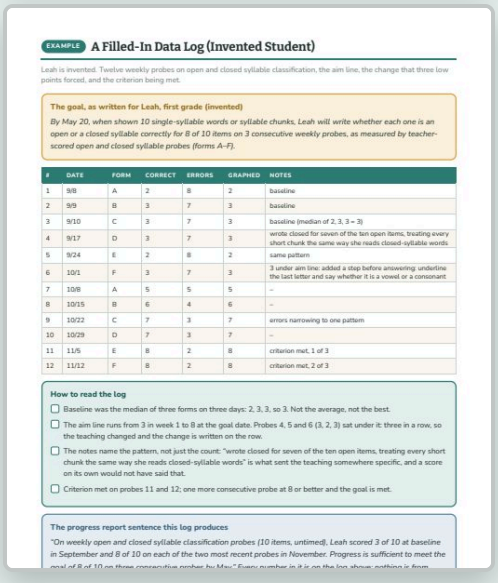
STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

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)

Leah is invented. Twelve weekly probes on open and closed syllable classification, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Leah, first grade (invented)

By May 20, when shown 10 single-syllable words or syllable chunks, Leah will write whether each one is an open or a closed syllable correctly for 8 of 10 items on 3 consecutive weekly probes, as measured by teacher-scored open and closed syllable probes (forms A–F).

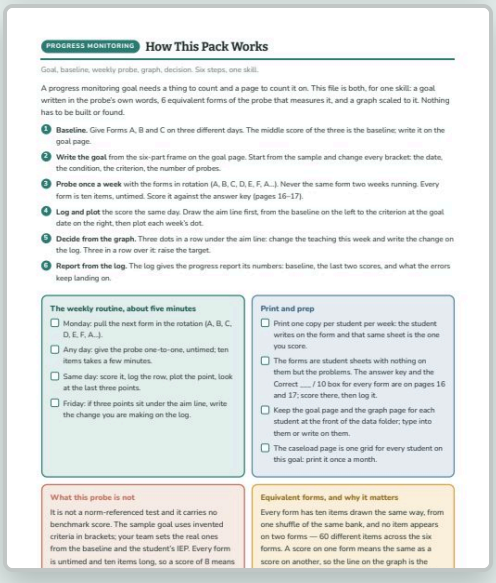
#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	wrote closed for seven of the ten open items, treating every short chunk the same way she reads closed-syllable words
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	3 under aim line: added a stop before answering; underline the last letter and say whether it is a vowel or a consonant
7	10/8	A	5	5	5	–
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: 2, 3, 3, so 3. Not the average, not the best.
- ☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 2, 3) 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: "wrote closed for seven of the ten open items, treating every short chunk the same way she reads closed-syllable words" 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 open and closed syllable classification probes (10 items, untimed), Leah scored 3 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


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.

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. Score it against the answer key (pages 16–17).
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

- ☐ Print one copy per student per week: the student writes on the form and that same sheet is the one you score.
- ☐ The forms are student sheets with nothing on them but the problems. The answer key and the Correct ___ / 10 box for every form are on pages 16 and 17; score there, then log it.
- ☐ 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

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

Fillable PDF | 18 Pages | Six Probe Forms | Goal + Graph

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PROGRESS MONITORING

How This Pack Works

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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.
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- [ ] Print one copy per student per week: the student writes on the form and that same sheet is the one you score.
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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.

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OPEN/CLOSED SYLLABLES

Open and Closed Syllables — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is open or closed answers correct out of 10.

Ten single-syllable words or chunks per form, five open and five closed every time: open ends in one vowel letter and says its long sound (ba, go); closed ends in a consonant and says a short vowel sound (cat, hop). The student writes "open" or "closed," so a miss names which type is unclear.

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

By [annual review date], when shown 10 single-syllable words or syllable chunks, [Student] will write whether each one is an open or a closed syllable correctly for [8 of 10] items on [3] consecutive weekly probes, as measured by teacher-scored open and closed syllable 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: OPEN AND CLOSED SYLLABLE CLASSIFICATION, FORMS A–F, PAGE 6–11)

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- [ ] Say: "Read the word or word part. Decide open or closed. Write it in the box."
- [ ] Correct: open or closed matching the chunk's own spelling — one vowel letter at the end is open, a consonant at the end is closed.
- [ ] Five items are open and five are closed every form, mixed order, so a miss names the type still unsure.
- [ ] Untimed. Let the student finish all ten.

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

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

My name: _____ Date: _____

Read it. Write open or closed in the box.

READ EACH WORD OR WORD PART · WRITE OPEN OR CLOSED IN THE BOX

1. **fig** open or closed?	2. **la** open or closed?	3. **hen** open or closed?	4. **fla** open or closed?	5. **fa** open or closed?
6. **de** open or closed?	7. **log** open or closed?	8. **spi** open or closed?	9. **van** open or closed?	10. **cut** open or closed?

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My name: _____ Date: _____

Read it. Write open or closed in the box.

READ EACH WORD OR WORD PART · WRITE OPEN OR CLOSED IN THE BOX

1. **sit** open or closed?	2. **shi** open or closed?	3. **tu** open or closed?	4. **fe** open or closed?	5. **hop** open or closed?
6. **top** open or closed?	7. **nap** open or closed?	8. **ma** open or closed?	9. **ten** open or closed?	10. **pi** open or closed?

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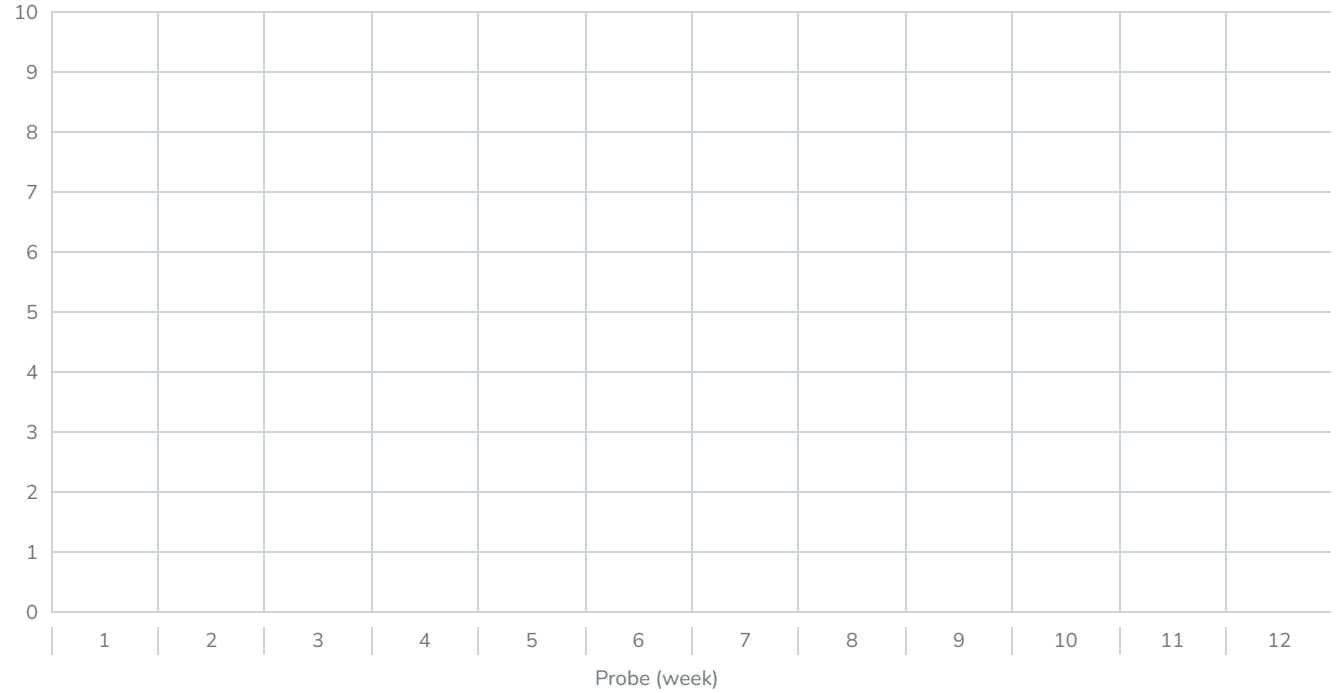
OPEN/CLOSED SYLLABLES

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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 RETEACHED)

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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

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