

TH SOUND PROGRESS MONITORING

One skill, start to finish: the IEP goal, six equivalent ten-word probe forms across voiceless and voiced /th/ in every position, and a graph scaled to the probe. Untimed. Fillable PDF.

TH SOUNDS TH Sound Articulation – Goal and Directions

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

Ten single words per form containing voiceless or voiced /th/ in the initial, medial or final position of the word, drawn from a bank balanced across both sounds and all three positions; no word repeats across the six forms. Whether a production counts as correct is this clinician's own scoring rule, written once per student and reused every week.

Sample goal — invented; edit every bracket to fit the student
By [annual review date], when shown a list of 10 words containing /th/ [Student] will produce the target sound correctly in [8] of 10 words on [7] consecutive weekly probes, as measured by clinician-recorded articulation 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: TH FORMS A-F, PAGE 5-10) _____

Baseline: give Forms A, B and C on three 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	MEET?

Giving and scoring the probe

- ☐ Show the student the list, or read each word aloud if the student is not yet reading; point to the first word.
- ☐ Score by word: correct only if the target sound is produced the way this student's scoring rule (below) defines it.
- ☐ Before the first probe, write this student's scoring rule below: what counts as correct and what does not.
- ☐ Untimed. Score all ten words; note the sound's position (initial, medial or final) next to any error.

TH SOUNDS TH Sound Articulation – Form A

Say each word out loud. 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 words containing /th/ [Student] will produce the target sound correctly in [8] of 10 words on [7] consecutive weekly probes, as measured by clinician-recorded articulation probes.
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

healthy	breathe	math	feather	something
growth	ether	weather	bathe	throat

TH SOUNDS TH Sound Articulation – 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												

Probe (week)

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

TH SOUNDS TH Sound Articulation – Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER _____ SKILL (AS THE GOAL WORDS IT) _____ MARKING PERIOD _____

STUDENT	BASILINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

How to fill it

- ☐ One row per student who has a goal on this skill.
- ☐ Baseline is the median of the first three probes.
- ☐ One column per weekly probe; write the score out of 10, not a percent, so the rows compare.
- ☐ Trend: up, flat or down over the last four probes. That trend, and the last score, is what the decision is based on.

What it is for

Grouping: When six students sit on the same goal, the individual graphs answer "how is this child doing" and nothing answers "who needs the same fifteen minutes." Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of ten

EXAMPLE A Filled-In Data Log (Invented Student)

Theo is invented. Twelve weekly probes on TH sound articulation, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Theo, second grade (invented)
By May 20, when shown a list of 10 words containing /th/ Theo will produce the target sound correctly in 8 of 10 words on 3 consecutive weekly probes, as measured by clinician-recorded articulation probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	3	7	3	baseline
2	9/9	B	5	5	5	baseline
3	9/10	C	4	6	4	baseline (median of 3, 5, 4 = 4)
4	9/17	D	4	6	4	most errors on final voiced /th/ words
5	9/24	E	4	6	4	—
6	10/1	F	3	7	3	3 under aim line: team added weekly practice on final position words
7	10/8	A	6	4	6	—
8	10/15	B	6	4	6	—
9	10/22	C	7	3	7	initial voiceless /th/ now consistent
10	10/29	D	7	3	7	—
11	11/5	E	8	2	8	criterion met, 1 of 3
12	11/12	F	9	1	9	criterion met, 2 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 3, 5, 4, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (4, 4, 3) sat under it: three in a row, so the team changed something and wrote it on the row.
- ☐ The error notes name the sound's position, not just the count. Initial voiceless /th/ resolved first; final voiced /th/ words are what the errors kept landing on afterward.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met. The next goal is the R sound probe.

PROGRESS MONITORING How This Pack Works

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

A progress monitoring goal needs a thing to count and a page to count it on. This file is both, for one skill: a goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or found.

- Baseline.** Give Forms A, B and C on three different days. The middle score of the three 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** with the forms in rotation (A, B, C, D, E, F, A...). Never the same form two weeks running. Every form is ten items, untimed.
- Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right; then plot each week's dot.
- Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
- Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and which sound position the errors keep landing on.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A...).
- ☐ Any day: give the probe one-to-one, untimed; 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

- ☐ One student copy of each form in a sheet protector lasts the year; the student reads from it and writes nothing.
- ☐ The clinician copy is the one you mark on; the student copy stays clean.
- ☐ Keep the goal page and the graph page for each student at the front of the data folder; type into them or write on them.
- ☐ The caseload page is one grid for every student on this goal; print it once a month.

What this probe is not
It is not a norm-referenced test; it carries no

Equivalent forms, and why it matters
Every form has ten words drawn from one shuffle of

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

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- 1 **Baseline.** Give Forms A, B and C on three different days. The middle score of the three is the baseline; write it on the goal page.
- 2 **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.
- 3 **Probe once a week** with the forms in rotation (A, B, C, D, E, F, A...). Never the same form two weeks running. Every form is ten items, untimed.
- 4 **Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right, then plot each week's dot.
- 5 **Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
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- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A...).
- ☐ Any day: give the probe one-to-one, untimed; ten items takes a few minutes.
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- ☐ Keep the goal page and the graph page for each student at the front of the data folder; type into them or write on them.
- ☐ The caseload page is one grid for every student on this goal: print it once a month.

What this probe is not

It is not a norm-referenced test, it carries no benchmark score, and it is not a picture-card deck: the words are printed and the student reads them. The sample goal uses invented criteria in brackets; your team sets the real ones. Every form is untimed and ten items long, so a score of 8 means the same on every form.

Equivalent forms, and why it matters

Every form has ten words drawn from one shuffle of a bank balanced across voiceless and voiced /th/ in the initial, medial and final position, and no word appears on two forms. A score on one form means the same as a score on another, so the line on the graph is the student, not the paper. Rotate the forms and the page cannot be memorized.

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

Ten single words per form containing voiceless or voiced /th/ in the initial, medial or final position of the word, drawn from a bank balanced across both sounds and all three positions; no word repeats across the six forms. Whether a production counts as correct is this clinician's own scoring rule, written once per student and reused every week.

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

By [annual review date], when shown a list of 10 words containing /th/, [Student] will produce the target sound correctly in [8 of 10] words on [3] consecutive weekly probes, as measured by clinician-recorded articulation 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: TH, FORMS A-F, PAGE 5-10)

Baseline: give Forms A, B and C on three 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

- ☐ Show the student the list, or read each word aloud if the student is not yet reading; point to the first word.
- ☐ Score by word: correct only if the target sound is produced the way this student's scoring rule (below) defines it.
- ☐ Before the first probe, write this student's scoring rule below: what counts as correct and what does not.
- ☐ Untimed. Score all ten words; note the sound's position (initial, medial or final) next to any error.

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

.....

.....

.....

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

.....

.....

.....

Say each word out loud. 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 words containing /th/, [Student] will produce the target sound correctly in [8 of 10] words on [3] consecutive weekly probes, as measured by clinician-recorded articulation probes.

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

healthy

breathe

math

feather

something

growth

ether

weather

bathe

throat

CLINICIAN COPY: MARK EACH ITEM ✓ OR ✗, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Words produced correctly. Score by the rule you wrote on the directions page. Write the score on the data log the same day.

Correct _____ / 10

Say each word out loud. Go across the row. · Untimed.

NAME

DATE

FORM

B untimed · 10 items**IEP GOAL THIS PROBE MEASURES**

Sample: By [annual review date], when shown a list of 10 words containing /th/, [Student] will produce the target sound correctly in [8 of 10] words on [3] consecutive weekly probes, as measured by clinician-recorded articulation probes.

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

that

birthday

father

then

anthem

cloth

brother

mother

thick

panther

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

1

2

3

4

5

6

7

8

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10

Words produced correctly. Score by the rule you wrote on the directions page. Write the score on the data log the same day.

Correct _____ / 10

TH Sound Articulation — Data Log and Graph

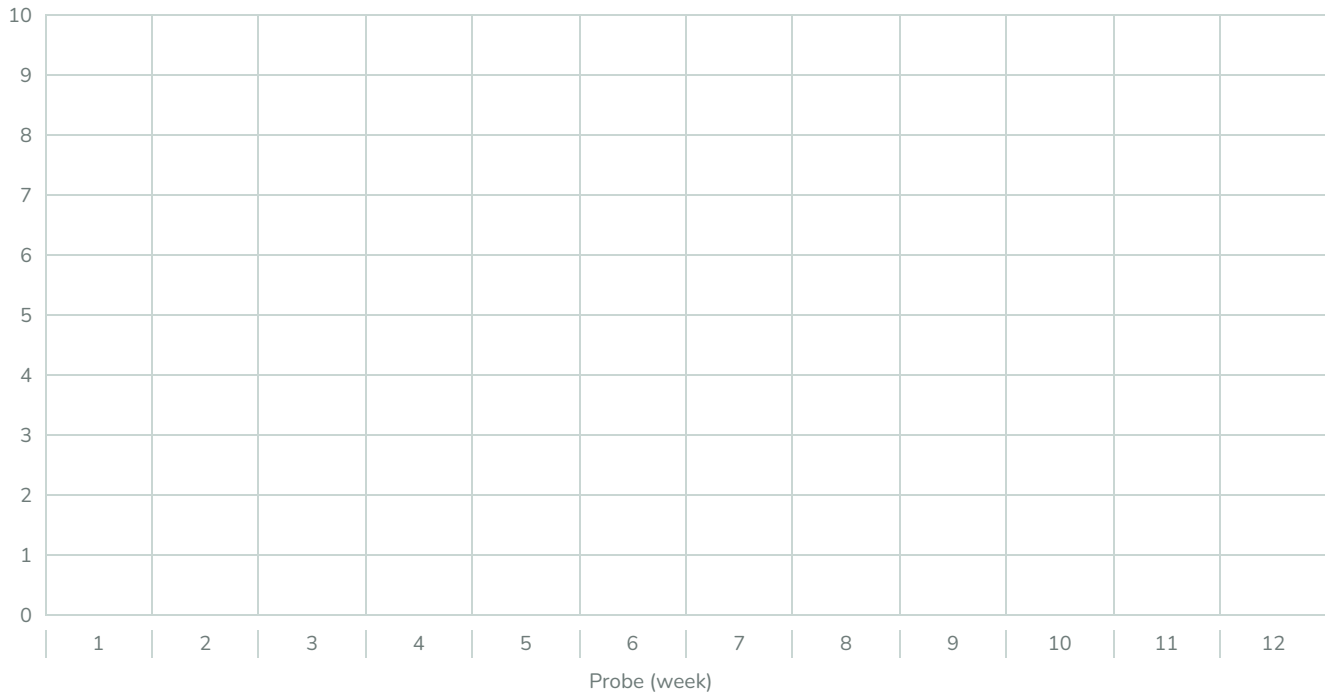
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

STUDENT

CRITERION / AIM

GOAL DATE

CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



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TH Sound Articulation – Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

[illegible]

How to fill it

- ☐ One row per student who has a goal on this skill. Baseline is the median of the first three probes.
- ☐ One column per weekly probe; write the score out of 10, not a percent, so the rows compare.
- ☐ Trend: up, flat or down over the last four probes. That word, not the last score, is what the decision follows.
- ☐ Decision: keep going, change the teaching, or raise the target. A blank decision on a flat row is the thing this page exists to catch.

What it is for

Grouping. When six students sit on the same goal, the individual graphs answer “how is this child doing” and nothing answers “who needs the same fifteen minutes.” Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of ten folders.

EXAMPLE

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- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met. The next goal is the R sound probe.

The progress report sentence this log produces

"On weekly articulation probes (10 words containing /th/, untimed), Theo produced the target sound correctly in 4 of 10 words at baseline in September and 8 and 9 of 10 words on the two most recent probes in November. Errors are now limited to one sound position. Progress is sufficient to meet the goal of 8 of 10 on three consecutive probes by May." Every number in it is on the log above; nothing is from memory.