

Which words, who, mastered or not yet, and when. A plain tracking sheet, not a timed probe: individual, small-group, caseload, and home versions, a progress snapshot, and a filled example. Fillable PDF.

EXAMPLE

A Tracking Sheet, Filled In

An invested second grader. Every book below is checked against the rows it comes from.

Individual Tracking Sheet (page 7) — Then R, grade 2 (invented)

Five words on the list so far: “the” and “and” were introduced Sept 2 and checked mastered on Sept 24, both after four checks in a row correct. “See” is still not yet. Three conflated with “the” on two of four checks. “Go” was introduced a week later, Sept 10, and is also not yet. “Icar” was introduced Sept 10 and has not been checked yet.

#	WORD	DATE INTRODUCED	DATE CHECKED	MASTERCED	NOT YET	NOTES
1	the	Sept 3	Sept 24	☒	—	Four checks in a row correct
2	and	Sept 3	Sept 24	☒	—	Four checks in a row correct
3	see	Sept 3	Sept 24	—	☒	Conflated with “the” on 2 of 4 checks
4	go	Sept 10	Sept 24	—	☒	Introduced one week later than the first three
5	like	Sept 10	—	—	☒	Not yet checked; still was introduced

Progress Snapshot (page 12), one snapshot period

The snapshot checks the rows above five words introduced two mastered (“the” and “and”), both of these two newly mastered in this period since neither was mastered before Sept 2 and these still not yet (“see”, “go”, “like”). Next check is set for Oct 1.

REVIEW PERIOD

Sept 4 — Sept 24

TOTAL INTRODUCED

5

TOTAL MASTERCED

2 (“the”, “and”)

NEW MASTERED THIS PERIOD

0

STILL NOT YET

3 (“see”, “go”, “like”)

NEXT CHECK

Oct 1

Why this is enough: two of five words took four checks each to move to mastered, so the next check for “see” and “go” is also planned about four checks out, around Oct 1.

How This Tracking System Works

Three steps: write the list once, pick the sheet that matches today, and roll the numbers up before a meeting. Everything below is a plain tracking sheet, not a timed probe.

- 1 Write the word list once** on page 5 and number the words. Fill the roster (page 6) for your whole caseload.
- 2 Pick the sheet that matches today's situation** using the table below.
- 3 Roll the numbers up** on the Caseload Mastery Overview (10) and the Progress Snapshot (12) before a meeting or a report.

IF YOU NEED TO	USE THIS PAGE
Set up a new word list or student	Word List Setup (5), Caseload Roster (6)
Track one student, word by word, over several checks	Individual Tracking Sheet (7)
Quick single check, no time for word-by-word detail	Quick Check-In Log (8)
Several students working from the same word list at once	Small-Group Tracking Sheet (9)
See the whole caseload at a glance	Caseload Mastery Overview (10)
Send practice home with a family	Home Practice Log (11)
Report progress at a meeting, without a graph	Mastery Progress Snapshot (12)
Update a family or hand off to another provider	Family and Team Update (13)
Need wording for the notes column	Observation and Notes Phrase Bank (14)

What this file is not

Not a timed probe pack with a scoring strip, an aim line, and a graph — that is a different product in this store. This file has no timing and no graph: it is the running record of which words are known, kept between probes or on its own.

The habits this file assumes

- ☐ The word list (page 5) is written and numbered before the first tracking sheet is used.
- ☐ Every check gets a date, even a quick one; a mastery date with no date next to it cannot be reported.
- ☐ A word is only moved to mastered on the page it is tracked on; a mention in the notes column is not the same as checking the box.

Word List Setup

Write in the words this student (or group) is working on, from whatever list or program your school uses, or your own list. Number them once; every tracking sheet in this file refers to a word by this number.

STUDENT OR GROUP

LIST NAME OR SOURCE

DATE STARTED

#	WORD	#	WORD
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

Write in your own list

This page is blank on purpose. Write the words this student or group is working on, from whatever program, curriculum, or source list your school uses (a widely used sequence such as a pre-primer or first-grade sight word list, or a list a teacher built by hand). Number the words once; every tracking sheet in this file refers to a word by its number instead of reprinting the whole list.

Where this list is used

- ☐ The individual tracking sheet (7), quick check-in log (8), and small-group sheet (9) all refer to a word by its number from this page.
- ☐ If a word is dropped or replaced, cross it out here rather than reusing its number for a different word, so old tracking sheets still make sense.

More than twenty words

Print a second copy of this page and keep numbering straight through: 21, 22, 23, and so on. Most sight word lists used for one review period fit on one copy of this page; a second copy usually means it is time to start a new list rather than add to this one.

STUDENT

STARTED

How to fill this sheet

Mastered means

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SUMMARY Caseload Mastery Overview

One row per student, whole caseload. How many words introduced, how many mastered, how many not yet, and the date of the last check.

UPDATED

[illegible]

Where the numbers come from

Introduced, mastered, and not yet are counts of rows on each student's individual tracking sheet (page 7), or a running total from the quick check-in log (page 8) for a student tracked that way. This page is the whole caseload at a glance; the individual sheet is where the detail lives.

EXAMPLE

A Tracking Sheet, Filled In

An invented second grader. Every count below is checked against the rows it comes from.

Individual Tracking Sheet (page 7) — Theo R., grade 2 (invented)

Five words on the list so far. “The” and “and” were introduced Sept 3 and checked mastered on Sept 24, both after four checks in a row correct. “See” is still not yet: Theo confused it with “she” on two of four checks. “Go” was introduced a week later, Sept 10, and is also not yet. “Like” was introduced Sept 10 and has not been checked yet.

#	WORD	DATE INTRODUCED	DATE LAST CHECKED	MASTERED	NOT YET	NOTES
1	the	Sept 3	Sept 24	☐	–	Four checks in a row correct
2	and	Sept 3	Sept 24	☐	–	Four checks in a row correct
3	see	Sept 3	Sept 24	–	☐	Confused with “she” on 2 of 4 checks
4	go	Sept 10	Sept 24	–	☐	Introduced one week later than the first three
5	like	Sept 10	–	–	☐	Not yet checked since it was introduced

Progress Snapshot (page 12), one review period

The snapshot counts the rows above: five words introduced, two mastered (“the” and “and”), both of those two newly mastered in this period since neither was mastered before Sept 3, and three still not yet (“see”, “go”, “like”). Next check is set for Oct 1.

REVIEW PERIOD

Sept 3 – Sept 24

TOTAL INTRODUCED

5

TOTAL MASTERED

2 (“the”, “and”)

NEW MASTERED THIS PERIOD

2

STILL NOT YET

3 (“see”, “go”, “like”)

NEXT CHECK

Oct 1

Why this is enough: two of five words took four checks each to move to mastered, so the next check for “see” and “go” is also planned about four checks out, around Oct 1.

What the Quick Check-In Log (page 8) would show for the Sept 24 check

Date Sept 24, words checked 1–5, mastered this check 2, not yet 2, and “like” not checked (so it is not counted either way for that date) — the same facts as the individual sheet, written as one line instead of five.

What the Family and Team Update (page 13) would say

Word list: pre-primer list, page 5. Words newly mastered since the last update: “the” and “and”, two. Words still not yet, and what we are trying next: “see” and “go” — trying a picture cue for “see” since Theo keeps confusing it with “she.” Next check planned for Oct 1, the same date as the snapshot above.