

PHONICS PROGRESS MONITORING PROBES

Two phonics skills start to finish: silent e words and vowel teams, each with the goal page, a probe form and a data log with a graph scaled to the probe. Print and go.

SILENT E Silent e Words (CVCe) — Goal and Directions

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

Ten real silent-e words per form — cake, nine, hope — drawn from a 77-word bank covering all five long vowels. Sixty across the six forms, none on two forms. Give it after CVC words are solid and the student needs the e to change the vowel.

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

By [annual review date], when shown a list of 10 CVCe (silent e) words, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading 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: SILENT E, FORM A, PAGE 1)

Baseline: give Form A on three different days and take the middle score.

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?
BASILENE PROBE 1				
BASILENE PROBE 2				
BASILENE PROBE 3				
MEDIAN (THE BASILENE)				

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: "Read each word. Go across the row." Point to the first word.
- ☐ Correct the whole word within about 3 seconds. Reading the vowel short (ap for cape) is the error this probe exists to find, note it.

SILENT E Silent e Words (CVCe) — Form A

Read each word. Go across the row. Unlimited

NAME _____ DATE _____ FORM A unlimited - 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when shown a list of 10 CVCe (silent e) words, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading probes.

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

stone smile cake ride nine

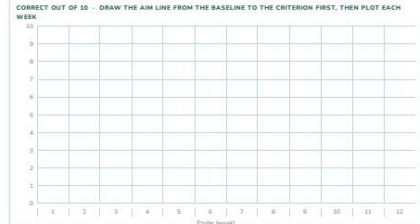
flute mute white tube side

SILENT E Silent e Words (CVCe) — 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)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

VOWEL TEAMS Vowel Teams — Goal and Directions

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

Ten words per form containing a vowel team — ai, ay, ee, ea, oa, ow, oo, ie, igh — from an 86-word bank. Sixty across the six forms, none on two forms. Both sounds of oo (moon and book) are in the bank on purpose.

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

By [annual review date], when shown a list of 10 words containing vowel teams, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading 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: VOWEL TEAMS, FORM A, PAGE 1)

Baseline: give Form A on three different days and take the middle score.

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?
BASILENE PROBE 1				
BASILENE PROBE 2				
BASILENE PROBE 3				
MEDIAN (THE BASILENE)				

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: "Read each word. Go across the row." Point to the first word.
- ☐ Correct the whole word within about 3 seconds. Note WHICH team the errors land on; that is the pattern worth reteaching.
- ☐ Unlimited: If the student stalls, say the word, mark it wrong, and point to the next one.

VOWEL TEAMS Vowel Teams — Form A

Read each word. Go across the row. Unlimited

NAME _____ DATE _____ FORM A unlimited - 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when shown a list of 10 words containing vowel teams, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading probes.

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

room sail paint sleep soon

blow team deep float hood

PROGRESS MONITORING How These Pages Work

Goal, baseline, weekly probe, graph, decision. The same six steps for both skills.

A progress monitoring goal needs a thing to count and a page to count it on. Each skill here has both: a goal written in the probe's own words, the probe that measures it, and the graph the decision is read from. Nothing has to be built.

- Baseline.** Give Form A on three different days. The middle score 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.** Every form is ten items and unlimited, so a score of 8 means the same thing every week.
- Log and plot the score the same day.** Draw the aim line first, from the baseline to the criterion at the goal date.
- Decide from the graph.** Three points in a row under the aim line: change the teaching this week and write the change on the log.
- Keep the conditions the same all year:** supports allowed, who gives it, where. Both probes here are unlimited and the goal pages say so.

The weekly routine, about five minutes

- ☐ Any day: give the probe one-to-one, unlimited. 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. Keep the goal page and the graph page for each student at the front of the data folder.
- ☐ Print the goal page once per student; it is where the baseline and the criterion live all year.

What these probes are not

- Not a norm-referenced test, and they carry no benchmark scores. The sample goals use invented criteria in brackets; your team sets the real ones from the baseline and the student's IEP. Both probes are unlimited and ten items long, so a score of 8 means the same on either one.

One form here, six in the paid file

- This free version has Form A of each skill. Repeating one form every week lets a student memorize the page, so a weekly goal needs forms to rotate. Each paid single has six forms drawn the same way, with no item on two forms, plus a casual summary for every student on that goal and a worked example.

FREE

10 Pages

2 Skills

Goal + Probe + Graph

Silent e Words (CVCe) – Goal and Directions

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Ten real silent-e words per form — cake, nine, hope — drawn from a 77-word bank covering all five long vowels. Sixty across the six forms, none on two forms. Give it after CVC words are solid and the student needs the e to change the vowel.

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

By [annual review date], when shown a list of 10 CVCe (silent e) words, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading 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: SILENT E, FORM A, PAGE 5)

Baseline: give Form A on three different 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

- ☐ Teacher holds a copy and marks on it; the student reads from a clean copy.
- ☐ Say: "Read each word. Go across the row." Point to the first word.
- ☐ Correct: the whole word within about 3 seconds. Reading the vowel short (cap for cape) is the error this probe exists to find; note it.
- ☐ 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)

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.....

.....

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

.....

.....

.....

Read each word. 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 CVCe (silent e) words, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded word reading probes.

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

stone

smile

cake

ride

nine

flute

mute

white

tube

side

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

Silent e Words (CVCe) – Data Log and Graph

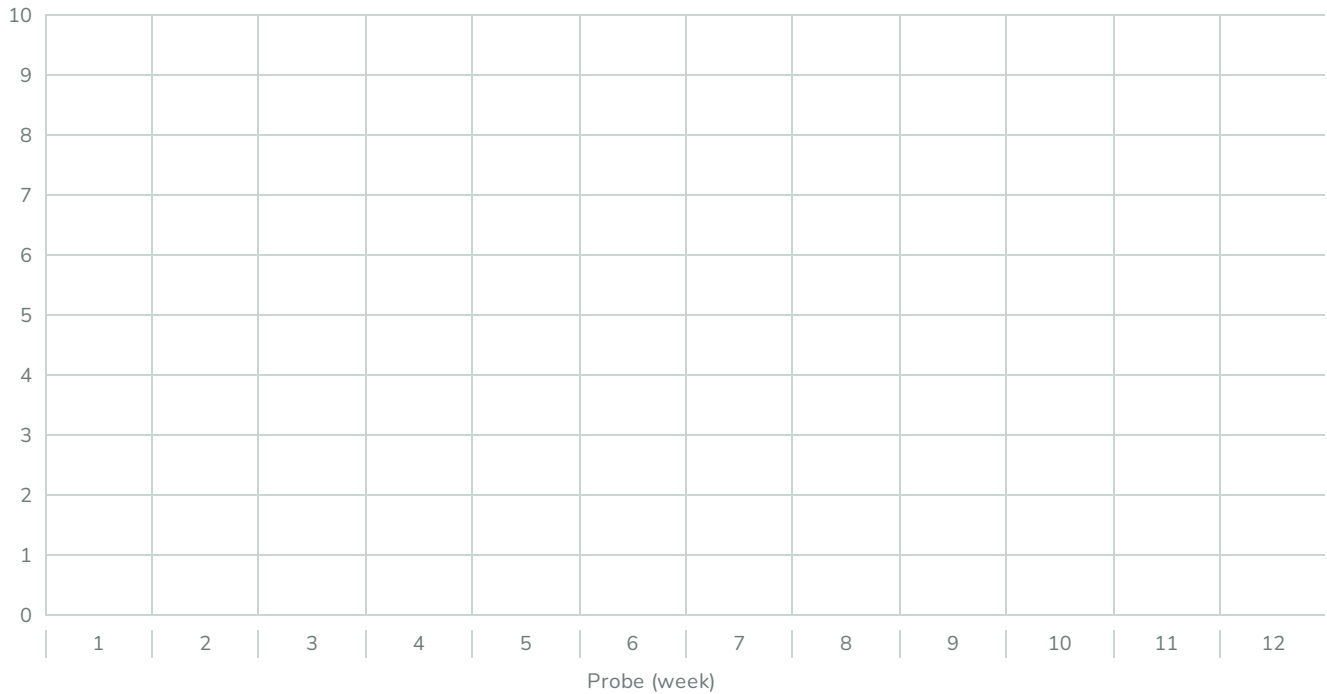
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STUDENT

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)