

Phonemic Awareness Probes

SECTION 2 · NINE FORMS, THREE SKILLS

PHONEMIC AWARENESS PROBES

ISOLATION

Phoneme Isolation — Form A

TEACHER COPY. Say each word. The student says only the sound named above it. · Untimed.

NAME _____ DATE _____ FORM **A** untimed · 15 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher says a one-syllable word and names the position, [Student] will say the correct isolated sound for [12 of 15] words on [3] consecutive weekly probes, as measured by teacher-recorded phoneme isolation probes.

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

LAST SOUND

fig

Teacher key: /g/ (stop)

FIRST SOUND

zip

Teacher key: /z/ (fricative)

LAST SOUND

rug

Teacher key: /g/ (stop)

LAST SOUND

lap

Teacher key: /p/ (stop)

FIRST SOUND

bat

Teacher key: /b/ (stop)

FIRST SOUND

gum

Teacher key: /g/ (stop)

FIRST SOUND

fun

Teacher key: /f/ (fricative)

FIRST SOUND

bag

Teacher key: /b/ (stop)

FIRST SOUND

dim

Teacher key: /d/ (stop)

FIRST SOUND

bed

Teacher key: /b/ (stop)

LAST SOUND

sip

Teacher key: /p/ (stop)

LAST SOUND

big

Teacher key: /g/ (stop)

LAST SOUND

bus

Teacher key: /s/ (fricative)

FIRST SOUND

cap

Teacher key: /k/ (stop)

LAST SOUND

web

Teacher key: /b/ (stop)

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

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

Sounds isolated correctly. Self-corrections count as correct. Write the score on that skill's tracker the same day.

Correct _____ / 15

Phonemic Awareness Probes | Isolation, Blending, Segmentation IEP Data

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BRIGHT PATH SPED

SKILLS AND THE GOAL

PHONEMIC AWARENESS PROBES

Tracking Setup — All Three Skills

Set date for all three skills, one page.

Baseline is the median of Forms A, B and C given on three different days; the full sample at the top of that skill's form pages, and how to give each skill is listed below.

SAMPLE CRITERION	BASELINE (MEDIAN OF 3)	THIS STUDENT'S CRITERION	BY (DATE)	MET?
12 of 15				
2 of 15				
2 of 15				

PROBE IN THIS FILE

nt never sees the page. Fifteen items. Self-corrections count.

d C on three different days; the middle score of the three is the baseline, not the

, not the letter name, within about 3 seconds. Blending: pause between sounds; in about 5 seconds; two-sound words that end in a vowel (hi, go, we, no, he, me, Segmentation: correct is every sound said separately, in order, within about 5

is student in the tracker notes.

IEP GOAL (ONE SKILL)

ACTUAL SCORE	MET?

WHICH SKILLS ARE ACTIVE RIGHT NOW

#	SKILL	ACTIVE THIS MARKING PERIOD? (Y/N)	NOTES
1	Phoneme Isolation		
2	Sound Blending		
3	Phoneme Segmentation		

CONFIDENTIALITY, IN ONE PARAGRAPH

This page and the three trackers hold student scores. Keep them in the data folder, never on a table where another family can see them, never photographed; use initials on any page that leaves your hands.

ation IEP Data

Page 9 of 30

BRIGHT PATH SPED

BRIGHT PATH SPED

What Is Inside, and Where

30 pages, three phoneme-level skills, start to finish: no norm-referenced score, no benchmark.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 The Three Skills and the Goal

PAGES 6–9



**Binder Cover and
Divider Tabs**
SETUP

6



**The Three Skills,
in Order**
REFERENCE

7



**Classroom
Teacher Quick-
Check (Five Items
a Skill)**
CHECKLIST

8



**Goal and Tracking
Setup — All Three
Skills**
GOAL

9

02 Nine Forms, Three Skills

PAGES 11–19



**Phoneme Isolation
(Forms A–C)**
ISOLATION

11



**Sound Blending
(Forms A–C)**
BLENDING

14



**Phoneme
Segmentation
(Forms A–C)**
SEGMENTATION

17

03 Track, Report and Share

PAGES 21–29



**Response
Accuracy Tracker
— Phoneme
Isolation**
TRACKER

21



**Response
Accuracy Tracker
— Sound Blending**
TRACKER

22



**Response
Accuracy Tracker
— Phoneme
Segmentation**
TRACKER

23



**Sound-Family
Patterns — A
Team Observation**
REFERENCE

24



**Progress at a
Glance — Three
Skill Graphs**
TRACKER

25



**Caseload
Summary —
Phoneme-Level
Skills**
ROSTER

26



**Family Update —
This Week's
Practice**
NOTES

27



**Progress Note
Phrase Bank**
REFERENCE

28



**A Filled-In Data
Log (Invented
Student)**
EXAMPLE

29

Reading the tags: Setup is typed once; Reference is language or a map to pull from; Checklist is the second-audience quick-check; Goal is the sample and baseline/criterion frame; a skill's tag names that skill (Forms B and C follow the listed Form A immediately); Tracker is written weekly; Roster puts a caseload on one grid; Notes is ready to send; Example is the worked, invented sample.

Start Here — Three Steps



1

See the sequence, then baseline

Three skills, in the order most curricula build them, on page 7: isolation, blending, segmentation.

For the active skill, give Forms A, B and C on three different days; the middle score is the baseline (page 9).



2

Probe once a week, per skill

Rotate the three forms (A, B, C, A...) for whichever skill is active, never the same form two weeks running. Every form is fifteen items, untimed.

Score and log the same day on that skill's own tracker (pages 21–23).



3

Track, then report

The three graphs (page 25) show every skill at a glance; move to the next skill once a student is consistently at or above the aim line.

The family update (page 27) and phrase bank (page 28) turn the tracker into a note without a separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal page, the three trackers, the caseload page and the graph are type-in; the nine probe forms print, too — only the name/date line and the goal box at the top of each are type-in, the fifteen items themselves are marked by pen as the student answers.

WHAT THIS FILE IS NOT

Not a norm-referenced instrument and not a curriculum. It carries no benchmark score, no typical age or rate, and names no condition; your team sets the real criteria from the baseline and the student's IEP.

WHY THREE SKILLS IN ONE FILE

Phoneme Segmentation already sells as its own single here, and a six-skill Phonological Awareness file covers the broader continuum at three shorter forms. This file is the phoneme-level sequence on its own, at fifteen items a form instead of ten, for a team that wants more per session on just these three skills.

CONFIDENTIALITY, IN ONE PARAGRAPH

A filled-in tracker is a student record. It stays in the data folder, never on a table where another family can see it, never photographed. Use initials on any page that leaves your hands; the family update carries a first name only.

PRINT AND PREP

- ☐ One teacher copy of each form lasts the year; every task in this file is oral, so the student never reads or writes on the form itself.
- ☐ Keep the goal page, the three trackers and the graph 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 any of the three skills: print it once a month.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.
Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

REFERENCE

The Three Skills, in Order

Match a goal's wording to the skill that measures it.

The three skills below are ordered the way most phonics and reading intervention curricula introduce phoneme-level work: hear a whole word and pull one sound out of it, before combining separate sounds back into a word, before taking a word fully apart into its sounds. This file does not set the order your team follows; move a student to the next skill only when the data on the current one says so.

#	SKILL	WHAT THE STUDENT HEARS AND DOES	PAGES
1	Phoneme Isolation	Says the first or last sound of a spoken word.	11–13
2	Sound Blending	Blends sounds said separately into one word.	14–16
3	Phoneme Segmentation	Says every separate sound in a spoken word, in order.	17–19

WHICH SKILL FIRST

- ☐ One or two active skills at a time. A student probed on all three every week is being tested, not taught.
- ☐ A skill that is already solid does not need a weekly probe; check it monthly instead and spend the extra ten minutes on the skill that is not yet at criterion.
- ☐ If a goal does not match any row above, rewrite the goal from that row's sample, not the other way round.

EVERY FORM IS A LISTENING TASK

All three skills are oral: the teacher reads from the form and the student answers out loud. No page in this section is ever shown to the student, and none of them requires the student to already read print. Every form is fifteen items, untimed, drawn so no item repeats across a skill's three forms.

WHAT COUNTS AS AN ERROR, ACROSS ALL THREE SKILLS

Silence past the wait time on the goal and tracking page, page 9, a self-correction that never lands on the right answer, and a response that names the wrong unit — a letter name for a sound, a whole word instead of a blended sound, a syllable instead of a single phoneme. Write any variation your team accepts on the skill's own form, not here.

GOAL

Goal and Tracking Setup — All Three Skills

Baseline, criterion and target date for all three skills, one page.

One setup row per skill. Baseline is the median of Forms A, B and C given on three different days; the full sample goal for each skill is printed at the top of that skill's form pages, and how to give each skill is listed below.

#	SKILL	SAMPLE CRITERION	BASELINE (MEDIAN OF 3)	THIS STUDENT'S CRITERION	BY (DATE)	MET?
1	Phoneme Isolation	12 of 15				
2	Sound Blending	12 of 15				
3	Phoneme Segmentation	12 of 15				

GIVING AND SCORING EVERY PROBE IN THIS FILE

- ☐ Oral and untimed; the student never sees the page. Fifteen items. Self-corrections count.
- ☐ Baseline: give Forms A, B and C on three different days; the middle score of the three is the baseline, not the average and not the best.
- ☐ Isolation: correct is the sound, not the letter name, within about 3 seconds. Blending: pause between sounds; correct is the whole word within about 5 seconds; two-sound words that end in a vowel (hi, go, we, no, he, me, so) use the long vowel sound. Segmentation: correct is every sound said separately, in order, within about 5 seconds.
- ☐ Write accepted variations for this student in the tracker notes.

BENCHMARKS TOWARD THE ACTIVE GOAL (ONE SKILL AT A TIME)

#	BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?
1					
2					
3					

WHICH SKILLS ARE ACTIVE RIGHT NOW

#	SKILL	ACTIVE THIS MARKING PERIOD? (Y/N)	NOTES
1	Phoneme Isolation		
2	Sound Blending		
3	Phoneme Segmentation		

MOVING BETWEEN SKILLS

Move a student to the next skill in the sequence (page 7) once three consecutive probes sit at or above the criterion — not on a single strong session. A student can be active on two skills at once if the team is deliberately overlapping instruction; write that decision in the notes column above rather than leaving it unstated.

CONFIDENTIALITY, IN ONE PARAGRAPH

This page and the three trackers hold student scores. Keep them in the data folder, never on a table where another family can see them, never photographed; use initials on any page that leaves your hands.

ISOLATION

Phoneme Isolation — Form A

TEACHER COPY. Say each word. The student says only the sound named above it. • Untimed.

NAME

DATE

FORM

A untimed • 15 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher says a one-syllable word and names the position, [Student] will say the correct isolated sound for [12 of 15] words on [3] consecutive weekly probes, as measured by teacher-recorded phoneme isolation probes.

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

LAST SOUND

fig

Teacher key: /g/ (stop)

FIRST SOUND

zip

Teacher key: /z/ (fricative)

LAST SOUND

rug

Teacher key: /g/ (stop)

LAST SOUND

lap

Teacher key: /p/ (stop)

FIRST SOUND

bat

Teacher key: /b/ (stop)

FIRST SOUND

gum

Teacher key: /g/ (stop)

FIRST SOUND

fun

Teacher key: /f/ (fricative)

FIRST SOUND

bag

Teacher key: /b/ (stop)

FIRST SOUND

dim

Teacher key: /d/ (stop)

FIRST SOUND

bed

Teacher key: /b/ (stop)

LAST SOUND

sip

Teacher key: /p/ (stop)

LAST SOUND

big

Teacher key: /g/ (stop)

LAST SOUND

bus

Teacher key: /s/ (fricative)

FIRST SOUND

cap

Teacher key: /k/ (stop)

LAST SOUND

web

Teacher key: /b/ (stop)

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

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

Sounds isolated correctly. Self-corrections count as correct. Write the score on that skill's tracker the same day.

Correct _____ / 15

BLENDING

Sound Blending — Form A

TEACHER COPY. Say each word in separate sounds. The student blends it into one word. • Untimed.

NAME

DATE

FORM

A untimed • 15 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher says a word broken into two or three separate sounds, [Student] will blend [12 of 15] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded sound blending probes.

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

3 SOUNDS

/l/ – /o/ – /g/

Teacher key: log

3 SOUNDS

/p/ – /e/ – /n/

Teacher key: pen

3 SOUNDS

/h/ – /o/ – /p/

Teacher key: hop

2 SOUNDS

/o/ – /n/

Teacher key: on

2 SOUNDS

/h/ – /i/

Teacher key: hi

3 SOUNDS

/w/ – /i/ – /n/

Teacher key: win

2 SOUNDS

/i/ – /t/

Teacher key: it

3 SOUNDS

/h/ – /i/ – /d/

Teacher key: hid

3 SOUNDS

/b/ – /u/ – /d/

Teacher key: bud

3 SOUNDS

/s/ – /o/ – /b/

Teacher key: sob

3 SOUNDS

/h/ – /e/ – /n/

Teacher key: hen

2 SOUNDS

/i/ – /n/

Teacher key: in

2 SOUNDS

/i/ – /f/

Teacher key: if

3 SOUNDS

/g/ – /u/ – /m/

Teacher key: gum

3 SOUNDS

/g/ – /a/ – /p/

Teacher key: gap

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

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

Words blended correctly. Self-corrections count as correct. Write the score on that skill's tracker the same day.

Correct _____ / 15



TRACKER

Progress at a Glance — Three Skill Graphs

One small graph per skill, scored out of 15 from that skill's own tracker.

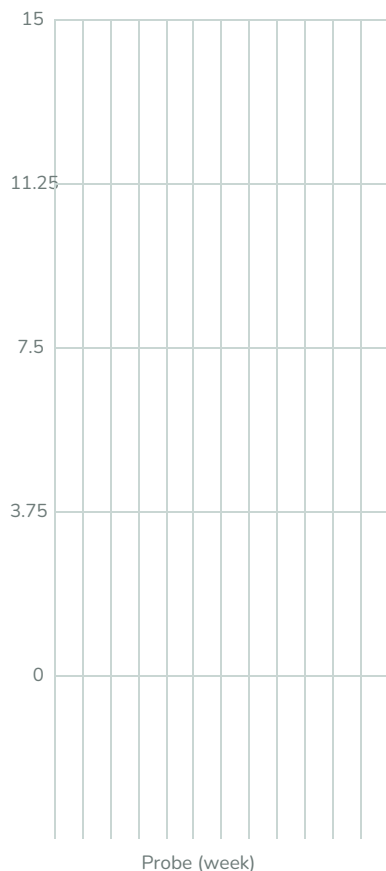
STUDENT

SKILL(S) ACTIVE

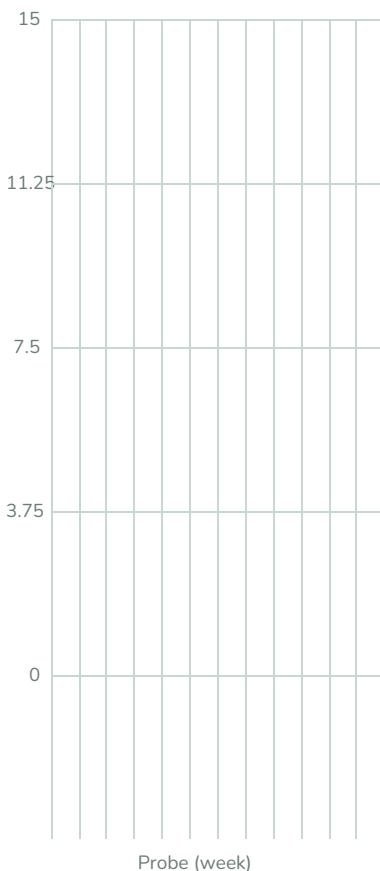
GOAL DATE

One small graph per skill, scored out of 15. Draw the aim line from the baseline to the criterion first, then plot each week's dot on the graph for the skill probed that visit.

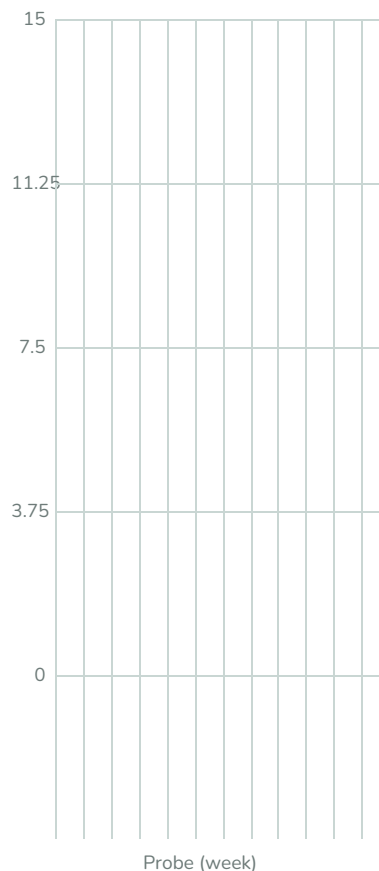
PHONEME ISOLATION



SOUND BLENDING



PHONEME SEGMENTATION



READING THE THREE GRAPHS TOGETHER

- ☐ Three points in a row under the aim line on any one graph: change the teaching for that skill this week and write the change on that skill's tracker.
- ☐ Three points in a row on or above the aim line: raise the target or move to the next skill in the sequence (page 7).
- ☐ A flat line on every active graph at once is worth a second look at whether the probe matches the way the skill is being taught, not just at the student.
- ☐ Only active skills need a weekly dot; a skill already at criterion moves to a monthly check instead.

 **NOTES**

Family Update — This Week's Practice

Ready to send home after any probe, without a separate write-up. No raw scores or codes — the tracker already has those.

STUDENT	WEEK OF	FROM (TEACHER)

SKILLS WE PRACTICED THIS WEEK (CHECK ANY THAT APPLY)

☐ Phoneme Isolation

☐ Sound Blending

☐ Phoneme Segmentation

SOMETHING THAT WENT WELL

ONE THING TO PRACTICE AT HOME (FIVE MINUTES)

THIS WEEK'S SCORES, IN PLAIN WORDS

Not the raw numbers by themselves — what they mean: about the same, a little better, a lot better.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME	SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Filled-In Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

Theo is invented. Isolation and blending are shown; segmentation is not yet active.

Theo is an invented first-grade student, used to show how the trackers and graphs work. Isolation and blending are shown here; segmentation has not started yet, so its tracker (page 23) is still blank for Theo.

Phoneme Isolation (criterion 12 of 15)

#	DATE	FORM	SCORE	NOTES
1	9/8	A	8	baseline 1
2	9/15	B	7	baseline 2
3	9/22	C	9	baseline 3 (median of 8, 7, 9 = 8)
4	9/29	A	9	–
5	10/6	B	10	–
6	10/13	C	11	one point from criterion

Sound Blending (criterion 12 of 15)

#	DATE	FORM	SCORE	NOTES
1	9/8	A	6	baseline 1
2	9/15	B	5	baseline 2
3	9/22	C	7	baseline 3 (median of 6, 5, 7 = 6)
4	9/29	A	8	–
5	10/6	B	9	–
6	10/13	C	10	two points from criterion

HOW TO READ THIS EXAMPLE

- ☐ Baseline for each skill is the median of the first three forms, not the average and not the best: isolation 8, 7, 9 gives a baseline of 8; blending 6, 5, 7 gives a baseline of 6.
- ☐ Both skills were probed on the same weekly rotation (Forms A, B, C, A...), so one visit produces one row on each table.
- ☐ Isolation is ahead of blending at week six (11 of 15 versus 10 of 15), which is why the team kept both goals active instead of dropping one.
- ☐ Six weeks is not enough to decide anything alone; the decision rule (three points on or above the aim line, or three below it) is read off each skill's own graph, not off a single visit.

THE PROGRESS REPORT SENTENCE THIS DATA PRODUCES

Theo is an invented first-grade student. On weekly probes, his phoneme isolation rose from a baseline of 8 of 15 in September to 11 of 15 by mid-October, and his sound blending rose from a baseline of 6 of 15 to 10 of 15 over the same six weeks. Both skills are trending toward the 12 of 15 criterion; phoneme segmentation has not yet been introduced. Every number in it is on the tables above; nothing is from memory.