

One skill, start to finish: the IEP goal, four timed grade 1-2 passages, and a graph scaled to words correct per minute. Common blends, digraphs and two-syllable sight words. Fillable PDF.

GRADE 1-3 READING FLUENCY		Grade 1-2 Fluency – Family Update & Team Handoff	
The page a busy week otherwise means skipping a note home with blanks for your own wording, a handoff sheet for whoever gives the probe when you cannot, and when to reach for each.			
STUDENT	DATE	SENT BY	
Family update — fill in the blanks and send home or read at a conference We are tracking oral reading fluency with a short weekly passage read about — the same kind of passage every week, so we can see real growth and not just a good or bad day. Two numbers come from it: how many words were read correctly in a minute (WCPRM), and how accurate the reading was.			
THIS WEEK'S WCPRM AND ACCURACY		HOW THAT COMPARES TO THE GOAL	
What is changing at home or school right now, in our own words:			
Team handoff — for a substitute, a new provider, or a shift change ☐ The goal is on the goal page near the front of this file; the forms state in the order on page 3 (How This Pack Works) — A, B, C, D, A... never the same form two weeks running. ☐ Give the next form in the rotation, one-to-one, timed with a stopwatch or phone timer. ☐ Score it against the scoring guide (page 6): words correct - seconds elapsed > 60 for WCPRM, words correct + words in the passage for accuracy — log both the same day; do not average or round. ☐ Hand the folder back the regular case manager, who plots the point and makes the call from three points in a row.			
Meeting summary sentence — fill in the blanks and drop straight into the progress report "On weekly oral reading fluency probes, [Student] read ____ words correct per minute at ____ percent accuracy at _____."			

Goal, baseline, weekly timed probe, error log, graph, decision. One skill.

- 1 **Read the scoring guide once** (page 6) so every adult who gives this probe marks errors the same way and computes WCPM the same way.
- 2 **Baseline.** Give Forms A, B and C on three different days. The middle WCPM score of the three is the baseline; write it on the goal page.
- 3 **Write the goal** from the frame on page 5. Start from the sample and change every bracket: the date, the criterion, the accuracy line, the number of probes.
- 4 **Probe weekly**, rotating the forms (A, B, C, D, A...). Never the same form two weeks running.
- 5 **Time the whole passage**, start to finish, rather than a fixed one-minute window — that is what keeps a 60-word form and a 68-word form producing comparable WCPM numbers.
- 6 **Log, plot and code the errors** the same day: the raw numbers go on the data log (page 12) and the WCPM is plotted on the graph there; the error pattern goes on the error analysis log (page 11).

What this file is

A fillable PDF: the goal page, scoring guide, error analysis log, data log/graph and caseload page are type-in fields. It works offline, with no account or subscription.

What this file is not

Not a Google Sheets file, a Google Doc, or an Excel workbook, and not a norm-referenced fluency assessment. It carries no benchmark or “typical” rate for any age or grade; every criterion is a bracket your team fills in from the baseline.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, A...).
- ☐ Any day: give the probe one-to-one; a grade 1-2 passage takes about a minute to read.
- ☐ Same day: score it (page 6), log the five numbers (page 12), code the errors (page 11), plot the WCPM.
- ☐ Friday: look at the last three points on the graph before deciding anything changes.

Print and prep

- ☐ One teacher copy per form to mark on; the student reads from a clean copy of the same page.
- ☐ A stopwatch or a phone timer.
- ☐ Keep the goal page, scoring guide and graph for each student at the front of the data folder.
- ☐ The caseload page is one grid for every student on this goal: print it once a month.

Why this pack, and not the pre-primer probes

The store's Pre-Primer Fluency probes use only short-vowel CVC/CVCe words and a few memorized sight words — no blend, no digraph. This pack is the next step: four passages built from words with common blends (black, stop, grab) and digraphs (fish, when, back), plus common two-syllable sight words (about, because, another), for a student who has moved past a pre-primer text.

Binder Cover & Divider Tabs

A binder cover, six divider tabs, and a short setup list, so this file drops straight into whatever data folder, binder or shared drive the team already uses.

Binder cover — print and slide into a binder front or a folder tab

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, cut along each card, and use to divide a folder or binder into this file's six parts

01 Start Here

The routine and rotation, one page.

02 The Goal

The sample goal, the six-part frame and the baseline table.

03 Scoring Guide

The five error codes and the WCPM/accuracy formulas.

04 Probe Forms

Forms A–D, the four rotating timed passages.

05 Data & Graph

The error log, the data log and the WCPM graph.

06 Family & Team

The caseload summary, the family update and the handoff page.

Before the first probe

- ☐ Write the goal from the sample and change every bracket for this student (page 5).
- ☐ Give the baseline: Forms A, B and C on three different days, before the first plotted point.
- ☐ Share the rotation (A, B, C, D, A...) with anyone else who might give a form, using the family/team handoff page near the back of this file (page 15).

Grade 1-2 Fluency — Goal and Directions

Goal, baseline and directions for one skill. Timed; score is words correct per minute and accuracy.

The student reads one of four equivalent grade 1-2 passages (60 to 90 words built from short-vowel words, words with a common blend or digraph, and a short list of memorized sight words, including common two-syllable ones) out loud for a fixed time. The adult marks errors while listening and computes words correct per minute (WCPM) and accuracy from the time elapsed, not a fixed one-minute window.

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

By [March 1], when given a grade 1-2 connected-text passage of about [70] words read aloud, [Student] will read [60] words correct per minute with at least [95] percent accuracy on [3] consecutive weekly probes, as measured by teacher-administered Oral Reading Fluency Grade 1-2 probes (forms A–D, page 7).

BY (DATE)

CRITERION (WCPM AND ACCURACY PERCENT, TOGETHER)

GIVEN (PASSAGE TYPE, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (READ ALOUD, IN THE WORDS OF THE PROBE)

AS MEASURED BY (ORAL READING FLUENCY GRADE 1-2 PROBES, FORMS A–D, PAGE 7)

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET WCPM / ACCURACY	ACTUAL	MET?

Giving and scoring the probe

- ☐ Same passage set (this file) and the same stop rule, if your team uses one, every session.
- ☐ WCPM = words correct ÷ seconds elapsed × 60, rounded to the nearest whole number; words correct = words in the passage – errors.
- ☐ Errors are substitutions, omissions and hesitations of 3 seconds or more (supply the word and mark it wrong). Self-corrections count as correct; insertions are not scored as errors.
- ☐ A criterion needs BOTH numbers to clear together — a WCPM number reached with accuracy still below the line your team wrote does not count.

Scoring accommodations for this student (accepted pronunciations, dialect or articulation differences not counted as errors)

.....

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

.....

Every form in this file is marked with these five codes. Write any accommodations your team is using before the first probe; the forms do not decide for you.

STUDENT
DEFINED BY
DATE DEFINED

CODE	WHAT IT COUNTS
S	Substitution — a different word said in place of the printed one
O	Omission — a word skipped entirely
H	Hesitation — 3 or more seconds of silence; supply the word and mark it wrong
SC	Self-correction — the student catches and fixes an error alone; counts as correct, tallied separately so a pattern of self-correcting is visible
N	Insertion — an extra word added that is not in the passage; not counted as an error, tallied separately

The arithmetic, every time

Words correct = words in the passage (printed on the form) – (S + O + H). **WCPM** = words correct ÷ seconds elapsed × 60, rounded to the nearest whole number. **Accuracy** = words correct ÷ words in the passage, as a percent. Time the WHOLE passage, start to finish, rather than a fixed one-minute window — that is what lets a 60-word form and a 68-word form produce comparable WCPM numbers.

What this page is for

The probe forms print the passage; they do not print a rubric for accent, dialect or articulation differences, because that call belongs to your team, not to this file. Fill this page in once, before the first probe, and score every week the same way. This is not a legal or clinical standard — it is your team's working definition, written down so it does not drift.

Materials

- ☐ A stopwatch or phone timer, visible to the adult, not the student.
- ☐ Two clean copies of the form: one the adult marks on, one the student reads from.
- ☐ A quiet space; note on the log if the session ran somewhere noisier than usual.

Who scores, and when

- ☐ The adult giving the probe scores it the same session, not from memory later.
- ☐ A second scorer checking the error count against this page once a marking period keeps the definitions from drifting.
- ☐ Disagreements are settled by the written rule above, not by the louder opinion.

Accepted pronunciations or dialect variations for this student, written in once

.....

.....

.....

Stop rule this team is using, if any (write it here so every adult follows the same one)

.....

.....

.....

Form A: a 83-word grade 1-2 passage with blends, digraphs and common two-syllable sight words, timed · scored by the adult, not the student.

STUDENT

DATE

FORM

STOP RULE (YOUR TEAM'S, IF ANY)

A timed · 83 words

Say: "Read this out loud, the best you can. If you get stuck, keep going." Start the timer on the first word and stop it on the last word (or at your team's stop rule).

Jack likes to fish with his dad. One morning they walked down a long path to the pond. Jack held a green net and his dad held a small rod. The sun was hot, so Jack wore a cap. When a fish tugged on the line, Jack jumped back and almost fell in the mud! His dad grabbed his hand fast, and they both started to laugh. They did not get a fish that day, but Jack said it was the best trip.

83 words — time the whole passage, or stop at your team's stop rule.

WHILE THE STUDENT READS, MARK ON YOUR OWN COPY

S Substitution

O Omission

H Hesitation, 3+ sec

SC Self-correction
(counts as correct)

N Insertion (not an error)

TIME USED

_____ min
_____ sec

ERRORS (S + O + H)

WORDS CORRECT (= 83 -
ERRORS)

WCPM (CORRECT ÷
SECONDS × 60)

ACCURACY % (CORRECT
÷ 83)

Write all five numbers on the data log (page 12) the same day; plot the WCPM number on the graph.

If the student stops or refuses a word

- ☐ Wait about 3 seconds; if nothing comes, supply the word, mark it a hesitation (H), and point to the next word.
- ☐ A student who is not yet reading blend and digraph words independently may not be ready for this form; note it here and drop back to the pre-primer probe.
- ☐ Never tell the student to sound it out mid-probe — that turns a fluency check into a teaching moment, and the two are timed differently on purpose.

Cold read or hot read, and prosody

**COLD (FIRST TIME) OR
HOT (PRACTICED)?**

**PROSODY 1-4 (AS YOUR
TEAM DEFINES EACH
LEVEL)**

A cold read of a passage the student has not seen is a different number from a hot read; write which it was on the data log (page 12) next to the score.

Error Analysis Log

Twelve rows, one per probe. The count in S, O and H should match the errors number on the data log; the notes column is what tells the teacher what to reteach.

STUDENT

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

#	DATE	FORM	S	O	H	SC	N	WHICH WORDS OR PATTERNS KEPT COMING BACK
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Why a separate page from the data log

The data log (page 12) answers “is the number going up.” This page answers “what is still going wrong.” A student whose WCPM is climbing while the same blend or digraph pattern keeps drawing an S is a different teaching problem from one whose errors are scattered — the total on page 12 cannot show that difference on its own.

How to fill it

- ☐ S + O + H should match the errors number on the data log for that session; if it does not, recount before moving on.
- ☐ SC and N are not errors; they are tallied here because a rising SC count (catching mistakes alone) is itself worth seeing.
- ☐ Write the actual words in the last column, not just a count — that is what turns three weeks of data into next week’s lesson.

Data Log and Progress Graph

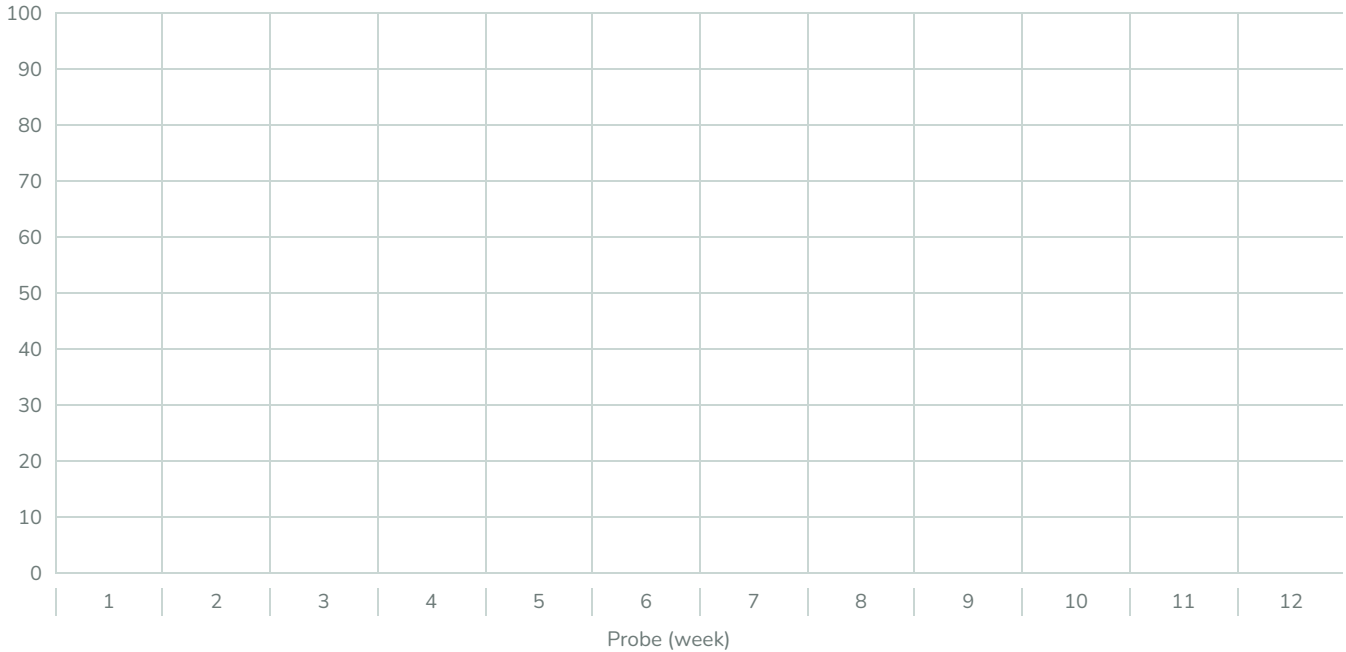
One row per probe. Plot the WCPM number; three points in a row under the aim line is a decision, not a feeling.

STUDENT

CRITERION / AIM (WCPM)

GOAL DATE

WORDS CORRECT PER MINUTE (WCPM), 0 TO 100 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	DATE	FORM	TIME (SEC)	ERRORS	WORDS CORRECT	WCPM	ACCURACY %	NOTES

EXAMPLE

A Filled-In Data Log (Invented Student)

Nora is invented. Twelve weekly probes, WCPM and accuracy climbing together, and the criterion sustained for three probes in a row.

The goal, as written for Nora, second grade (invented)

By March 1, when given a grade 1-2 connected-text passage of about 70 words read aloud, Nora will read 70 words correct per minute with at least 95 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered Oral Reading Fluency Grade 1-2 probes (forms A–D, page 7).

#	DATE	FORM	WORDS	TIME (SEC)	ERRORS	CORRECT	WCPM	ACCURACY %	NOTES
1	9/8	A	83	90	15	68	45	82	baseline
2	9/10	B	89	85	13	76	54	85	baseline
3	9/15	C	86	85	12	74	52	86	baseline (median of 45, 54, 52 = 52)
4	9/17	D	81	80	11	70	52	86	–
5	9/22	A	83	75	9	74	59	89	–
6	9/24	B	89	72	8	81	68	91	–
7	9/29	C	86	68	6	80	71	93	–
8	10/1	D	81	64	5	76	71	94	–
9	10/6	A	83	60	3	80	80	96	criterion met, 1 of 3
10	10/8	B	89	58	2	87	90	98	criterion met, 2 of 3
11	10/13	C	86	55	1	85	93	99	criterion met, 3 of 3
12	10/15	D	81	52	1	80	92	99	criterion sustained

How to read the log

- ☐ Baseline was the median of three forms on three days: 45, 54, 52 WCPM, so 52. Not the average, not the best.
- ☐ Session 9 already reached 80-plus WCPM before accuracy cleared 95 percent on the same runs, which is why the goal names both numbers together.
- ☐ Criterion (70 WCPM at 95 percent accuracy) was met on sessions 9, 10 and 11 (80, 90, 93 WCPM at 96, 98, 99 percent) — three in a row.
- ☐ Errors dropped from double digits on the first four probes to 1 by the eleventh; that steady drop, not a single good day, is what the error analysis log (page 11) would show as fewer S and H codes each week.

The progress report sentence this log produces

“On weekly timed grade 1-2 fluency probes, Nora read 45 words correct per minute at 82 percent accuracy at baseline in September and 93 to 92 words correct per minute at 99 to 99 percent accuracy on the two most recent probes in October. Progress is sufficient; the goal of 70 WCPM at 95 percent accuracy on three consecutive probes was met.” Every number in it is on the log above; nothing is from memory.

Grade 1-2 Fluency — Family Update & Team Handoff

The page a busy week otherwise means skipping: a note home with blanks for your own wording, a handoff sheet for whoever gives the probe when you cannot, and when to reach for each.

STUDENT

DATE

SENT BY

Family update — fill in the blanks and send home or read at a conference

We are tracking oral reading fluency with a short weekly passage read aloud — the same kind of passage every week, so we can see real growth and not just a good or bad day. Two numbers come from it: how many words were read correctly in a minute (WCPM), and how accurate the reading was.

THIS WEEK'S WCPM AND ACCURACY

HOW THAT COMPARES TO THE GOAL

What is changing at home or school right now, in our own words:

Team handoff — for a substitute, a new provider, or a shift change

- ☐ The goal is on the goal page near the front of this file; the forms rotate in the order on page 3 (How This Pack Works) — A, B, C, D, A..., never the same form two weeks running.
- ☐ Give the next form in the rotation, one-to-one, timed with a stopwatch or phone timer.
- ☐ Score it against the scoring guide (page 6): words correct ÷ seconds elapsed × 60 for WCPM, words correct ÷ words in the passage for accuracy — log both the same day; do not average or round.
- ☐ Hand the folder back to the regular case manager, who plots the point and makes the call from three points in a row.

Meeting summary sentence — fill in the blanks and drop straight into the progress report

"On weekly oral reading fluency probes, [Student] read ___ words correct per minute at ___ percent accuracy at baseline and ___ words correct per minute at ___ percent accuracy on the most recent probe. Progress is / is not yet sufficient to meet the goal by [date]."

Fill in the blanks from the data log on page 12; nothing here is from memory.

When to use this page

- ☐ After a graph decision (a change or a raised target): the family or team hears about it the same week, not at the next scheduled meeting.
- ☐ Before a substitute or a new provider covers the caseload, so the weekly probe does not skip a week.
- ☐ At the IEP meeting, as the one sentence that opens the progress update.