

One skill, start to finish: the IEP goal, four timed pre-primer passages, and a graph scaled to words correct per minute. No digraph or blend in any of them. Fillable PDF.

EXAMPLE

A Filled-In Data Log (Invented Student)

Leo is invented. Twelve weekly probes, WCPM and accuracy climbing together, a probe that reached WCPM but not accuracy, and the criterion met on the eleventh.

The goal, as written for Leo, a first grade (invented)

By March 31, when given a pre-primer connected-text passage of about 40 words read aloud, Leo will read 30 words correct per minute with at least 90 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered Pre-Primer Fluency probes *Forms A-D*, page 6).

#	DATE	FORM	WORDS	TIME (SEC)	ERRORS	CORRECT	WCPM	ACCURACY %	NOTES
1	5/8	A	42	105	11	31	18	74	baseline
2	9/10	B	41	95	9	32	20	78	
3	9/15	C	42	100	9	33	20	79	baseline (median of 18, 20, 20 = 20)
4	9/17	D	41	90	9	32	21	79	~
5	9/22	A	42	85	7	35	26	83	~
6	9/24	B	41	80	8	33	25	80	~
7	9/29	C	42	78	5	37	28	88	~
8	10/1	D	41	72	5	36	30	88	~
9	10/6	A	42	68	3	39	34	93	criterion met, 1 of 3
10	10/8	B	41	62	2	39	38	95	criterion met, 2 of 3
11	10/13	C	42	58	1	41	42	98	criterion met, 3 of 3
12	10/15	D	41	55	1	40	44	98	criterion sustained

How to read the log

- ☐ Baseline was the median of three probes on three days: 18, 20, 20 WCPM, so 20. Not the average, not the best.
- ☐ Section 8 [8/21] allowed three probes to accuracy was 88 percent, one point under the 90 percent line, so 89 percent — both numbers have to clear together, which is why the goal names both.
- ☐ Criterion [90 WCPM at 90 percent accuracy] was met on sections 9, 10 and 11 [34, 38, 42 WCPM at 93, 95, 98 percent] — three in a row — and sustained on session 12.
- ☐ Errors dropped from double digits on the first four probes to 1 by the eleventh; that steady drop, not a single good

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

- 1 **Read the scoring guide once** (page 5) 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 4. 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**, not a fixed one-minute window — a pre-primer passage is short, so WCPM is calculated from words correct and the actual time elapsed, which keeps the number comparable even though the four passages are not exactly the same length.
- 6 **Log, plot and code the errors** the same day: the raw numbers go on the data log (page 11) and the WCPM is plotted on the graph there; the error pattern goes on the error analysis log (page 10).

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 pre-primer passage takes well under a minute to read.
- ☐ Same day: score it (page 5), log the five numbers (page 11), code the errors (page 10), 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 connected text, not a word list

The store’s sight-word and CVC probes measure single words, untimed. This probe measures a short passage, timed, because reading connected text calls on something a word list does not: carrying meaning across several words in a row. It is the step between naming letters and sounds and reading a full sight-word or decoding probe.

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

The student reads one of four equivalent pre-primer passages (30 to 50 words of short-vowel CVC/CVCe words and a short list of memorized sight words, no digraph and no blend in any of them) 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 pre-primer connected-text passage of about [40] words read aloud, [Student] will read [20] words correct per minute with at least [90] percent accuracy on [3] consecutive weekly probes, as measured by teacher-administered Pre-Primer Fluency probes (forms A–D, page 6).

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 (PRE-PRIMER FLUENCY PROBES, FORMS A–D, PAGE 6)

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

BASILINE PROBE 1	BASILINE PROBE 2	BASILINE 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 41-word form and a 42-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 42-word pre-primer passage, timed · scored by the adult, not the student.

STUDENT

DATE

FORM

STOP RULE (YOUR TEAM'S, IF ANY)

A timed · 42 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).

Look at Sam. Sam has a big dog. A dog can run.
 Sam can run. I see Sam run. I see his dog run.
 Sam can hop. His dog can hop. Sam has a bike.
 Sam is fun. His dog is fun.

42 words — a beginning reader may not finish the whole passage in one minute; time to the end, or to 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 (= 42 -
ERRORS)

WCPM (CORRECT ÷
SECONDS × 60)

ACCURACY % (CORRECT
÷ 42)

Write all five numbers on the data log (page 11) 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 stops on the first line most sessions may not be ready for connected text yet; note it here and drop back to the sight-word or letter 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 11) next to the score.

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 11) answers “is the number going up.” This page answers “what is still going wrong.” A student whose WCPM is climbing while the same two or three words keep drawing an S is a different teaching problem from one whose errors are scattered — the total on page 11 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

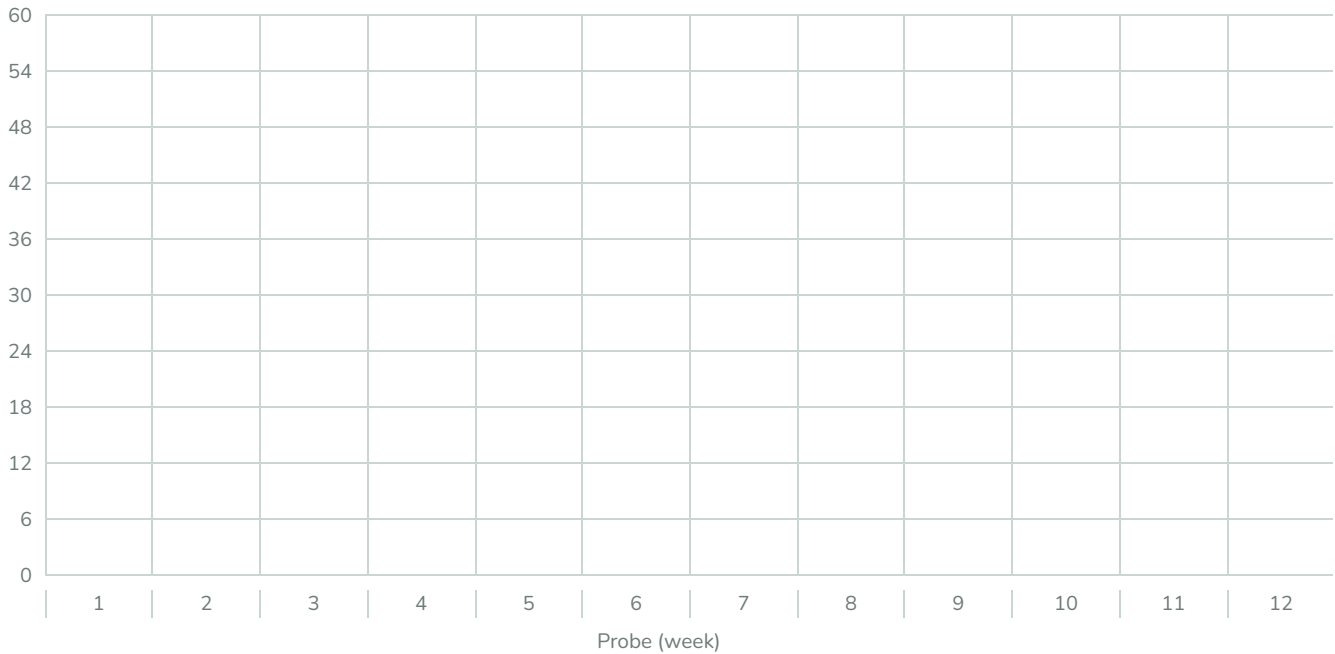
One row per probe. Plot the WCPM number; three points in a row under the aim line is a decision, not a feeling.

STUDENT

CRITERION / AIM (WCPM)

GOAL DATE

WORDS CORRECT PER MINUTE (WCPM), 0 TO 60 · 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

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How to read the log

- ☐ Baseline was the median of three forms on three days: 18, 20, 20 WCPM, so 20. Not the average, not the best.
- ☐ Session 8 (10/1) already reached 30 WCPM but accuracy was 88 percent, one point under the 90 percent line, so it does not count — both numbers have to clear together, which is why the goal names both.
- ☐ Criterion (30 WCPM at 90 percent accuracy) was met on sessions 9, 10 and 11 (34, 38, 42 WCPM at 93, 95, 98 percent) — three in a row — and sustained on session 12.
- ☐ 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 10) would show as fewer S and H codes each week.

The progress report sentence this log produces

“On weekly timed pre-primer fluency probes, Leo read 18 words correct per minute at 74 percent accuracy at baseline in September and 42 to 44 words correct per minute at 98 to 98 percent accuracy on the two most recent probes in October. Progress is sufficient; the goal of 30 WCPM at 90 percent accuracy on three consecutive probes was met on 10/13.” Every number in it is on the log above; nothing is from memory.