

Phonological Awareness Probes

SECTION 2 · EIGHTEEN FORMS, SIX SKILLS

PHONOLOGICAL AWARENESS PROBES

INITIAL SOUND Initial Sound Identification — Form A

TEACHER COPY: Say each word. The student says only its first sound. · Untimed.

NAME DATE FORM A untimed · 10 items

IEP GOAL THIS PROBE MEASURES
Sample: By [annual review date], when the teacher says 10 single-syllable words, [Student] will say the first sound of [9 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded first sound probes.
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

catnutjughogcop

mopbinlogkitnet

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

12345678910

Correct ____ / 10

First sounds correct. Self-corrections count as correct. Write the score on the data log the same day.

Phonological Awareness Progress Monitoring Probes | 6 Skills IEP Data Sheet

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BRIGHT PATH SPED

PHONOLOGICAL AWARENESS PROBES

Tracking Setup — All Six Skills

Baseline is the median of Forms A, B and C given on three different days; the full sample rules for each skill are on that skill's own form pages.

SAMPLE CRITERION	BASELINE (MEDIAN OF 3)	THIS STUDENT'S CRITERION	BY (DATE)	MET?
9 of 10				
of 10				
of 10				
f 10				
10				
10				

DOBE IN THIS FILE

If-corrections count as correct.

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

reads from the form and marks it; the student never sees the printed page.

this student (sounds, methods for counting syllables, the token used for word form.

GOAL (ONE SKILL)

ACTUAL SCORE	MET?

WHICH SKILLS ARE ACTIVE RIGHT NOW

#	SKILL	ACTIVE THIS MARKING PERIOD? (Y/N)	NOTES
1	Rhyme Recognition		
2	Word Segmentation		
3	Syllable Segmentation		
4	Initial Sound Identification		
5	Final Sound Identification		
6	Sound Blending		

Page 8 of 35

BRIGHT PATH SPED

What Is Inside, and Where

35 pages, six phonological awareness skills, start to finish: no norm-referenced score, no benchmark.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 The Continuum and the Goal

PAGES 6–8



**Binder Cover and
Divider Tabs**
SETUP

6



**The Six Skills,
Easiest to Hardest**
REFERENCE

7



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

8

02 Eighteen Forms, Six Skills

PAGES 10–27



**Rhyme
Recognition
(Forms A–C)**
RHYMING

10



**Word
Segmentation
(Forms A–C)**
WORD
SEGMENTATION

13



**Syllable
Segmentation
(Forms A–C)**
SYLLABLE
SEGMENTATION

16



**Initial Sound
Identification
(Forms A–C)**
INITIAL SOUND

19



**Final Sound
Identification
(Forms A–C)**
FINAL SOUND

22



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

25

03 Track, Report and Share

PAGES 29–34



**Weekly Data Log
— All Six Skills**
LOG

29



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

30



**Caseload
Summary —
Phonological
Awareness
Continuum**
ROSTER

31



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

32



**Progress Note
Phrase Bank**
REFERENCE

33



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

34

Reading the tags: **Setup** is typed once, before the first probe; **Reference** is a bank of language or a map to pull from; **Goal** is the sample and the baseline/criterion frame; each skill's own tag names that skill (a listed row is Form A — Forms B and C for the same skill follow immediately after it); **Log** is written in every week it is used; **Tracker** rolls several weeks onto one page; **Roster** puts a whole caseload on one grid; **Notes** is ready to send or read back to a family; **Example** is the worked, invented sample.



START HERE

Start Here — Three Steps

Two minutes of reading; the weekly routine takes about five, per active skill.



1

See the continuum, then baseline

Six skills, easiest to hardest, on page 7: rhyming, word segmentation, syllable segmentation, initial sound, final sound, and blending.

For the active skill, give Forms A, B and C on three different days; the middle score is the baseline (page 8).



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 ten items, untimed.

Score and log the same day on the weekly log (page 29); each skill gets its own column.



3

Track the whole continuum, then report

The six small graphs (page 30) 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 32) and phrase bank (page 33) turn the log into a note without a separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal page, the log, the caseload page and the graph are type-in; the eighteen probe forms print, too — only the name/date line and the goal box at the top of each are type-in, the ten 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 SIX SKILLS IN ONE FILE

Rhyme, First Sound and Phoneme Segmentation already sell as single-skill probes here. This file trades depth for breadth: three forms of all six skills on the continuum, so a team can screen and monitor the whole sequence from one purchase.

CONFIDENTIALITY, IN ONE PARAGRAPH

A filled-in log 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 log 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 six 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 Six Skills, Easiest to Hardest

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

The six skills below are ordered from the largest sound unit a student manipulates (a whole word inside a sentence) to the smallest (a single phoneme) — the order most phonological awareness curricula introduce them in. 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	Rhyme Recognition	Says whether two spoken words rhyme.	10–12
2	Word Segmentation	Marks one token for every word in a spoken sentence.	13–15
3	Syllable Segmentation	Claps, taps or counts the syllables in a spoken word.	16–18
4	Initial Sound Identification	Says only the first sound of a spoken word.	19–21
5	Final Sound Identification	Says only the last sound of a spoken word.	22–24
6	Sound Blending	Blends sounds said separately into one word.	25–27

WHICH SKILL FIRST

- ☐ One or two active skills at a time. A student probed on all six 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 below, rewrite the goal from that row's sample, not the other way round.

EVERY FORM IS A LISTENING TASK

All six 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 ten items, untimed, drawn so no item repeats across a skill's three forms.

WHAT COUNTS AS AN ERROR, ACROSS ALL SIX SKILLS

Silence past the wait time in the skill's own directions, 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 syllable count instead of a word count, a whole word instead of a blended sound. Write any variation your team accepts on the skill's own form, not here.

GOAL

Goal and Tracking Setup — All Six Skills

Baseline, criterion and target date for all six 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, directions and scoring rules for each skill are on that skill's own form pages.

#	SKILL	SAMPLE CRITERION	BASELINE (MEDIAN OF 3)	THIS STUDENT'S CRITERION	BY (DATE)	MET?
1	Rhyme Recognition	9 of 10				
2	Word Segmentation	8 of 10				
3	Syllable Segmentation	8 of 10				
4	Initial Sound Identification	9 of 10				
5	Final Sound Identification	9 of 10				
6	Sound Blending	8 of 10				

GIVING AND SCORING EVERY PROBE IN THIS FILE

- ☐ Untimed. Ten items a form. Self-corrections count as correct.
- ☐ 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.
- ☐ Every task is oral — the teacher reads from the form and marks it; the student never sees the printed page.
- ☐ Write the accepted variations for this student (sounds, methods for counting syllables, the token used for word segmentation) on the skill's own form.

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	Rhyme Recognition		
2	Word Segmentation		
3	Syllable Segmentation		
4	Initial Sound Identification		
5	Final Sound Identification		
6	Sound Blending		

RHYMING

Rhyme Recognition — Form A

TEACHER COPY. Say both words. The student says whether they rhyme. · Untimed.

NAME

DATE

FORM

A untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher says 10 pairs of words, [Student] will say correctly whether the words rhyme for [9 of 10] pairs on [3] consecutive weekly probes, as measured by teacher-recorded rhyme recognition probes.

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

log ○ man

bug ○ nest

rain ○ door

ten ○ cup

seat ○ meat

tail ○ mail

meat ○ plug

ride ○ side

bug ○ rug

bake ○ snake

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

1

2

3

4

5

6

7

8

9

10

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

Correct _____ / 10

INITIAL SOUND

Initial Sound Identification — Form A

TEACHER COPY. Say each word. The student says only its first sound. • Untimed.

NAME

DATE

FORM

A untimed • 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher says 10 single-syllable words, [Student] will say the first sound of [9 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded first sound probes.

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

cat

nut

jug

hog

cop

mop

bin

log

kit

net

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

1

2

3

4

5

6

7

8

9

10

First sounds correct. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10



TRACKER

Progress at a Glance — Six Skill Graphs

Six small graphs, one per skill. Plot the score out of 10 from that skill's own form.

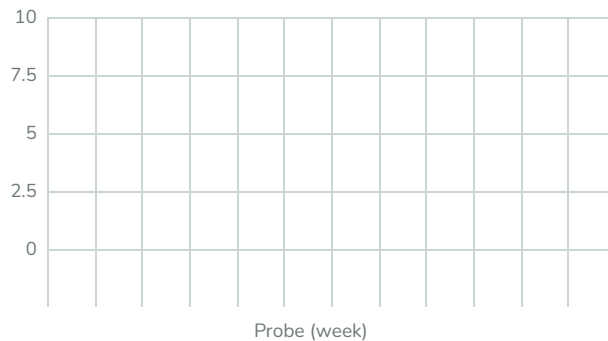
STUDENT

SKILL(S) ACTIVE

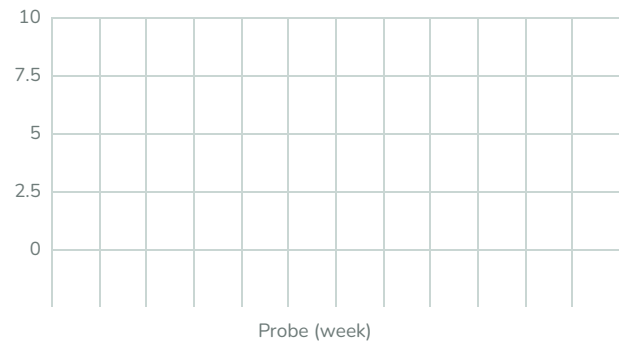
GOAL DATE

One small graph per skill, scored out of 10. 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. Rotate the forms and probe once a week per active skill; a flat line for a month across every active skill is worth a second look at whether the probe matches the way the skill is being taught.

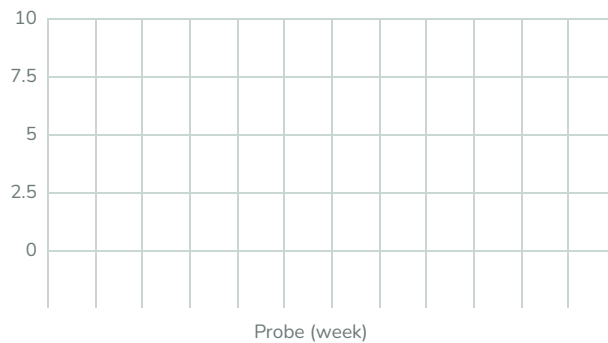
RHYME RECOGNITION



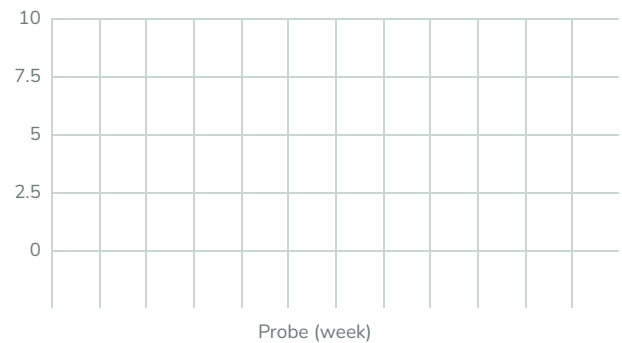
WORD SEGMENTATION



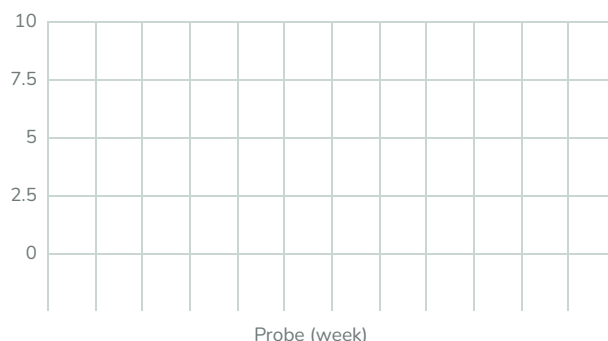
SYLLABLE SEGMENTATION



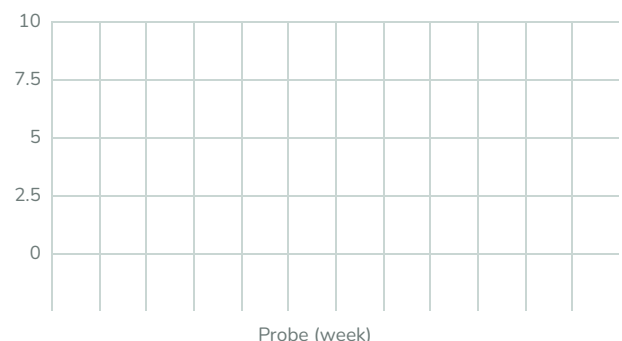
INITIAL SOUND IDENTIFICATION



FINAL SOUND IDENTIFICATION



SOUND BLENDING



 **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 log already has those.

STUDENT

WEEK OF

FROM (TEACHER)

SKILLS WE PRACTICED THIS WEEK (CHECK ANY THAT APPLY)

- ☐ Rhyme Recognition
- ☐ Word Segmentation
- ☐ Syllable Segmentation
- ☐ Initial Sound Identification
- ☐ Final Sound Identification
- ☐ Sound Blending

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

Maya is invented. Two of the six skills, six weekly probes each.

Maya is an invented kindergarten student, used to show how the log and the graphs work. Two of the six skills are shown here; the same layout carries any of the other four.

Rhyme Recognition (criterion 9 of 10)

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

Initial Sound Identification (criterion 9 of 10)

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

HOW TO READ THIS EXAMPLE

- ☐ Baseline for each skill is the median of the first three forms, not the average and not the best: rhyme 5, 4, 6 gives a baseline of 5; initial sound 4, 5, 3 gives a baseline of 4.
- ☐ Both skills were probed on the same weekly rotation (Forms A, B, C, A...), so one visit produces one row on each table.
- ☐ Both trends are rising toward the same 9 of 10 criterion; rhyme is one point ahead of initial sound at week six, 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

Maya is an invented kindergarten student. On weekly probes, her rhyme recognition rose from a baseline of 5 of 10 in September to 8 of 10 by mid-October, and her initial sound identification rose from a baseline of 4 of 10 to 7 of 10 over the same six weeks. Both skills are trending toward the 9 of 10 criterion. Every number in it is on the tables above; nothing is from memory.