

S & Z Sound Picture Cards & Progress Monitoring

SECTION 1 · THE PICTURE CARDS — COLOR

S AND Z SOUND PICTURE CARDS

REFERENCE

S — Initial Position Picture Cards

12 pictures with /s/ at the start of the word, in the full-color set. The same 12 pictures in the ink-saver black-and-white set are on page 13.



sun



soap



seal



socks



spider



snake



star



snail



sandwich



saxophone



salt



scissors

CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn to hold its shape in full color and stay readable at 1 inch.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /s/ sound in the "initial" position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

MIXING POSITIONS IN ONE SESSION

A student working on more than one position of /s/ can see cards from two sets in the same sitting; mark each response on the probe form that matches the card's own position (pages 20–22), never on a mixed form, so the percent for each position stays real. A student working on both sounds uses this deck for /s/ and the matching /z/ deck separately — the two sounds are never scored on the same form.

S and Z Sound Articulation Picture Cards and Progress Monitoring

Page 6 of 33

+ BRIGHT PATH SPED

S AND Z SOUND PICTURE CARDS — COLOR

S AND Z SOUND PICTURE CARDS

Final Position Picture Cards

12 pictures with /z/ at the end of the word, in the full-color set. The same 12 pictures in the ink-saver black-and-white set are on page 14.



rose



cheese



eyes



gloves



jeans



flowers



blueberries



beans



cherries

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /z/ sound in the "final" position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

position of /z/ can see cards from two sets in the same sitting; mark matches the card's own position (pages 23–25), never on a mixed form. A student working on both sounds uses this deck for /z/ and the matching /s/ deck separately — the two sounds are never scored on the same form.

Monitoring

Page 11 of 33

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

33 pages: 60 pictures across two sounds, in color and ink-saver black and white, eighteen probe forms and a worked example.

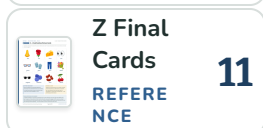
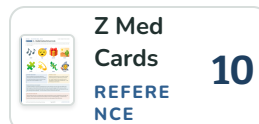
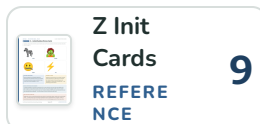
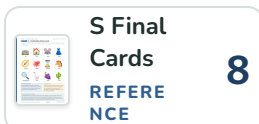
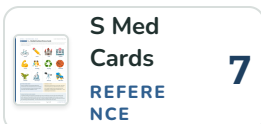
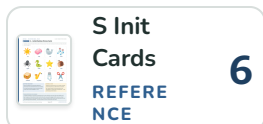
Before you begin

PAGE 4



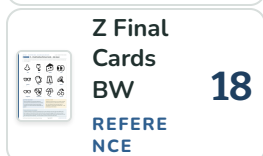
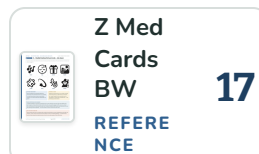
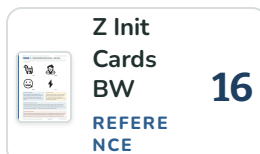
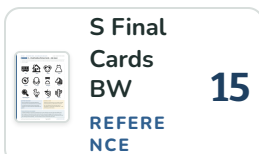
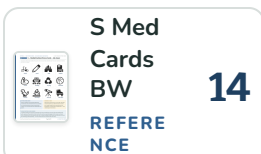
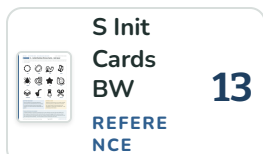
01 The Picture Cards — Color

PAGES 6–11



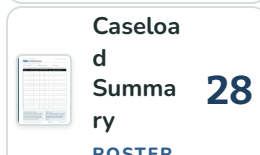
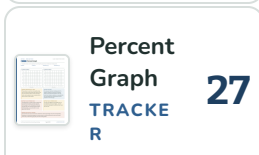
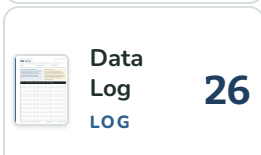
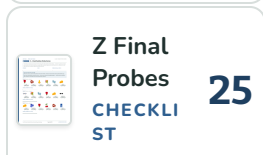
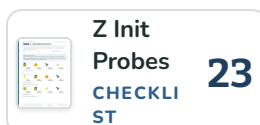
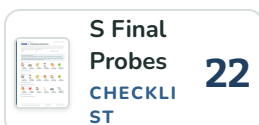
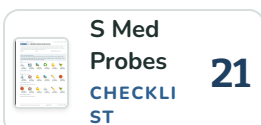
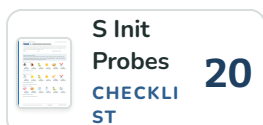
02 The Picture Cards — Ink-Saver (Black and White)

PAGES 13–18



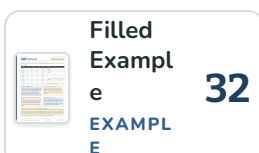
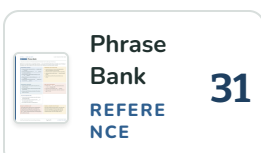
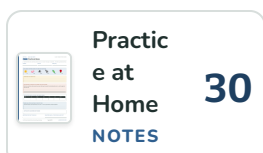
03 Probe and Track

PAGES 20–28



04 Share and Write

PAGES 30–32



TWO SOUNDS, KEPT SEPARATE — ONE DECK SMALLER ON PURPOSE

/s/ and /z/ each get their own deck and probe forms; the log, graph and caseload page track both without blending them. /z/ initial (page 9) is 4 pictures, not 12 — English has very few real /z/-initial words with a correct, checked picture here.

Start Here — Three Steps

Ninety seconds of reading. The cards themselves need no setup.



1

Print or load the cards

Print the picture-card pages on cardstock and cut them apart, or open the file on a tablet and show a card from the screen.

Pick the sound and the position the goal already names — the contents page (page 3) sends you to the right set.



2

Show a card, mark the response

Hold up a picture. The child names it; listen for the target sound in the position that card belongs to.

Mark +, – or ≈ on the matching probe form as you go.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 26) the same day, noting which sound.

Plot the percent on the matching mini graph (page 27); update the caseload page (page 28) on whatever schedule your team reviews data.

Send the family page (page 30) home the same week — it uses pictures from both sounds, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in, for both the /s/ and /z/ sounds. 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 an editable online slideshow or word-processor document, and it is not a norm-referenced or standardized test. It carries no elicitation, cueing or stimulability script; it describes how to mark and total the pictures already printed.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct production, a criterion, or a typical age for either sound. Every one of those is a blank you fill in from your own scoring rule and your team's judgment.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

I need a picture this set does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

A filled-in probe form, log or caseload page is a student record: initials only on anything that leaves your hands, first name only on the family page. Print the picture cards once and keep the set in an envelope with this file; the log, graph and caseload page stay in the student's data folder so the trend is the first thing anyone finds.

REFERENCE

S — Initial Position Picture Cards

12 pictures with /s/ at the start of the word, in the full-color set. The same 12 pictures in the ink-saver black-and-white set are on page 13.



sun



soap



seal



socks



spider



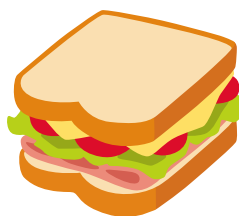
snake



star



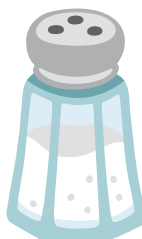
snail



sandwich



saxophone



salt



scissors

CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn to hold its shape in full color and stay readable at 1 inch.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /s/ sound in the “initial” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

MIXING POSITIONS IN ONE SESSION

A student working on more than one position of /s/ can see cards from two sets in the same sitting; mark each response on the probe form that matches the card’s own position (pages 20–22), never on a mixed form, so the percent for each position stays real. A student working on both sounds uses this deck for /s/ and the matching /z/ deck separately — the two sounds are never scored on the same form.

REFERENCE

Z — Initial Position Picture Cards

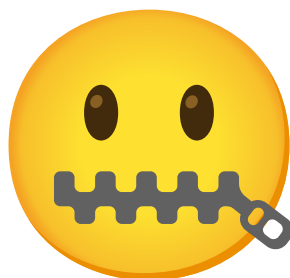
4 pictures with /z/ at the start of the word, in the full-color set. The same 4 pictures in the ink-saver black-and-white set are on page 16.



zebra



zombie



zipper



zap

CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn to hold its shape in full color and stay readable at 1 inch.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /z/ sound in the “initial” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

MIXING POSITIONS IN ONE SESSION

A student working on more than one position of /z/ can see cards from two sets in the same sitting; mark each response on the probe form that matches the card’s own position (pages 23–25), never on a mixed form, so the percent for each position stays real. A student working on both sounds uses this deck for /z/ and the matching /s/ deck separately — the two sounds are never scored on the same form.

WHY THIS SET IS SMALLER

English has very few words that genuinely start with the /z/ sound (zebra, zipper, zombie and a small handful more) — this deck carries every one this file could find a correct, checked picture for (4 words, not the 12 every other position in this file carries). The probe forms on the matching page use all of them every time.

REFERENCE

Z — Final Position Picture Cards — Ink-Saver

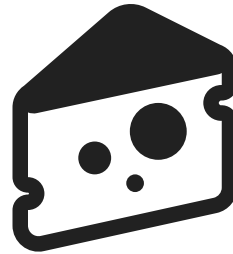
12 pictures with /z/ at the end of the word, in the ink-saver black-and-white set. The same 12 pictures in the full-color set are on page 11.



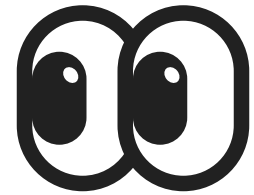
nose



rose



cheese



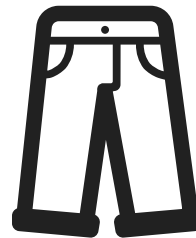
eyes



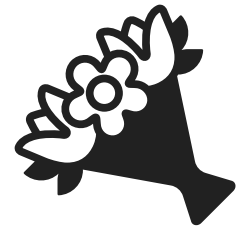
glasses



gloves



jeans



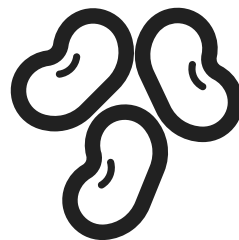
flowers



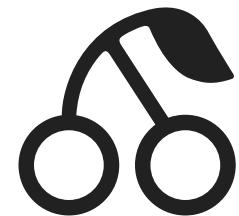
sunglasses



blueberries



beans



cherries

CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn as pure black outlines, so it costs the least ink a photocopier can spend.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /z/ sound in the “final” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

MIXING POSITIONS IN ONE SESSION

A student working on more than one position of /z/ can see cards from two sets in the same sitting; mark each response on the probe form that matches the card's own position (pages 23–25), never on a mixed form, so the percent for each position stays real. A student working on both sounds uses this deck for /z/ and the matching /s/ deck separately — the two sounds are never scored on the same form.



CHECKLIST

Z — Final Position Probe Forms

Three forms, 6 pictures each, drawn from the 12-picture final-position /z/ bank above — the bank is small on purpose (every picture has to be nameable by a young child), so pictures repeat across the three forms in a different mix and order each time; no picture repeats twice inside one form.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH PICTURE

Show the card, or point to the picture on this form. Mark + if the /z/ sound in this word is produced the way your own scoring rule counts as correct, – for an error, and ≈ for an approximation — what counts as which is this clinician's call, written once and reused every session.

Form A 6 pictures · untimed



rose

☐ ☐ ☐
+ – ≈


beans

☐ ☐ ☐
+ – ≈


nose

☐ ☐ ☐
+ – ≈


flowers

☐ ☐ ☐
+ – ≈


gloves

☐ ☐ ☐
+ – ≈


cheese

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

Form B 6 pictures · untimed



glasses

☐ ☐ ☐
+ – ≈


flowers

☐ ☐ ☐
+ – ≈


gloves

☐ ☐ ☐
+ – ≈


rose

☐ ☐ ☐
+ – ≈


cheese

☐ ☐ ☐
+ – ≈


sunglasses

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

Form C 6 pictures · untimed



cheese

☐ ☐ ☐
+ – ≈


blueberries

☐ ☐ ☐
+ – ≈


rose

☐ ☐ ☐
+ – ≈


cherries

☐ ☐ ☐
+ – ≈


beans

☐ ☐ ☐
+ – ≈


jeans

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)



TRACKER

Percent Graph

Ten probes across, one mini graph per sound. Copy this page once per student per marking period.

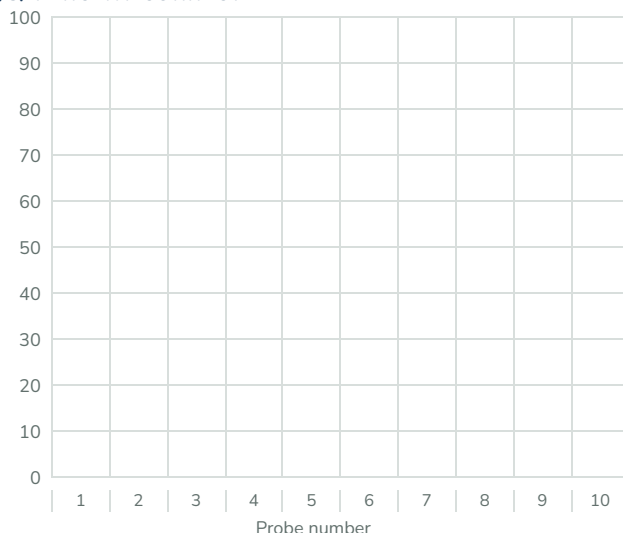
STUDENT

CLINICIAN

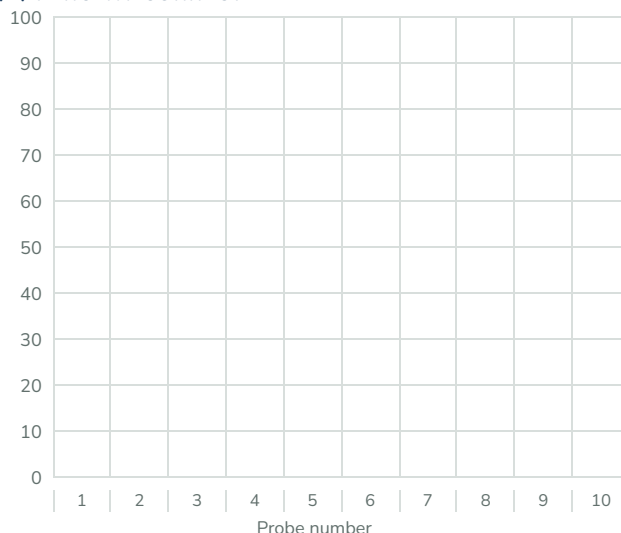
CRITERION (/S/)

CRITERION (/Z/)

/S/ PERCENT CORRECT



/Z/ PERCENT CORRECT



READING THREE POINTS IN A ROW

Three probes in a row flat or moving the wrong way is a reason to look at the notes column on the log, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means for this student.

COPYING THIS PAGE

One copy per student per marking period. If a student is tracked on more than one position within a sound, plot each position's own copy rather than mixing two positions on one graph; the two mini graphs above already keep /s/ and /z/ separate on the same page.

SETTING THE /S/ CRITERION FIELD

This graph prints no sample number or typical rate for /s/. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 26) in the matching field above before the first /s/ probe, so every dot after it is read against the same line.

SETTING THE /Z/ CRITERION FIELD

The same rule applies to the /z/ graph, from its own baseline and its own criterion — the two sounds are read against two different lines, never the same one.

BRINGING THIS PAGE TO A MEETING

Two trend lines are easier to read across a table than a stack of percentages for each sound separately. Photocopy or screenshot this page for the annual review or a family conference; the raw rows for both sounds stay on the data log (page 26), out of the meeting packet.

NOTES

Practice at Home

Send home the same week these pictures are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

THIS WEEK'S PICTURES (CIRCLE THE ONES WE PRACTICED)



sun



soap



spider



zebra



lizard



rose

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (SAY THE WORD, THEN THE PICTURE)

Point to a card from either sound's set; your child says the word. No correcting mid-word — just try again on the next card.

WE PRACTICED (INITIAL THE DAY, AND WHICH SOUND)

MON	TUE	WED	THU	FRI	SAT	SUN

WORDS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere either sound showed up on its own — the sink, the kitchen, a book at bedtime.

ANYTHING TO FLAG BEFORE NEXT SESSION

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the table above.

Marcus is invented, and so is every mark on this page. Eight probes on the final position of the /z/ sound, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	2	6	33%	baseline
2	9/16	B	2	6	33%	baseline
3	9/23	C	3	6	50%	baseline
4	9/30	A	3	6	50%	–
5	10/7	B	4	6	67%	–
6	10/14	C	4	6	67%	3 probes above the last low point—team kept the plan
7	10/21	A	5	6	83%	–
8	10/28	B	5	6	83%	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 2, 2 and 3 of 6: baseline sits at 3 of 6, 50 percent, the third session. By session 8, Marcus scored 5 of 6, 83 percent — a 33 percentage-point rise from baseline. Every percent above is that row's own correct count divided by 6, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

"On picture probes of the final position of /z/ (6 pictures, untimed), Marcus produced the target sound correctly in 3 of 6 pictures at baseline in September and 5 of 6 on the most recent probe in October."

WHERE MARCUS WOULD SIT ON THE CASELOAD PAGE

One row: Sound Z, baseline 50 percent, current 83 percent, trend up, decision "continue current plan" — the same numbers this table already shows, carried onto page 28 in one line instead of eight rows.

WHAT THIS EXAMPLE IS NOT

One invented child's eight sessions. It does not predict how quickly any real student will move, and it sets no typical rate for the /z/ sound — it exists only to show how the log, the table and the graph read once numbers are actually on them.

THE OTHER POSITION, AND THE OTHER SOUND, WORK THE SAME WAY

If Marcus were also working on the medial or initial position of /z/, each would get its own copy of the data log and its own row of numbers here — initial position uses a smaller, 4-picture form (page 23) rather than the 6-picture form used here, for the reason given on that page. If Marcus were also working on /s/, its forms (pages 20–22) would be filled out the identical way, in their own copy of the log and graph, with a second row on the caseload page marked Sound S — the two sounds are never averaged into one score.