

SPELLING DICTATION PROBES

Two spelling skills start to finish: CVC words and silent e words, dictated. You say the word, the student writes it. Goal page, probe form, graph. Print and go.

CVC SPELLING Spelling: CVC Words — Goal and Directions

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

The teacher says a three-sound word and the student writes it. Ten words per form from an 80-word bank of simple CVC words, sixty 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 CVC words, [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: CVC SPELLING, 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 BASILINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	NOTES

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. Handwriting that is legible counts; letter formation is a different goal.
- ☐ A reversed letter is correct if the word is unambiguous. Write your rule in the scoring rules below so a paraprofessional scores it the way you do.

CVC SPELLING Spelling: CVC Words — Form A

TEACHER DICTATES: Say each word; the student writes it on the line. Unlimited.

NAME _____ DATE _____ FORM A unlimited - 10 items

IEP GOAL THIS PROBE MEASURES
Sample: By [annual review date], when the teacher dictates 10 CVC words, [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)

TEACHER READS THE WORD IN THE RIGHT-HAND COLUMN - THE STUDENT WRITES ON THE LINE

1. _____ dit 2. _____ rut

3. _____ rut 4. _____ dig

5. _____ rut 6. _____ rat

7. _____ pan 8. _____ lot

9. _____ top 10. _____ cot

CVC SPELLING Spelling: CVC Words — 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)

SILENT E SPELLING Spelling: Silent e Words — Goal and Directions

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

The teacher says a silent-e word and the student writes it. Ten words per form from a 77-word bank, sixty across the six forms, none on two forms. Leaving the e off is the error this probe exists to find. 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 CVCe [silent e] words, [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: SILENT E SPELLING, FORM A, PAGE 8) _____

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

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

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	NOTES

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. Handwriting that is legible counts; letter formation is a different goal.
- ☐ A reversed letter is correct if the word is unambiguous. Write your rule in the scoring rules below so a paraprofessional scores it the way you do.

SILENT E SPELLING Spelling: Silent e Words — Form A

TEACHER DICTATES: Say each word; the student writes it on the line. Unlimited.

NAME _____ DATE _____ FORM A unlimited - 10 items

IEP GOAL THIS PROBE MEASURES
Sample: By [annual review date], when the teacher dictates 10 CVCe [silent e] words, [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)

TEACHER READS THE WORD IN THE RIGHT-HAND COLUMN - THE STUDENT WRITES ON THE LINE

1. _____ take 2. _____ same

3. _____ cute 4. _____ dime

5. _____ prune 6. _____ site

7. _____ stove 8. _____ bike

9. _____ side 10. _____ hate

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. Nothing has to be built.

- Baseline:** Give Form A on three different days. The middle score is the baseline; write it on the goal page.
- 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.
- Probe once a week:** Every form is ten items and unlimited, so a score of 8 means the same thing every week.
- Log and plot:** the score the same day. 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 this week and write the change on the log.
- Keep the conditions the same all year:** supports allowed, who gives it, where. Both probes here are unlimited and the goal pages say so.

The weekly routine, about five 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

- ☐ Print one copy per student per week: the student writes on the lines and you score that sheet.
- ☐ The words print small in a right-hand column. Fold or cover it, or keep that copy as yours and hand the student a clean one.
- ☐ Print the goal page once per student: it is where the baseline and the criterion live all year.

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 on either one.

One form here, six in the paid file
This free version has Form A of each skill. Repeating one form every week lets a student memorize the page; so a weekly goal needs forms to rotate. Each paid single has six forms drawn the same way, with no item on two forms, plus a caseload summary for every student on that goal and a worked example.

FREE

10 Pages

2 Skills

Goal + Probe + Graph

Spelling: CVC Words – Goal and Directions

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

The teacher says a three-sound word and the student writes it. Ten words per form from an 80-word bank of simple CVC words, sixty 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 CVC words, [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: CVC SPELLING, FORM A, PAGE 5)

Baseline: give Form A on three different 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. Handwriting that is legible counts; letter formation is a different goal.
- ☐ A reversed letter is correct if the word is unambiguous. Write your rule in the scoring rules below so a paraprofessional scores it the way you do.
- ☐ Untimed. Read the list at the student's pace, not yours.

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

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.....

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

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.....

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 CVC words, [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)

TEACHER READS THE WORD IN THE RIGHT-HAND COLUMN · THE STUDENT WRITES ON THE LINE

1.	_____	dot	2.	_____	run
3.	_____	met	4.	_____	dog
5.	_____	hut	6.	_____	rat
7.	_____	pan	8.	_____	lot
9.	_____	top	10.	_____	cot

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

1	2	3	4	5	6	7	8	9	10
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Words spelled correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

Spelling: CVC Words – Data Log and Graph

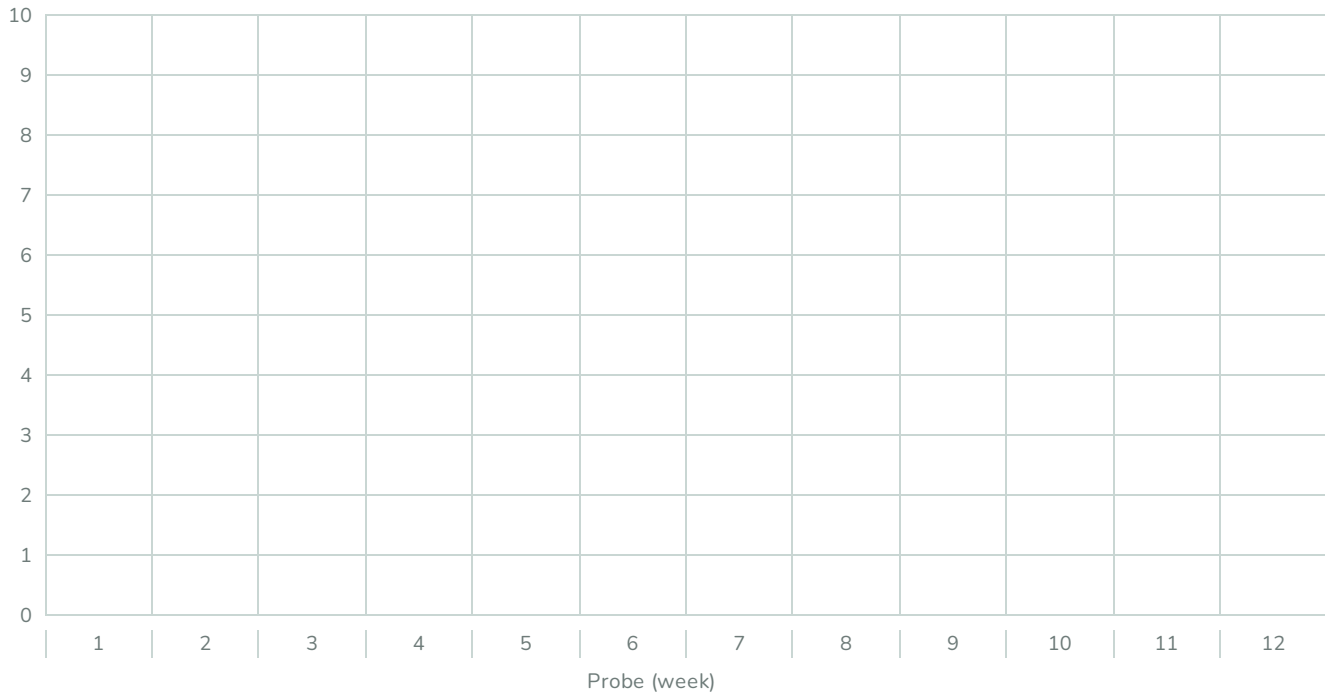
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

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)