

SECTION 2 • TAKE THE DATA

PREF PRE-ACADEMIC DATA

CHILD

EXAMINER

MATERIALS USED (WRITE IN)

Counting and One-to-One Correspondence Probe

EXAMINER

DATE / SETTING (CODE)

E TRIAL

ne-to-one correspondence is matching a spoken count to a real, one without the other, so this page never averages them into a single onto the tracker (page 18).

Page 13 of 24

+ BRIGHT PATH SPED

• BRIGHT PATH SPEED

SESSION SUMMARY

ITEMS THAT NEEDED A SECOND PRESENTATION

**MATERIALS
SWAPPED IN, IF
ANY**

Page 14 of 24

★ BRIGHT PATH SPED

PreK Pre-Academic Skills Progress Monitoring Data Sheets

What Is Inside, and Where

24 pages: three sections, a worked example and a back page. Nothing here states an age, a milestone, or a readiness judgment; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE **4**

01 Set Up the Caseload

PAGES 6–8



**Code Key:
Recording Marks
and Observation
Conditions**
SETUP **6**



**Pre-Academic
Skills Caseload
Roster**
ROSTER **7**



**Binder Cover and
Divider Tabs**
SETUP **8**

02 Take the Data

PAGES 10–16



**Letter Name and
Sound Recognition
Probe**
DATA **10**



**Print Awareness
and Rhyming /
Syllable
Awareness
Checklist**
CHECKLIST **11**



**Name Writing and
Pre-Writing Marks
Checklist**
CHECKLIST **12**



**Rote Counting and
One-to-One
Correspondence
Probe**
DATA **13**



**Shape, Color and
Matching Sort
Probe**
DATA **14**



**Comparing
Quantities and
Simple Pattern
Probe**
DATA **15**



**Paraprofessional
and Family
Observation Form**
DATA **16**

03 Track, Report and Share

PAGES 18–23



**Cumulative Skill
Tracker**
TRACKER **18**



Progress Graph
TRACKER **19**



**Quarterly
Progress
Summary**
REPORTING **20**



**Family Update —
Pre-Academic
Skills**
NOTES **21**



**Progress Note
Phrase Bank**
REFERENCE **22**



**A Session of Data,
Filled In**
EXAMPLE **23**

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the probe marks themselves are faster with a pen.



1

Set up once

Define the recording marks and observation conditions (page 6) as a team before the first probe, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Probe and log every session

Run the sheet that matches the goal's wording (pages 10–15), marking what the child actually said or did before deciding whether it matched.

The paraprofessional/family form is the quick version for a day the case manager is not the one in the room.



3

Roll up and share

Copy the score onto the tracker (page 18) the same day, and plot the graph (page 19) once a week.

The family update (page 21) and the phrase bank (page 22) are ready to use as soon as a session of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a probe against a published norm or compute a percent for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **Preschool and Early Childhood Progress Monitoring Data Sheets Editable** — that file covers communication, fine and gross motor, self-care and adaptive, and social-emotional and play skills. This file is the pre-academic companion: letter name and sound recognition, print awareness, rhyming and syllable awareness, name writing, rote counting, one-to-one correspondence, shape/color sorting and matching, comparing quantities, and simple patterns. Use this one when the goal or the skill you are watching is an early literacy or early numeracy readiness skill, not a communication, motor, self-care or social-emotional one.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark says only whether the child's recorded answer matched a plain, pre-agreed fact — never a score against a published norm or a readiness judgment. Nothing states an age or a milestone; the team writes every criterion in, from the IEP or its own judgment.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the sheets; the tracker only needs the totals.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

02

Take the Data

Six pre-academic skill sheets in one file — letter name and sound recognition, print awareness and rhyming/syllable awareness, name writing and pre-writing marks, rote counting and one-to-one correspondence, shape/color sorting and matching, and comparing quantities and simple patterns — plus a simplified form for the paraprofessional or the family.

IN THIS SECTION

Letter Name and Sound Recognition Probe	10
Print Awareness and Rhyming / Syllable Awareness Checklist	11
Name Writing and Pre-Writing Marks Checklist	12
Rote Counting and One-to-One Correspondence Probe	13
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DATA

Letter Name and Sound Recognition Probe

Show each letter clearly, once, and ask for the name or the sound as marked below. Record the child's actual answer before marking it — the mark only says whether that answer matched the letter actually shown.

CHILD

EXAMINER

DATE / SETTING (CODE)

LETTERS USED THIS PROBE (A WORKING BANK — SWAP IN YOUR OWN)

B (name) · b (sound) · T (name) · t (sound) · S (name) · s (sound) · A (name) · a (sound) · F (name) · f (sound) · M (name) · m (sound) · O (name) · o (sound) · P (name) · p (sound)

#	LETTER SHOWN	ASKED FOR	CORRECT ANSWER	CHILD'S ANSWER (WRITE IT)	MARK
1	B	Name	B		
2	b	Sound	/b/		
3	T	Name	T		
4	t	Sound	/t/		
5	S	Name	S		
6	s	Sound	/s/		
7	A	Name	A		
8	a	Sound	short a, as in "apple"		
9	F	Name	F		
10	f	Sound	/f/		
11	M	Name	M		
12	m	Sound	/m/		
13	O	Name	O		
14	o	Sound	short o, as in "octopus"		
15	P	Name	P		
16	p	Sound	/p/		

THIS PAGE RECORDS A RESPONSE, NOT A FINDING

Write the child's actual answer first, in their own words, before marking it. "Correct answer" is filled in ahead of time for each letter above; for a letter you swap in yourself, write the name and the sound before the session. Copy the total onto the tracker (page 18) when the probe is done.

DATA

Shape, Color and Matching Sort Probe

Present each item or instruction below, or swap in your own materials. The correct answer is filled in ahead of time; record what the child actually said or did before marking it.

CHILD

EXAMINER

MATERIALS USED (WRITE IN)

#	ITEM OR INSTRUCTION PRESENTED	TASK	CORRECT ANSWER	CHILD'S ANSWER	MARK
1	circle	Name the shape	circle		
2	square	Name the shape	square		
3	triangle	Name the shape	triangle		
4	rectangle	Name the shape	rectangle		
5	red block	Name the color	red		
6	blue block	Name the color	blue		
7	yellow block	Name the color	yellow		
8	green block	Name the color	green		
9	Sort a mixed set: red, blue, red, blue, red	Group the matching colors	2 groups: reds together, blues together		
10	Sort a mixed set: circle, square, circle, square	Group the matching shapes	2 groups: circles together, squares together		
11	Find the other red block in a mixed set	Find the match	the other red block		
12	Find the other circle in a mixed set	Find the match	the other circle		
13	big block	Name the size	big		
14	small block	Name the size	small		
15	Match a picture card to the real object it shows	Find the match	the matching real object		
16	Sort a mixed set by size: big, small, big, small	Group the matching sizes	2 groups: big together, small together		

NAMING, SORTING, AND MATCHING ARE RECORDED ON THE SAME PAGE

The first ten rows check naming a shape, color, or size one at a time; the last six check sorting a mixed set, matching a picture to a real object, or finding a match. Swap in your own materials in the same patterns. Copy the total onto the tracker (page 18) when the probe is done.

SESSION SUMMARY

TOTAL CORRECT
THIS SESSION
(OUT OF 16)

ITEMS THAT
NEEDED A
SECOND
PRESENTATION

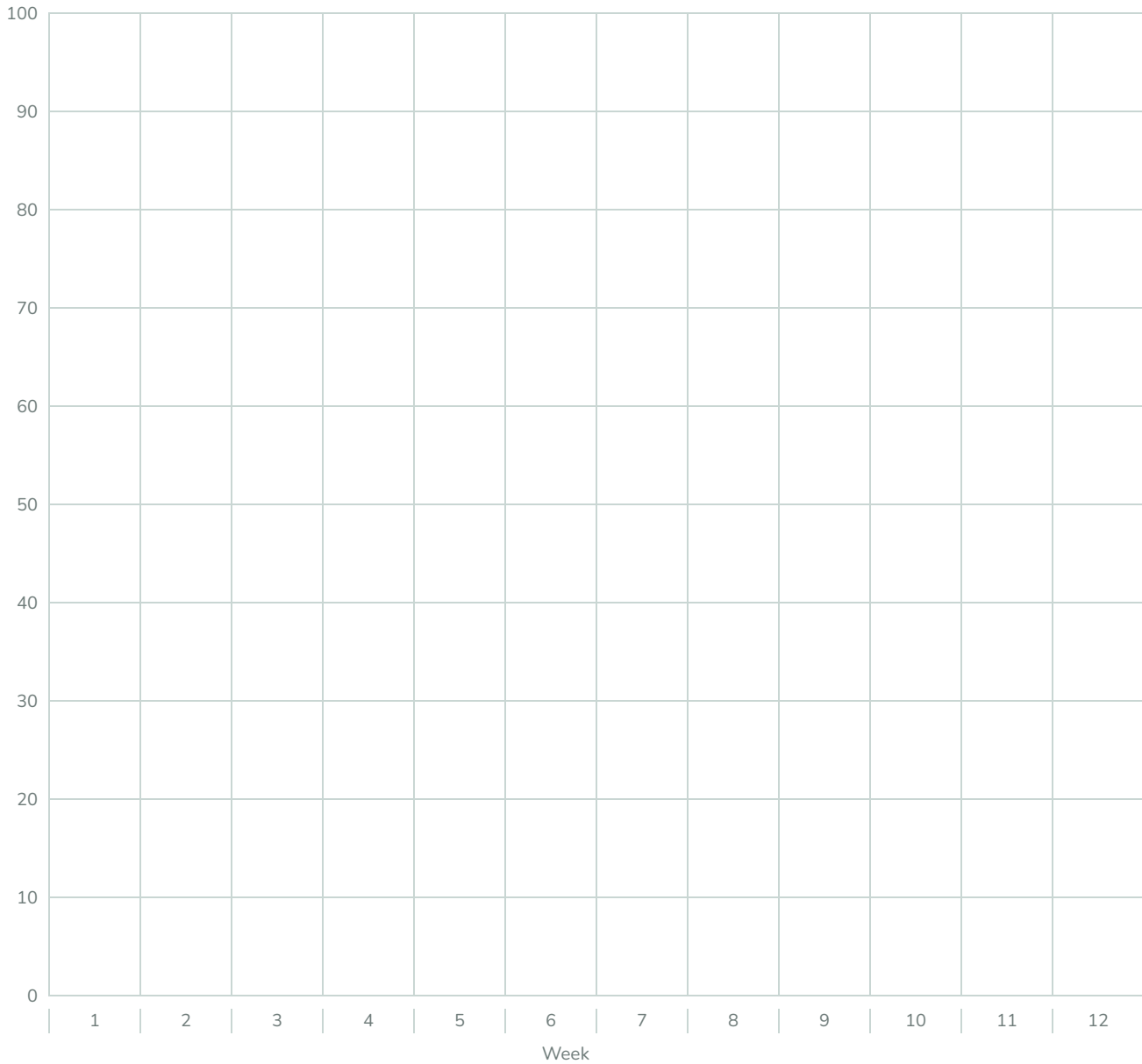
MATERIALS
SWAPPED IN, IF
ANY

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM
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SCORE ON THE TRACKED PRE-ACADEMIC SKILL — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing accuracy. Three points flat or falling in a row: check the sheet for that skill (pages 10–15) for what changed.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

LETTER RECOGNITION PROBE (PAGE 10) — JORDAN, INVENTED PREK CHILD

LETTER	ASKED	CHILD SAID	MARK
B	Name	"B"	+
b	Sound	"/b/"	+
A	Name	"A"	+
a	Sound	"/a/" → "apple"	SC
M	Name	"W"	-
m	Sound	(no answer given)	NR

3 of 6 items marked correct (+); one self-corrected, one incorrect, one with no response.

ONE-TO-ONE CORRESPONDENCE TRIAL (PAGE 13)

OBJECTS SET OUT	CHILD'S TOTAL	MATCH
3	3	Y
5	5	Y
8	7	N
10	10	Y

3 of 4 set sizes matched exactly; the set of 8 was counted as 7.

SHAPE SORT PROBE, FIRST FOUR ROWS (PAGE 14)

ITEM	TASK	FACT	CHILD SAID	MARK
circle	Name the shape	circle	"circle"	+
square	Name the shape	square	"square"	+
triangle	Name the shape	triangle	"square"	-
rectangle	Name the shape	rectangle	(no answer given)	NR

2 of 4 shapes named correctly; one named as a different shape, one not attempted.

THE DECISION, WRITTEN ON THE TRACKER (PAGE 18)

Letters: 3 of 6 this session, up from a lower score two sessions ago on the tracker — the team continues at the current set and adds two new letters next probe. **Counting:** one-to-one correspondence holds through a set of 5 and is inconsistent at 8; next session repeats a set of 7–8 before adding a larger set. **Shapes:** circle and square are consistent; triangle is not yet, so triangle stays on the plan rather than moving to rectangle alone.

RHYME/SYLLABLE PROBE EXCERPT (PAGE 11)

ITEM	TASK	FACT	CHILD SAID	MARK
cat / hat	Rhyme? (yes/no)	Yes	"yes"	+
dog / sun	Rhyme? (yes/no)	No	"yes"	-
apple	Syllables? (clap and count)	2	"2"	+
butterfly	Syllables? (clap and count)	3	"2"	-

2 of 4 items correct: the rhyme pair "dog / sun" was called a rhyme, and "butterfly" was clapped as 2 syllables instead of 3.

WHAT THIS SESSION ADDS TO THE QUARTERLY SUMMARY (PAGE 20)

Each of the four sheets above contributes one row: the baseline column already on the quarterly summary stays the same, and today's scores become the new "current" entry for letters, one-to-one correspondence, shapes, and rhyme/syllable awareness. No sheet here changes a report sentence on its own; the case manager still writes that sentence.