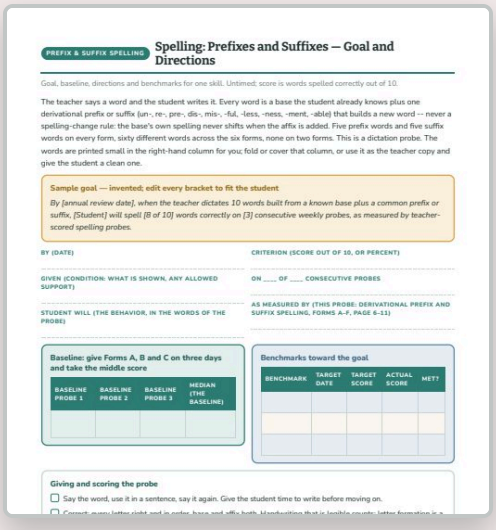
SPECIAL EDUCATION

EDITABLE

PREFIX & SUFFIX SPELLING DICTATION

One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.


PREFIX & SUFFIX SPELLING

Spelling: Prefixes and Suffixes — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is words spelled correctly out of 10.

The teacher says a word and the student writes it. Every word is a base the student already knows plus one derivational prefix or suffix (un-, re-, pre-, dis-, mis-, -ful, -less, -ness, -ment, -able) that builds a new word -- never a spelling-change rule: the base's own spelling never shifts when the affix is added. Five prefix words and five suffix words on every form, sixty different words across the six forms, none on two forms. This is a dictation probe. The words are printed small in the right-hand column for you; fold or cover that column, or use it as the teacher copy and give the student a clean one.

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

By [annual review date], when the teacher dictates 10 words built from a known base plus a common prefix or suffix, [Student] will spell [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-scored spelling 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: DERIVATIONAL PREFIX AND SUFFIX SPELLING, FORMS A–F, PAGE 6–11)

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

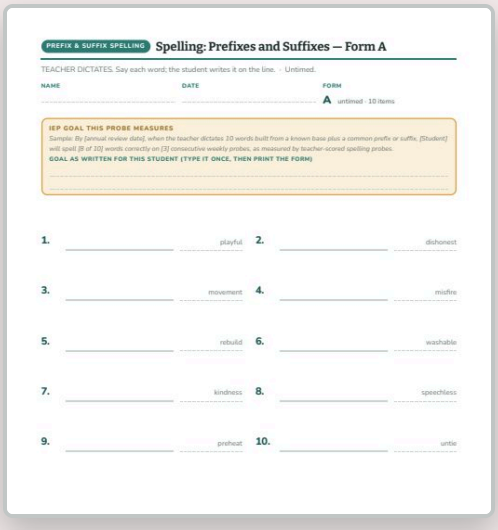
BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say the word, use it in a sentence, say it again. Give the student time to write before moving on.
- ☐ Correct every letter right and in order, base and affix both. Mark anything that is legible enough; letter formation is a


PREFIX & SUFFIX SPELLING

Spelling: Prefixes and Suffixes — Form A

TEACHER DICTATES. Say each word; the student writes it on the line. · Untimed.

NAME

DATE

FORM A untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher dictates 10 words built from a known base plus a common prefix or suffix, [Student] will spell [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-scored spelling probes.

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

1. _____ playful
2. _____ dishonest
3. _____ movement
4. _____ misfire
5. _____ rebuild
6. _____ washable
7. _____ kindness
8. _____ speechless
9. _____ preheat
10. _____ untie


PREFIX & SUFFIX SPELLING

Spelling: Prefixes and Suffixes — 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

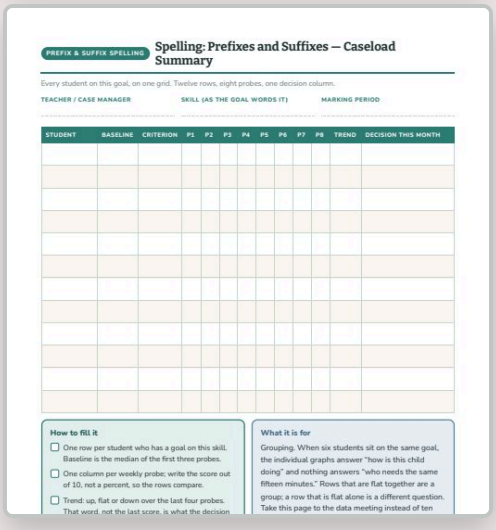
CRITERION / AIM

GOAL DATE

CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK

Probe (week)

#	DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHED)


PREFIX & SUFFIX SPELLING

Spelling: Prefixes and Suffixes — Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

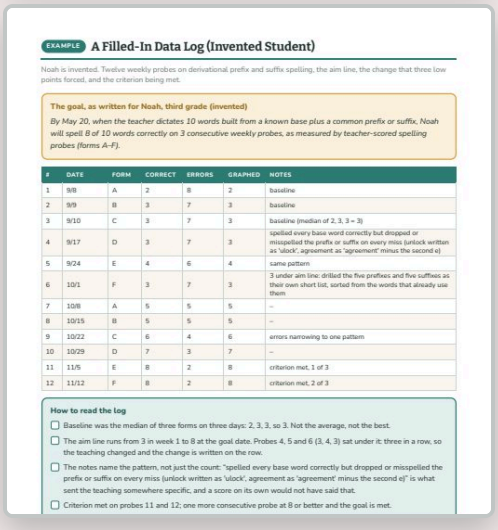
STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

How to fill it

- ☐ One row per student who has a goal on this skill. Baseline is the median of the first three probes.
- ☐ One column per weekly probe; write the score out of 10, not a percent, so the rows compare.
- ☐ Trend: up, flat or down over the last four probes. That word, not the last score, is what the decision

What it is for

Grouping. When six students sit on the same goal, the individual graphs answer "how is this child doing" and nothing answers "who needs the same fifteen minutes." Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of ten


EXAMPLE

A Filled-In Data Log (Invented Student)

Noah is invented. Twelve weekly probes on derivational prefix and suffix spelling, the aim line, the change that three low points forced, and the criterion being met.

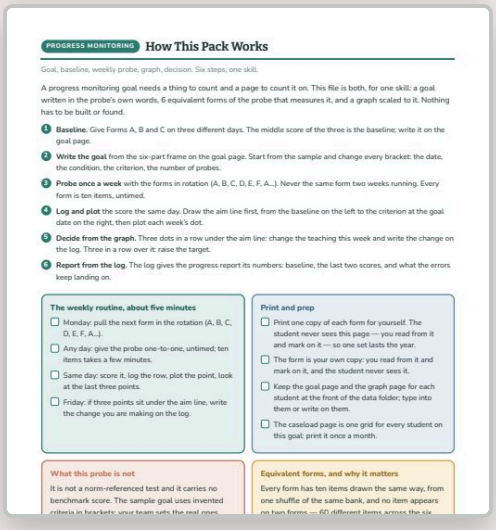
The goal, as written for Noah, third grade (invented)

By May 20, when the teacher dictates 10 words built from a known base plus a common prefix or suffix, Noah will spell 8 of 10 words correctly on 3 consecutive weekly probes, as measured by teacher-scored spelling probes (forms A–F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	2	8	2	baseline
2	9/9	B	3	7	3	baseline
3	9/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	spelled every base word correctly but dropped or misspelled the prefix or suffix on every miss (unlock written as 'ulock', agreement as 'agreement' minus the second e)
5	9/24	E	4	6	4	same pattern
6	10/1	F	3	7	3	3 under aim line: drilled the five prefixes and five suffixes as their own short list, sorted from the words that already use them
7	10/8	A	5	5	5	–
8	10/15	B	5	5	5	–
9	10/22	C	6	4	6	errors narrowing to one pattern
10	10/29	D	7	3	7	–
11	11/5	E	8	2	8	criterion met, 1 of 3
12	11/12	F	8	2	8	criterion met, 2 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 2, 3, 3, so 3. Not the average, not the best.
- ☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 4, 3) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ The notes name the pattern, not just the count: "spelled every base word correctly but dropped or misspelled the prefix or suffix on every miss (unlock written as 'ulock', agreement as 'agreement' minus the second e)" is what sent the teaching somewhere specific, and a score on its own would not have said that.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met.


PROGRESS MONITORING

How This Pack Works

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

A progress monitoring goal needs a thing to count and a page to count it on. This file is both, for one skill: a goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or found.

1. **Baseline.** Give Forms A, B and C on three different days. The middle score of the three is the baseline; write it on the goal page.
2. **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.
3. **Probe once a week** with the forms in rotation (A, B, C, D, E, F, A...). Never the same form two weeks running. Every form is ten items, untimed.
4. **Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right, then plot each week's dot.
5. **Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
6. **Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and what the errors keep landing on.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A...).
- ☐ Any day: give the probe one-to-one, untimed; 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

- ☐ Print one copy of each form for yourself. The student never sees this page — you read from it and mark on it — so one set lasts the year.
- ☐ The form is your own copy: you read from it and mark on it, and the student never sees it.
- ☐ Keep the goal page and the graph page 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 this goal: print it once a month.

What this probe is not

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented criteria in brackets; your team sets the real ones

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six

Fillable PDF | 16 Pages | Six Probe Forms | Goal + Graph

BRIGHT PATH SPED

PROGRESS MONITORING

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Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

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- [ ] Any day: give the probe one-to-one, untimed; 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

- [ ] Print one copy of each form for yourself. The student never sees this page — you read from it and mark on it — so one set lasts the year.
- [ ] The form is your own copy: you read from it and mark on it, and the student never sees it.
- [ ] Keep the goal page and the graph page 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 this goal: print it once a month.

What this probe is not

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented criteria in brackets; your team sets the real ones from the baseline and the student's IEP. Every form is untimed and ten items long, so a score of 8 means the same thing on every form, and a student is never scored on speed.

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six forms. A score on one form means the same as a score on another, so the line on the graph is the student, not the paper. Rotate the forms and the page cannot be memorized.

PREFIX & SUFFIX SPELLING

Spelling: Prefixes and Suffixes — Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is words spelled correctly out of 10.

The teacher says a word and the student writes it. Every word is a base plus one derivational prefix or suffix (un-, re-, pre-, dis-, mis-, -ful, -less, -ness, -ment, -able); the base's own spelling never shifts. Five prefix and five suffix words per form, sixty across six forms, none repeated.

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

By [annual review date], when the teacher dictates 10 words built from a known base plus a common prefix or suffix, [Student] will spell [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-scored spelling 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: DERIVATIONAL PREFIX AND SUFFIX SPELLING, FORMS A–F, PAGE 6–11)

Baseline: give Forms A, B and C on three 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

- [ ] Say the word, use it in a sentence, say it again. Give time to write before moving on.
- [ ] Correct: every letter right and in order, base and affix both. Legible counts; formation is a different goal.
- [ ] Split a miss two ways: base spelled wrong, or affix spelled wrong or left off -- two different lessons.
- [ ] Untimed. Read the list at the student's pace, not yours.

Scoring rules for this student (accepted answers, reversals, supports allowed)

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

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PREFIX & SUFFIX SPELLING

Spelling: Prefixes and Suffixes — Form A

TEACHER DICTATES. Say each word; the student writes it on the line. · Untimed.

NAME _____ DATE _____ FORM **A** untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher dictates 10 words built from a known base plus a common prefix or suffix, [Student] will spell [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-scored spelling probes.

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

1.	_____	playful	**2.**	_____	dishonest
3.	_____	movement	**4.**	_____	misfire
5.	_____	rebuild	**6.**	_____	washable
7.	_____	kindness	**8.**	_____	speechless
9.	_____	preheat	**10.**	_____	untie

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

1	2	3	4	5	6	7	8	9	10

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

Correct _____ / 10

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PREFIX & SUFFIX SPELLING

Spelling: Prefixes and Suffixes — Form B

TEACHER DICTATES. Say each word; the student writes it on the line. · Untimed.

NAME _____ DATE _____ FORM **B** untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher dictates 10 words built from a known base plus a common prefix or suffix, [Student] will spell [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-scored spelling probes.

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

_____

_____

1.	_____	preview	**2.**	_____	teachable
3.	_____	unkind	**4.**	_____	rewrite
5.	_____	painless	**6.**	_____	weakness
7.	_____	forgetful	**8.**	_____	enjoyment
9.	_____	mislead	**10.**	_____	distrust

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

1	2	3	4	5	6	7	8	9	10

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

Correct _____ / 10

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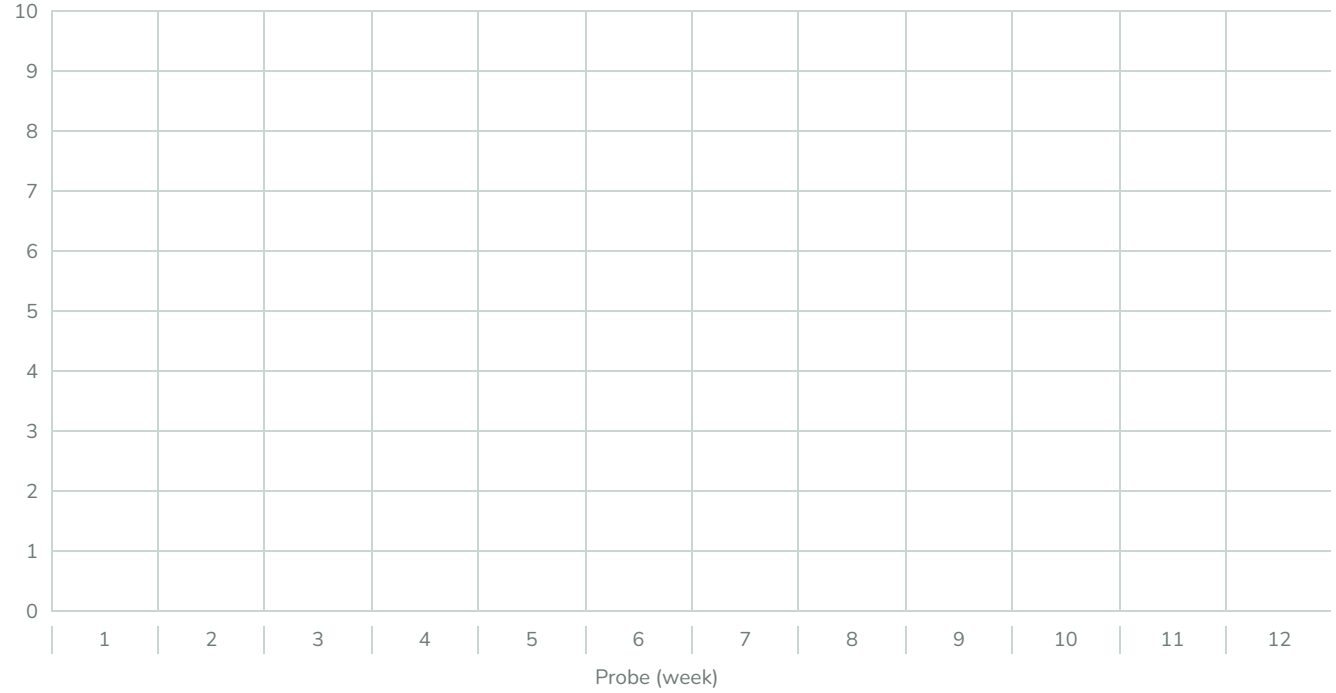
PREFIX & SUFFIX SPELLING

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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 RETEACHED)

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PREFIX & SUFFIX SPELLING

Spelling: Prefixes and Suffixes — Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

STUDENT	BASELINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

How to fill it

- ☐ One row per student who has a goal on this skill. Baseline is the median of the first three probes.
- ☐ One column per weekly probe; write the score out of 10, not a percent, so the rows compare.
- ☐ Trend: up, flat or down over the last four probes. That word, not the last score, is what the decision follows.
- ☐ Decision: keep going, change the teaching, or raise the target. A blank decision on a flat row is the thing this page exists to catch.

What it is for

Grouping. When six students sit on the same goal, the individual graphs answer “how is this child doing” and nothing answers “who needs the same fifteen minutes.” Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of ten folders.

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EXAMPLE A Filled-In Data Log (Invented Student)

Noah is invented. Twelve weekly probes on derivational prefix and suffix spelling, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Noah, third grade (invented)

By May 20, when the teacher dictates 10 words built from a known base plus a common prefix or suffix, Noah will spell 8 of 10 words correctly on 3 consecutive weekly probes, as measured by teacher-scored spelling probes (forms A–F).

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2	9/9	B	3	7	3	baseline
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5	9/24	E	4	6	4	same pattern
6	10/1	F	3	7	3	3 under aim line: drilled the five prefixes and five suffixes as a short list, sorted from words that already use them
7	10/8	A	5	5	5	–
8	10/15	B	5	5	5	–
9	10/22	C	6	4	6	errors narrowing to one pattern
10	10/29	D	7	3	7	–
11	11/5	E	8	2	8	criterion met, 1 of 3
12	11/12	F	8	2	8	criterion met, 2 of 3

How to read the log

- [ ] Baseline was the median of three forms on three days: 2, 3, 3, so 3. Not the average, not the best.
- [ ] The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 4, 3) sat under it: three in a row, so the teaching changed and the change is written on the row.
- [ ] The notes name the pattern, not just the count: “spelled every base word correctly but dropped or misspelled the prefix or suffix on every miss (unlock written as 'ulock', agreement written as 'agreemant')” is what sent the teaching somewhere specific, and a score on its own would not have said that.
- [ ] Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met.

The progress report sentence this log produces

“On weekly derivational prefix and suffix spelling probes (10 items, untimed), Noah scored 3 of 10 at baseline in September and 8 of 10 on each of the two most recent probes in November. Progress is sufficient to meet the goal of 8 of 10 on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.

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