

PROGRESS MONITORING PROBES

Two IEP skills start to finish: CVC word reading and addition within 10, each with the goal page, a probe form and a data log with a graph scaled to the probe. Print and go.

READING 3 CVC Word Reading – Goal and Directions

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

Ten real consonant-vowel-consonant words, two with each short vowel, in random order; no word repeats across the three forms. Blending is accepted as long as the whole word is produced; the goal decides whether the word must be read as a unit.

Sample goal — Invented; edit every bracket to fit the student.
By [annual review date], when shown a list of 10 CVC words with mixed short vowels, [Student] will read [8 of 10] words correctly on [2] consecutive weekly probes, as measured by teacher-recorded CVC word probes.

BY (DATE) _____ CRITERION (SCORE OUT OF 10, OR PERCENT) _____
ON ____ OF ____ CONSECUTIVE PROBES

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT) _____
AS MEASURED BY (THIS PROBE: CVC WORDS, FORM A, PAGE 3)

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBE) _____

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	NOTE

Giving and scoring the probe

- ☐ Say: "Read each word. If you get stuck, try the next one." Point to the first word.
- ☐ Correct the whole word said as a word within about 3 seconds. Sounding out then blending correctly is correct unless the goal says otherwise.
- ☐ Errors: a wrong word, a skipped word, or three seconds of silence (say the word and mark it).
- ☐ Record errors on the log by vowel; two words per vowel makes the pattern visible over three or four weeks.

READING 3 CVC Word Reading – 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 CVC words with mixed short vowels, [Student] will read [8 of 10] words correctly on [2] consecutive weekly probes, as measured by teacher-recorded CVC word probes.
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

hip	den	hen	lap	mad
sub	pop	zip	sob	bug

READING 3 CVC Word Reading – 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

WEEK	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Probe (week)

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

MATH 3 Addition Within 10 – Form A

Solve each problem. Write the answer under the line. Unlimited.

NAME _____ DATE _____ FORM A unlimited - 10 items

IEP GOAL THIS PROBE MEASURES
Sample: By [annual review date], when given 10 addition problems with sums to 10, [Student] will write correct answers to [8 of 10] problems on [2] consecutive weekly probes, as measured by teacher-recorded addition probes.
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

4 +1	0 +7	2 +8	1 +5	7 +0
2 +2	7 +2	3 +7	8 +1	4 +0

MATH 3 Addition Within 10 – 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

WEEK	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Probe (week)

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

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.

- Baseline.** Give the probe on three different days. The middle score is the baseline; write it on the goal page.
- Write the goal.** From the 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.** The teacher copy is the one you mark on; the student reads from or writes on a clean copy.
- Log and plot** the score the same day on the graph page. 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 and write what changed on the log. Three in a row over it: raise the target.
- Keep the conditions the same all year:** supports allowed, who gives it, where. Write them in the goal so the graph means something. Both probes are unlimited; the goal pages say so.

The weekly routine, about ten 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

- ☐ CVC words: one student copy in a sheet protector lasts all year; the teacher copy is the one you mark on.
- ☐ Addition: one fresh copy per student per week, because the student writes on it.
- ☐ Keep the goal page and the graph page for each student in the front of the data folder.

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 thing on either one and no student is scored on ignored.

One form here, three in the full pack

This free version has Form A of each skill. Repeating one form every week lets a student memorize the page, so for a weekly goal you need forms to rotate. The full pack has Forms A, B and C of every skill, drawn the same way so a score on one means the same as a score on another.

CVC Word Reading – Goal and Directions

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

Ten real consonant-vowel-consonant words, two with each short vowel, in random order; no word repeats across the three forms. Blending is accepted as long as the whole word is produced; the goal decides whether the word must be read as a unit.

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

By [annual review date], when shown a list of 10 CVC words with mixed short vowels, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded CVC word 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: CVC WORDS, FORM A, PAGE 5)

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read each word. If you get stuck, try the next one." Point to the first word.
- ☐ Correct: the whole word said as a word within about 3 seconds. Sounding out then blending correctly is correct unless the goal says otherwise.
- ☐ Errors: a wrong word, a skipped word, or three seconds of silence (say the word and mark it).
- ☐ Record errors on the log by vowel; two words per vowel makes the pattern visible over three or four weeks.

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

.....

.....

.....

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 CVC words with mixed short vowels, [Student] will read [8 of 10] words correctly on [3] consecutive weekly probes, as measured by teacher-recorded CVC word probes.

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

hip

den

hen

lap

mad

sub

pop

zip

sob

bug

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

CVC Word Reading — Data Log and Graph

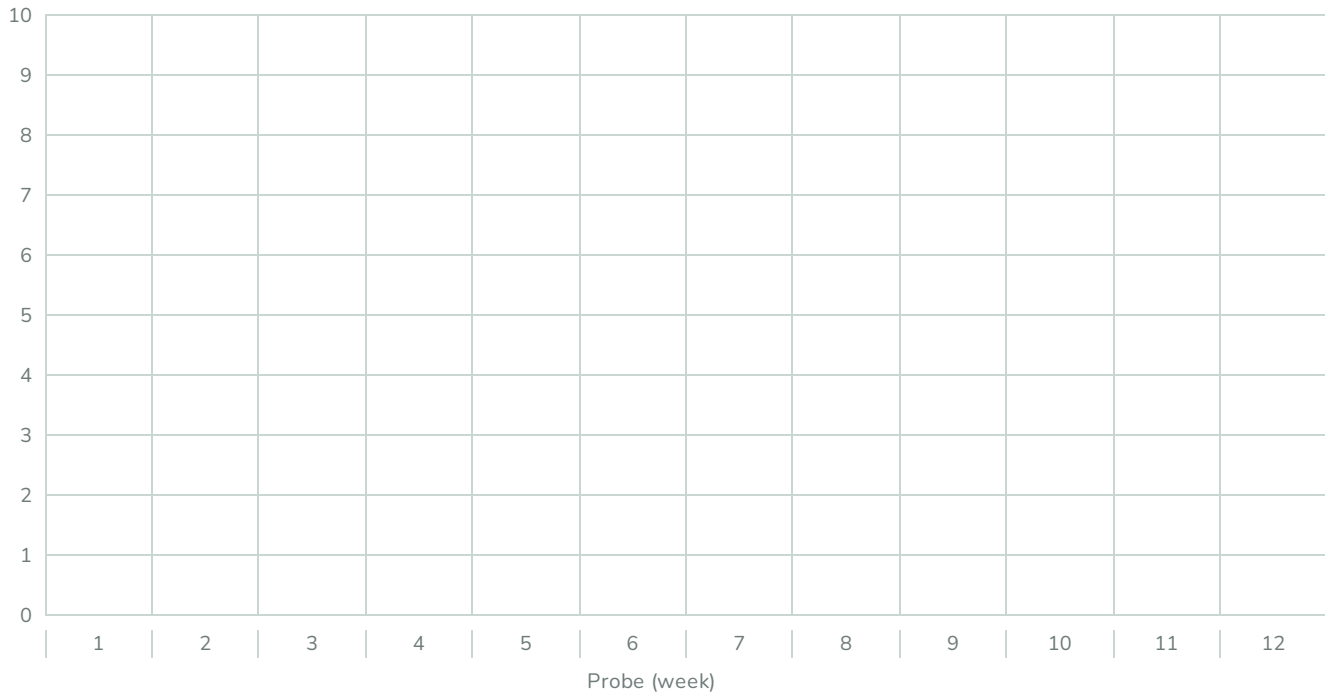
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)