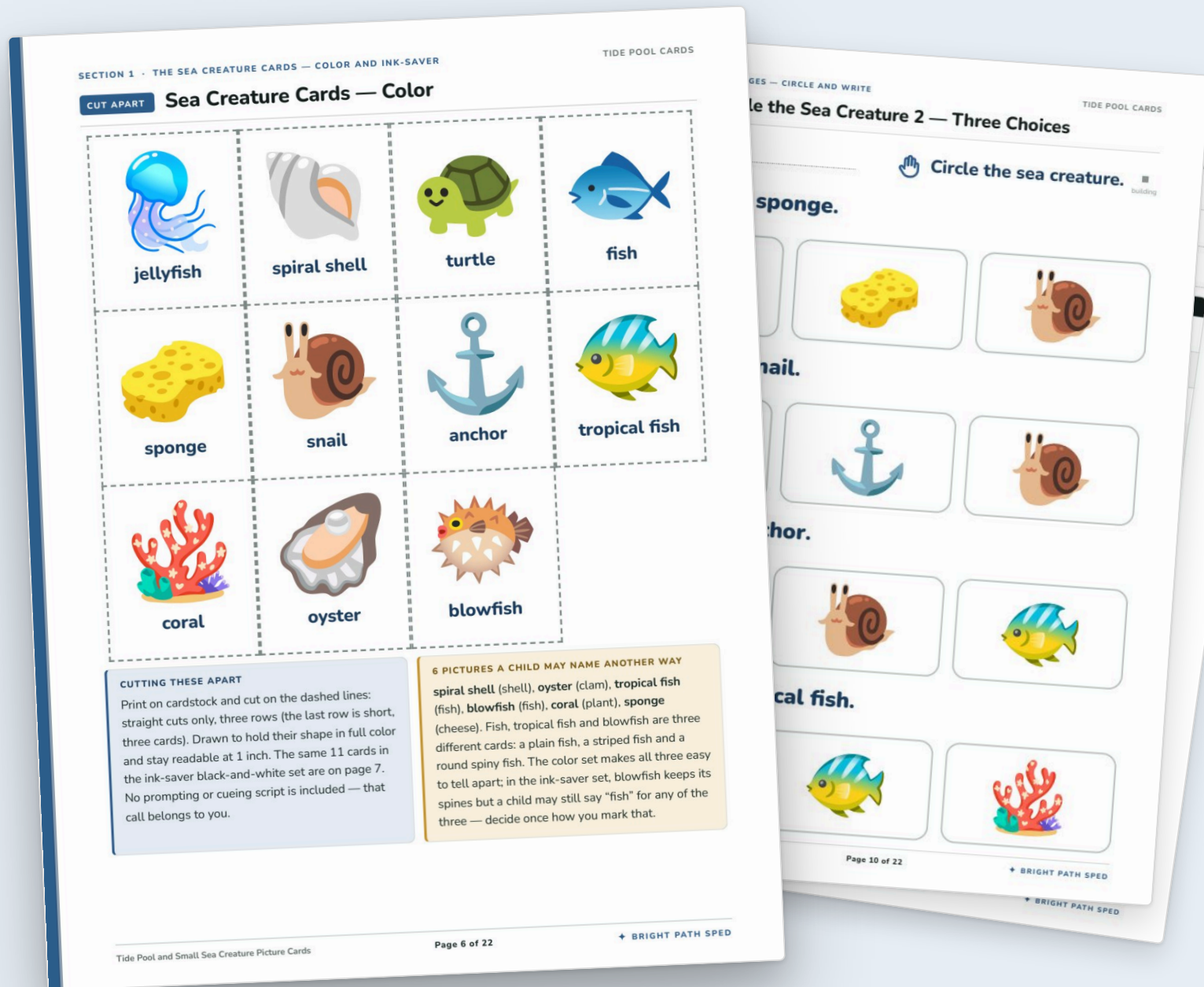


Tide Pool and Small Sea Creature Picture Cards



What Is Inside, and Where

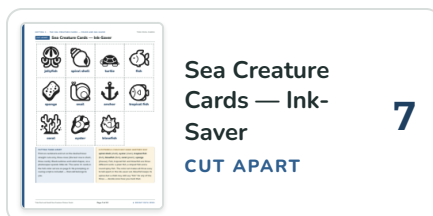
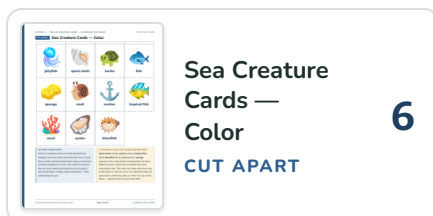
Before you begin

PAGE 4



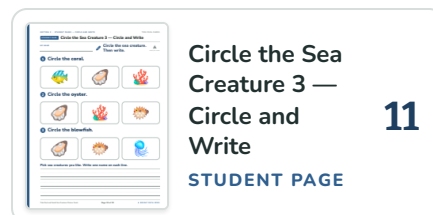
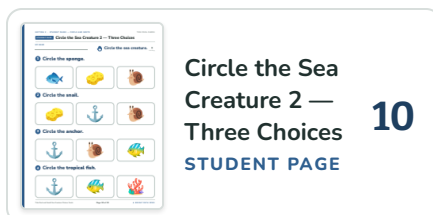
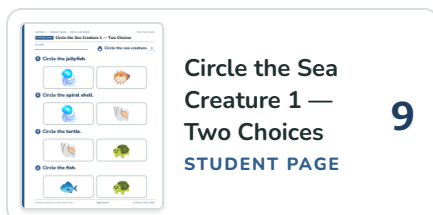
01 The Sea Creature Cards — Color and Ink-Saver

PAGES 6–7



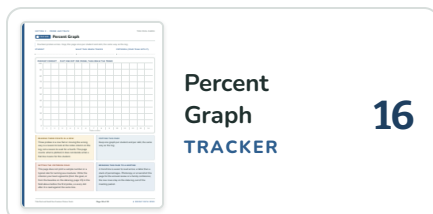
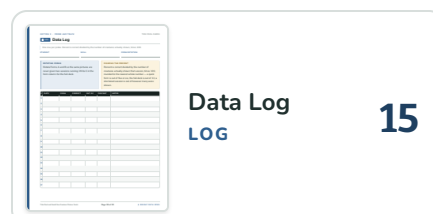
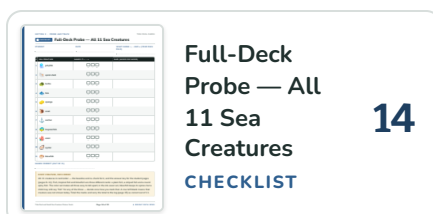
02 Student Pages — Circle and Write

PAGES 9–11



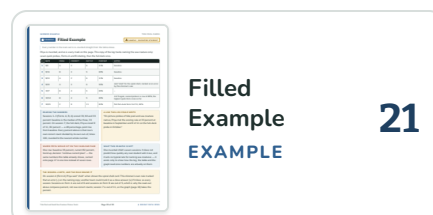
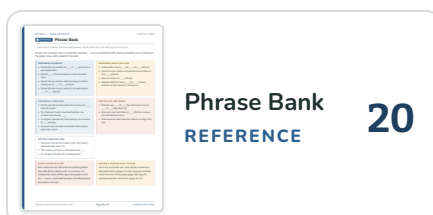
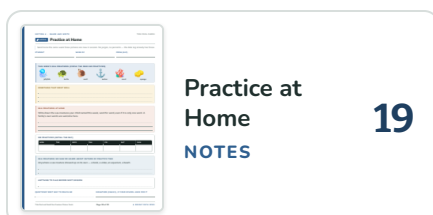
03 Probe and Track

PAGES 13–17



04 Share and Write

PAGES 19–21



Start Here — Three Steps

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



1

Print the cards and pages

Print the color card page (page 6) or the ink-saver page (page 7) on cardstock and cut the cards apart, or open the file on a tablet and show a card from the screen.

For seat work, print a student page: pages 9, 10 and 11. Read the note under the cards once: 6 pictures have a second name a child may say, and fish, tropical fish and blowfish are three different pictures a child may still call “fish”.



2

Show a card, mark the answer

Hold up a card. The child names the sea creature.

Mark +, – or ≈ on a quick form (page 13) or the full-deck form (page 14), which is also the answer key for the student pages.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 15) the same day.

Plot the percent on the graph (page 16); update the caseload page (page 17) on whatever schedule your team reviews data.

Send the family page (page 19) home the same week — it uses some of the same pictures, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in: 11 tide pool and small sea creature cards, each with its name. 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 modeling 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 name, a criterion, or a typical rate. 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 creature this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the creature.

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.

CUT APART

Sea Creature Cards — Color



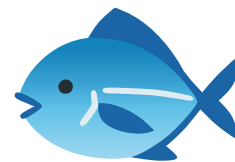
jellyfish



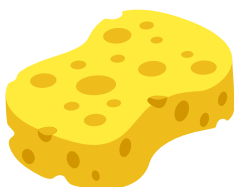
spiral shell



turtle



fish



sponge



snail



anchor



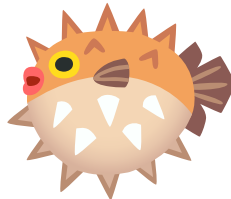
tropical fish



coral



oyster



blowfish

CUTTING THESE APART

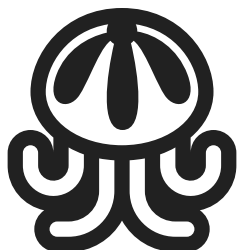
Print on cardstock and cut on the dashed lines: straight cuts only, three rows (the last row is short, three cards). Drawn to hold their shape in full color and stay readable at 1 inch. The same 11 cards in the ink-saver black-and-white set are on page 7. No prompting or cueing script is included — that call belongs to you.

6 PICTURES A CHILD MAY NAME ANOTHER WAY

spiral shell (shell), **oyster** (clam), **tropical fish** (fish), **blowfish** (fish), **coral** (plant), **sponge** (cheese). Fish, tropical fish and blowfish are three different cards: a plain fish, a striped fish and a round spiny fish. The color set makes all three easy to tell apart; in the ink-saver set, blowfish keeps its spines but a child may still say “fish” for any of the three — decide once how you mark that.

CUT APART

Sea Creature Cards — Ink-Saver



jellyfish



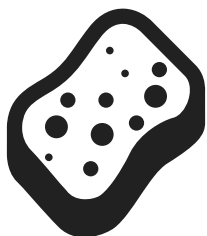
spiral shell



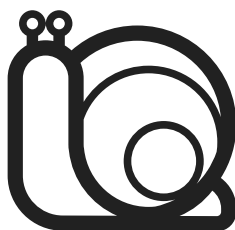
turtle



fish



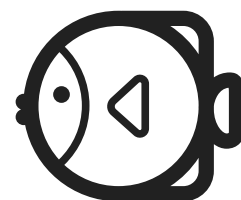
sponge



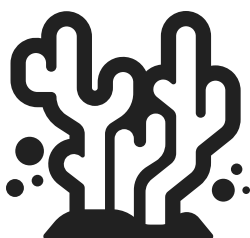
snail



anchor



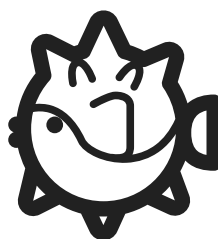
tropical fish



coral



oyster



blowfish

CUTTING THESE APART

Print on cardstock and cut on the dashed lines: straight cuts only, three rows (the last row is short, three cards). Black outlines and solid shapes, so a photocopier spends little ink. The same 11 cards in the full-color set are on page 6. No prompting or cueing script is included — that call belongs to you.

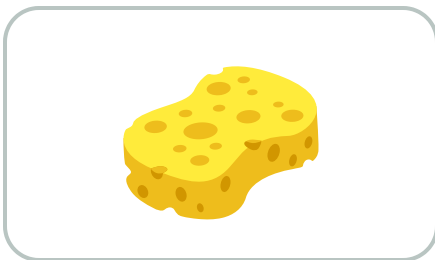
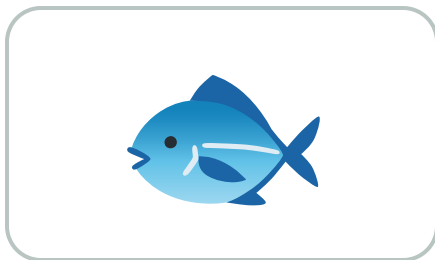
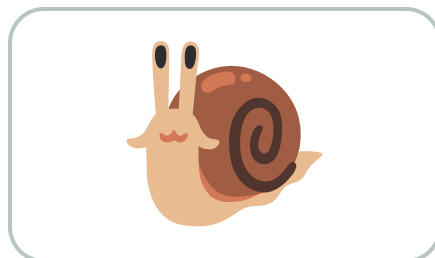
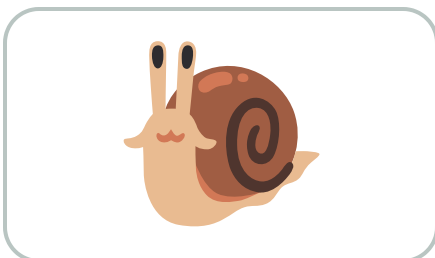
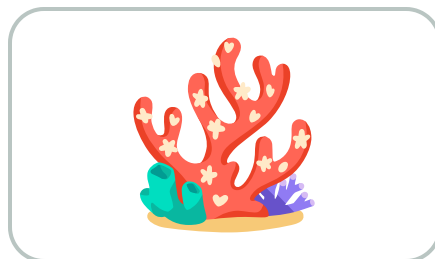
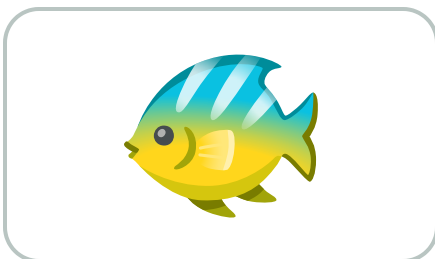
6 PICTURES A CHILD MAY NAME ANOTHER WAY

spiral shell (shell), **oyster** (clam), **tropical fish** (fish), **blowfish** (fish), **coral** (plant), **sponge** (cheese). Fish, tropical fish and blowfish are three different cards: a plain fish, a striped fish and a round spiny fish. The color set makes all three easy to tell apart; in the ink-saver set, blowfish keeps its spines but a child may still say “fish” for any of the three — decide once how you mark that.

STUDENT PAGE

Circle the Sea Creature 2 — Three Choices

MY NAME _____

**Circle the sea creature.****1 Circle the sponge.****2 Circle the snail.****3 Circle the anchor.****4 Circle the tropical fish.**



CHECKLIST

Quick Probe Forms A and B

STUDENT

DATE

FORM GIVEN

CORRECT (OUT OF 6)

Form A 6 pictures · untimed

#	SEA CREATURE	NAMES IT
1	 jellyfish	☐ ☐ ☐ + - ≈
2	 spiral shell	☐ ☐ ☐ + - ≈
3	 oyster	☐ ☐ ☐ + - ≈
4	 coral	☐ ☐ ☐ + - ≈
5	 turtle	☐ ☐ ☐ + - ≈
6	 fish	☐ ☐ ☐ + - ≈

CORRECT (OUT OF 5)

Form B 5 pictures · untimed

#	SEA CREATURE	NAMES IT
1	 snail	☐ ☐ ☐ + - ≈
2	 tropical fish	☐ ☐ ☐ + - ≈
3	 blowfish	☐ ☐ ☐ + - ≈
4	 sponge	☐ ☐ ☐ + - ≈
5	 anchor	☐ ☐ ☐ + - ≈

HOW TO MARK EACH CARD

Show the card (page 6 or 7). Mark + if the name is what your own scoring rule counts as correct, – for an error or no answer, ≈ for a close answer (a second name for the picture, see page 6). Two forms together cover the whole 11-creature deck with no overlap.

 CHECKLIST

Full-Deck Probe — All 11 Sea Creatures

STUDENT

DATE

WHAT EARNS +, – AND ≈ (YOUR OWN RULE)

#	SEA CREATURE	NAMES IT: + – ≈	SAID (WORD FOR WORD)
1	 jellyfish	+ - ≈	
2	 spiral shell	+ - ≈	
3	 turtle	+ - ≈	
4	 fish	+ - ≈	
5	 sponge	+ - ≈	
6	 snail	+ - ≈	
7	 anchor	+ - ≈	
8	 tropical fish	+ - ≈	
9	 coral	+ - ≈	
10	 oyster	+ - ≈	
11	 blowfish	+ - ≈	

NAMES CORRECT (OUT OF 11)

EVERY CREATURE, DECK ORDER

All 11 creatures in card order — the baseline and re-check form, and the answer key for the student pages (pages 9–11). Fish, tropical fish and blowfish are three different cards: a plain fish, a striped fish and a round spiny fish. The color set makes all three easy to tell apart; in the ink-saver set, blowfish keeps its spines but a child may still say “fish” for any of the three — decide once how you mark that. A row left blank means that creature was not shown today. Total the marks and carry the total to the log (page 15) as correct out of 11.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Priya is invented, and so is every mark on this page. This copy of the log tracks naming the sea creature only: seven quick probes, Forms A and B rotating, then the full deck once.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	2	6	33%	baseline
2	9/16	B	3	5	60%	baseline
3	9/23	A	2	6	33%	baseline
4	9/30	A	3	6	50%	said “shell” for the spiral shell, marked as an error by this clinician’s rule
5	10/7	B	4	5	80%	–
6	10/14	B	4	5	80%	4 of 5 again, second probe in a row at 80%, the highest quick-form score so far
7	10/21	C	9	11	82%	first full-deck form: 9 of 11, 82%

READING THE NUMBERS

Sessions 1–3 (Forms A, B, A) scored 33, 60 and 33 percent: baseline is the median of the three, 33 percent. On session 7, the full deck, Priya scored 9 of 11, 82 percent — a 49 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by its own out-of, times 100, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

“On picture probes of tide pool and sea creature names, Priya met the scoring rule at 33 percent at baseline in September and 9 of 11 on the full-deck probe in October.”

WHERE PRIYA WOULD SIT ON THE CASELOAD PAGE

One row: baseline 33 percent, current 82 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 17 in one line instead of seven rows.

WHAT THIS EXAMPLE IS NOT

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

THE SESSION-4 NOTE, AND THE RULE BEHIND IT

On session 4 (Form A) Priya said “shell” when shown the spiral shell card. This clinician’s own rule marked that an error (–) on the naming copy; another team could mark it as a close answer (≈) if it does so every session. Sessions on Form A are out of 6 and sessions on Form B are out of 5, which is why the read-out above compares percent, not raw correct counts; session 7 is out of 11, so the graph (page 16) takes the percent.