

SPECIAL EDUCATION .
CHECKPOINT DATA

EDITABLE

UFLI DATA TRACKER

Checkpoint 1, 2, and 3 results by skill area, a plain visual mark you make by hand, individual, small-group, and caseload versions, and a filled example. Fillable PDF. For use alongside UFLI Foundations; not affiliated with or endorsed by the University of Florida Literacy Institute.

SETUP UFLI Skill Areas & Checkpoint Guide

WRITE IN YOUR OWN SKILL AREAS AND DATES

This file does not set which UFLI skill areas are checked, when a checkpoint happens, or any mastery cut point — those come from your own UFLI Foundations lessons and your team's own decisions. Fill in the table below once per year and refer back to it on every tracking sheet in this file.

Our program/edition name:

School year:

SETTING	VALUE	NOTES
Skill areas checked at this point		Write which of Phonemic Awareness, Letter-Sound Correspondence, Decoding, Encoding/Spelling, High-Frequency Words, and Overall your lessons check at this student's point in the sequence. UFLI skill areas are checked as lessons progress and this file sets none. Write your own class or school's own Checkpoint 1 date.
Checkpoint 1 date		Write your own Checkpoint 2 date.
Checkpoint 2 date		Write your own Checkpoint 3 date.
Who gives the checkpoint		Write which adult administers the UFLI checkpoint for this student (teacher, interventionist, reading specialist). Write which adult updates this tracker after each checkpoint.
Who records the scores here		
YOUR TEAM'S OWN DECISION RULES (write these in this file sets none)		Write your own team's rule for when a between.

TRACKING Individual Student UFLI Checkpoint Tracker

One student, one row per skill area, a column for each checkpoint. The detailed version for close monitoring across a full year.

One student, every skill area, all three checkpoints. Copy this page per student. Fill in the student name at the top, then write in the score for each skill area checked, each checkpoint. Scores come straight from your own UFLI checkpoint result; this file does not compute, convert, or set a mastery cut point for any skill area. Leave a cell blank if a skill area is not checked at this checkpoint (write in your own lesson range on page 5).

Student name: Grade: School year:

Checkpoint 1		Checkpoint 2		Checkpoint 3	
SKILL AREA	SCORE	SKILL AREA	SCORE	SKILL AREA	SCORE
Phonemic Awareness		Phonemic Awareness		Phonemic Awareness	
Letter-Sound Correspondence		Letter-Sound Correspondence		Letter-Sound Correspondence	
Decoding		Decoding		Decoding	
Encoding/Spelling		Encoding/Spelling		Encoding/Spelling	

TRACKING Shared Checkpoint Monitoring Log

For the interventionist or general education teacher checking one skill area between checkpoints — a different adult, a different schedule, same running record.

For the interventionist or general education teacher checking one skill area between checkpoints. Share this page with whichever adult runs monitoring checks on this student — it is a second copy of the running record for a second adult, not a replacement for the checkpoints on page 7.

How to Fill Date: skill area being monitored: score: who checked it: a brief note.

Student: Skill area being monitored:

Check schedule (write your team's own rule):

DATE	SCORE	CHECKED BY (NAME/ROLE)	NOTE

SUMMARY Caseload Checkpoint Overview

One check, whole caseload at a glance. Do this at the end of a checkpoint. Fill in one row per student: current checkpoint, Overall score, mastery level, and the date of the last checkpoint.

How to Fill: Student name: current checkpoint: Overall score (from page 7): mastery level (Not Yet, Developing, Mastered, from page 12): date of last checkpoint.

Why this page: You check 10–15 students the same week. This is your checkpoint snapshot. For skill area-by-skill area detail, use page 7 (Individual Tracker).

STUDENT NAME	CURRENT CHECKPOINT	OVERALL SCORE	MASTERY LEVEL	LAST CHECKPOINT DATE	NOTES

VISUAL Checkpoint Mastery Visual Tracker

Mark where each result falls, by skill area and by checkpoint. No cut-point numbers are printed here — mark the level your own UFLI checkpoint already gave you.

STUDENT: SCHOOL YEAR:

No cut-point numbers are printed here. For each skill area and checkpoint, write the score (from page 7) in the small blank above the mark. Then mark or shade the area segment — Not Yet, Developing, or Mastered — that your own UFLI checkpoint result shows for that score.

SKILL AREA	CHECKPOINT 1	CHECKPOINT 2	CHECKPOINT 3
Phonemic Awareness	Score: _____ Not Yet Developing Mastered	Score: _____ Not Yet Developing Mastered	Score: _____ Not Yet Developing Mastered
Letter-Sound Correspondence	Score: _____ Not Yet Developing Mastered	Score: _____ Not Yet Developing Mastered	Score: _____ Not Yet Developing Mastered
Decoding	Score: _____ Not Yet Developing Mastered	Score: _____ Not Yet Developing Mastered	Score: _____ Not Yet Developing Mastered

EXAMPLE A Checkpoint Tracker, Filled In

An invented first grader, Priya S. Every score and mastery mark below is checked against the rows it comes from.

An invented first grader, Priya S. Every score and mastery mark is made up, checked against the tables below, and is not real UFLI checkpoint data — it shows how the file is used, not what any score should look like.

Scores are invented and are not a reproduction of any UFLI lesson, passage, word list, or proprietary scope-and-sequence detail.

Individual Student UFLI Checkpoint Tracker (page 7) — Priya S., grade 1 (invented)

Checkpoint 1		Checkpoint 2		Checkpoint 3	
SKILL AREA	SCORE	SKILL AREA	SCORE	SKILL AREA	SCORE
Phonemic Awareness	14	Phonemic Awareness	18	Phonemic Awareness	22
Letter-Sound Correspondence	16	Letter-Sound Correspondence	21	Letter-Sound Correspondence	24
Decoding	9	Decoding	13	Decoding	19
Encoding/Spelling	—	Encoding/Spelling	11	Encoding/Spelling	15
High-Frequency Words	—	High-Frequency Words	—	High-Frequency Words	22
Overall	—	Overall	68	Overall	89

Priya was not checked on Phonemic Awareness at Checkpoint 3, was not checked on Encoding/Spelling until Checkpoint 2, was not checked on High-Frequency Words until Checkpoint 3, and did not have an Overall score until Checkpoint 2 — each left blank if it were, the way an empty filled-example cell must read so it does not become a fillable field.

Checkpoint Mastery Visual Tracker (page 12) — Priya's Marks

Fillable PDF

18 Pages

Mastery Marks

Caseload

ONE: SET UP YOUR OWN SKILL AREAS AND CHECKPOINTS (once per student, at the start of the year)

- Page 5: Write in which UFLI skill areas your lessons check at this student's point in the sequence, and your own checkpoint dates for Checkpoint 1, 2, and 3.
- Page 6: List the student on the Caseload UFLI Roster with the skill areas they are checked on.
- Page 7: Write the student's name and grade at the top of the Individual Student UFLI Checkpoint Tracker.

TWO: PICK THE SHEET THAT FITS TODAY

- **Full detail, one student at a time:** Use page 7 (Individual Student UFLI Checkpoint Tracker). Copy it per student. Save with the student's name: "Jordan-UFLI-Tracker.pdf."
- **Quick check when you have no time:** Use page 8 (Quick Checkpoint Score Entry Log). One row per check date, just the numbers.
- **A different adult checking between checkpoints:** Use page 9 (Shared Checkpoint Monitoring Log) for an interventionist or co-teacher.
- **A checkpoint week, several students:** Use page 10 (Small-Group UFLI Checkpoint Log). One shared skill area and checkpoint, up to 4 students.
- **Whole-caseload check:** Use page 11 (Caseload Checkpoint Overview). Check all your students the same week.

THREE: ENTER THE SCORE, THEN MARK THE MASTERY LEVEL

- After each checkpoint, write the skill area, the date, and the score your own UFLI checkpoint already gives you on page 7 (or page 8 for the fast version).
- On page 12 (Checkpoint Mastery Visual Tracker), mark where that result falls—Not Yet, Developing, or Mastered—using your own checkpoint's own result, not a number printed in this file.
- Note anything that explains the result on page 7 or 8: "makeup check, out sick first attempt," "new to this lesson range," "same small group since Checkpoint 1."

FOUR: REPORT PROGRESS

- At the end of a checkpoint, or before a meeting, fill out page 13 (Year-at-a-Glance Summary) to show all three checkpoints together.
- Send a short note home or to the team using page 14 (Family and Team Update).

What this is not

This is not a lesson plan and it does not contain, administer, or score any UFLI lesson, passage, word list, or proprietary scope-and-sequence detail. It does not reproduce any UFLI mastery cut-point. It is the running score log and visual mark a case manager, interventionist, or family keeps after a checkpoint is given elsewhere. Example students are invented. Names and numbers are made up.

The habits this file assumes

- ☐ Your skill areas and checkpoints guide (page 5) is filled in before the first score is logged.
- ☐ Every score has a date and a checkpoint, even a quick one.
- ☐ A mastery mark on page 12 comes from your own checkpoint result, never a number printed here.

Why five sheet shapes instead of one

One student needs the full detail (page 7). A whole caseload needs the fast version (pages 8 and 11). A different adult checking between checkpoints needs their own log (page 9).

One student, one row per skill area, a column for each checkpoint. The detailed version for close monitoring across a full year.

One student, every skill area, all three checkpoints. Copy this page per student. Fill in the student name at the top, then write in the score for each skill area checked, each checkpoint.

Scores come straight from your own UFLI checkpoint result; this file does not compute, convert, or set a mastery cut point for any skill area. Leave a cell blank if a skill area is not checked at this checkpoint (write in your own lesson range on page 5).

Student name: Grade: School year:

Checkpoint 1

SKILL AREA	SCORE
Phonemic Awareness	
Letter-Sound Correspondence	
Decoding	
Encoding/Spelling	
High-Frequency Words	
Overall	

Check date:

Given by:

Checkpoint 2

SKILL AREA	SCORE
Phonemic Awareness	
Letter-Sound Correspondence	
Decoding	
Encoding/Spelling	
High-Frequency Words	
Overall	

Check date:

Given by:

Checkpoint 3

SKILL AREA	SCORE
Phonemic Awareness	
Letter-Sound Correspondence	
Decoding	
Encoding/Spelling	
High-Frequency Words	
Overall	

Check date:

Given by:

For the visual mastery mark

Once a score is entered above, mark where it falls on the Checkpoint Mastery Visual Tracker (page 12) — Not Yet, Developing, or Mastered — using your own checkpoint result.

Notes for the year

Anything that explains a checkpoint: a makeup date, a new skill area added, a schedule change.

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Checkpoint Mastery Visual Tracker

Mark where each result falls, by skill area and by checkpoint. No cut-point numbers are printed here—mark the level your own UFLI checkpoint already gave you.

STUDENT

SCHOOL YEAR

No cut-point numbers are printed here. For each skill area and checkpoint, write the score (from page 7) in the small blank above the mark, then mark or shade the one segment — Not Yet, Developing, or Mastered — that your own UFLI checkpoint result shows for that score.

SKILL AREA	CHECKPOINT 1	CHECKPOINT 2	CHECKPOINT 3
Phonemic Awareness	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered
Letter-Sound Correspondence	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered
Decoding	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered
Encoding/Spelling	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered
High-Frequency Words	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered
Overall	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered	Score: Not Yet Developing Mastered

What the three segments mean

Not Yet, Developing, and Mastered are plain, generic names for your own checkpoint result. No score or cut-point number is printed here — this file sets no rule.

Reading the marks across a year

Read a row left to right to see one skill area move across checkpoints. Read a column top to bottom to see this student's strongest and weakest skill areas right now.

Year-at-a-Glance Summary

All three checkpoints side by side for one student, with a plain growth note. For a team meeting, not a graph.

STUDENT

GRADE

SCHOOL YEAR

All three checkpoints, side by side, for one student. Copy each score from page 7 and each mastery level from page 12. No graph—counts and a plain growth note.

SKILL AREA	CHECKPOINT 1 SCORE	CHECKPOINT 1 LEVEL	CHECKPOINT 2 SCORE	CHECKPOINT 2 LEVEL	CHECKPOINT 3 SCORE	CHECKPOINT 3 LEVEL	TREND
Phonemic Awareness							
Letter-Sound Correspondence							
Decoding							
Encoding/Spelling							
High-Frequency Words							
Overall							

Before the meeting: circle the Checkpoint 3 column and the Checkpoint 1 column so the change is easy to point to. If a mastery level moves down two checkpoints in a row, revisit the plan on page 9, not wait for a fourth check.

One sentence for the meeting, built from the row above

For example: "Since ____, [Student]'s ____ score moved from ____ (____) at Checkpoint 1 to ____ (____) at Checkpoint 2 to ____ (____) at Checkpoint 3." Write it below.

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EXAMPLE

A Checkpoint Tracker, Filled In

An invented first grader. Every score and mastery mark below is checked against the rows it comes from.

An invented first grader, Priya S. Every score and mastery mark is made up, checked against the tables below, and is not real UFLI checkpoint data — it shows how the file is used, not what any score should look like.

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Individual Student UFLI Checkpoint Tracker (page 7) — Priya S., grade 1 (invented)

Checkpoint 1

SKILL AREA	SCORE
Phonemic Awareness	14
Letter-Sound Correspondence	16
Decoding	9
Encoding/Spelling	–
High-Frequency Words	–
Overall	–

Checkpoint 2

SKILL AREA	SCORE
Phonemic Awareness	18
Letter-Sound Correspondence	21
Decoding	13
Encoding/Spelling	11
High-Frequency Words	–
Overall	68

Checkpoint 3

SKILL AREA	SCORE
Phonemic Awareness	–
Letter-Sound Correspondence	24
Decoding	19
Encoding/Spelling	15
High-Frequency Words	22
Overall	89

Priya was not checked on Phonemic Awareness at Checkpoint 3, was not checked on Encoding/Spelling until Checkpoint 2, was not checked on High-Frequency Words until Checkpoint 3, and did not have an Overall score until Checkpoint 2 — each left blank (–) on purpose, the way an empty filled-example cell must read so it does not become a fillable field.

Checkpoint Mastery Visual Tracker (page 12) — Priya's Marks

SKILL AREA	CHECKPOINT 1	CHECKPOINT 2	CHECKPOINT 3
Phonemic Awareness	Not Yet Developing Mastered	Not Yet Developing Mastered	Not checked
Letter-Sound Correspondence	Not Yet Developing Mastered	Not Yet Developing Mastered	Not Yet Developing Mastered
Decoding	Not Yet Developing Mastered	Not Yet Developing Mastered	Not Yet Developing Mastered
Encoding/Spelling	Not checked	Not Yet Developing Mastered	Not Yet Developing Mastered
High-Frequency Words	Not checked	Not checked	Not Yet Developing Mastered
Overall	Not checked	Not Yet Developing Mastered	Not Yet Developing Mastered

Every mastery mark above matches the score in the same checkpoint on the tracker table: Decoding moved Not Yet→Developing→Mastered as its score rose 9, 13, 19; a checkpoint left blank on the score table is marked “Not checked” here, never guessed at.

What the Year-at-a-Glance Summary (page 13) would say

Decoding moved 9→13→19 (Not Yet→Developing→Mastered) across the three checkpoints — checked against the table above. Overall moved 68→89 (Developing→Mastered), first calculated for Priya at Checkpoint 2.