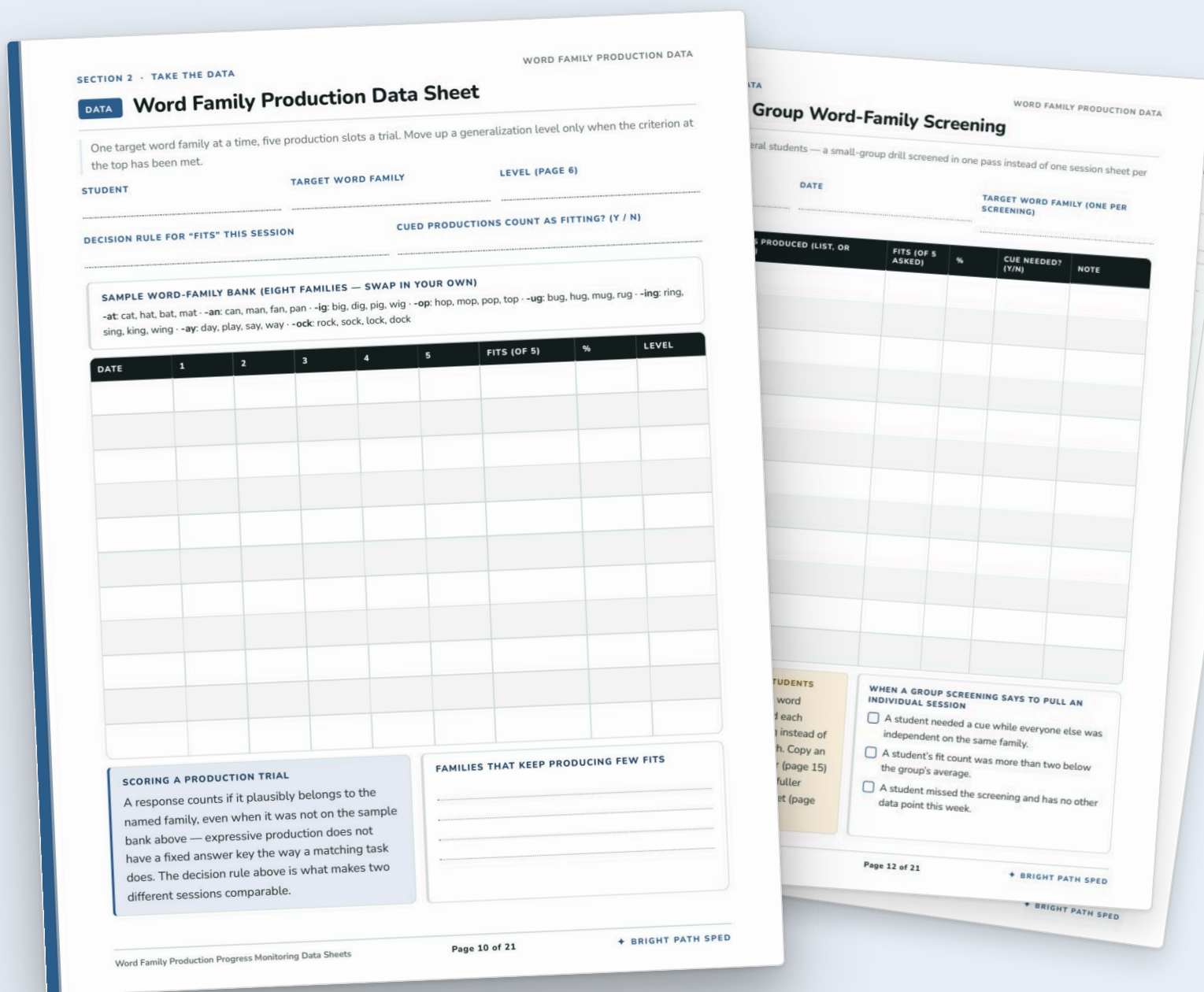






What Is Inside, and Where

21 pages: three sections, a worked example and a back page. Nothing here scores a response against a published norm or sets when a referral is warranted; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up the Caseload

PAGES 6–8



**Code Key:
Recording Marks,
Word Families and
Levels**
SETUP

6



**Word Family
Production
Caseload Roster**
ROSTER

7



**Binder Cover and
Divider Tabs**
SETUP

8

02 Take the Data

PAGES 10–13



**Word Family
Production Data
Sheet**
DATA

10



**Quick Daily Word
Family Check**
DATA

11



**Caseload Group
Word-Family
Screening**
DATA

12



**Paraprofessional
and Classroom
Carryover Form**
DATA

13

03 Track, Report and Share

PAGES 15–20



**Cumulative
Accuracy Tracker**
TRACKER

15



Progress Graph
TRACKER

16



**Quarterly
Progress
Summary**
REPORTING

17



**Family Update —
Word Families at
Home**
NOTES

18



**Progress Note
Phrase Bank**
REFERENCE

19



**A Session of Data,
Filled In**
EXAMPLE

20

How the sections build on each other: Section 1 sets up the marks, word-family list and caseload once. Section 2 is every session's data — a detailed sheet, a quick daily check, a whole-caseload screening form, and a form for a second adult. Section 3 turns that data into a tracker, a graph, a family update and language for a progress note, closed out with one worked example.

The eight sample word families used throughout: -at · -an · -ig · -op · -ug · -ing · -ay · -ock — every sheet lets you swap in your own.

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the trial marks themselves are faster with a pen.



1

Set up once

Define the recording marks, word-family list and generalization levels (page 6) as a team before the first session, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Take data every session

Run the detailed session sheet (page 10) for an individual student, or the quick daily check (page 11) on a tighter day.

For a small-group drill, screen the whole group on one family at once on the group screening form (page 12). The paraprofessional form is the plain-words version for a day the case manager is not the one listening.



3

Roll up and share

Copy the percent onto the tracker (page 15) the same day, and plot the graph (page 16) once a week.

The family update (page 18) and the phrase bank (page 19) are ready to use as soon as a session of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so 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 a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a response against a published norm or compute a percent for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **Semantic Word Relationships and Word Meaning Progress Monitoring Editable** — that pack spreads a caseload's tools across SIX semantic domains, so a team that only needs word-family production still buys and navigates all six. And not the "Word Families Cut and Paste" kind of product — those are student worksheets where a child sorts or matches printed cards; every page here is completed by the adult, recording what the student SAID. This file is the one-domain data system: a detailed session sheet, a quick daily check, a whole-caseload group screening form, a paraprofessional/classroom form, a tracker and graph, a quarterly summary, a family update and a phrase bank — for a caseload across a term.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark says only whether a response fit the named word family as the clinician judged it that session — never a score against a published norm, a condition name, or a referral rule. No age or milestone is stated; the team writes every criterion in.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the sheets; the tracker only needs the totals.

Anything else — the Ask a Question tab; a fix to the file is a free update.

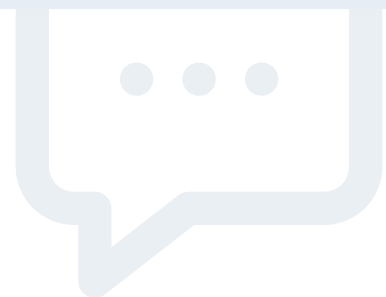
02

Take the Data

A detailed individual session sheet, a faster daily check for a tighter day, a whole-caseload screening form for a small-group drill, and a plain-language form for the paraprofessional or the general education teacher.

IN THIS SECTION

Word Family Production Data Sheet	10
Quick Daily Word Family Check	11
Caseload Group Word-Family Screening	12
Paraprofessional and Classroom Carryover Form	13



DATA

Word Family Production Data Sheet

One target word family at a time, five production slots a trial. Move up a generalization level only when the criterion at the top has been met.

STUDENT

TARGET WORD FAMILY

LEVEL (PAGE 6)

DECISION RULE FOR "FITS" THIS SESSION

CUED PRODUCTIONS COUNT AS FITTING? (Y / N)

SAMPLE WORD-FAMILY BANK (EIGHT FAMILIES — SWAP IN YOUR OWN)
-at: cat, hat, bat, mat · -an: can, man, fan, pan · -ig: big, dig, pig, wig · -op: hop, mop, pop, top · -ug: bug, hug, mug, rug · -ing: ring, sing, king, wing · -ay: day, play, say, way · -ock: rock, sock, lock, dock

DATE	1	2	3	4	5	FITS (OF 5)	%	LEVEL

SCORING A PRODUCTION TRIAL
A response counts if it plausibly belongs to the named family, even when it was not on the sample bank above — expressive production does not have a fixed answer key the way a matching task does. The decision rule above is what makes two different sessions comparable.

FAMILIES THAT KEEP PRODUCING FEW FITS
.....
.....
.....
.....

DATA

Caseload Group Word-Family Screening

One family, one sitting, several students — a small-group drill screened in one pass instead of one session sheet per student.

GROUP / SETTING

DATE

TARGET WORD FAMILY (ONE PER SCREENING)

#	STUDENT	WORDS PRODUCED (LIST, OR COUNT)	FITS (OF 5 ASKED)	%	CUE NEEDED? (Y/N)	NOTE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

ONE FAMILY, ONE SITTING, SEVERAL STUDENTS

Built for a small-group drill: name one word family, go around the group, and record each student’s production in the same sitting instead of pulling a separate session sheet for each. Copy an individual student’s row onto the tracker (page 15) the same day; a student who needs the fuller record still gets the detailed session sheet (page 10) on their own day.

WHEN A GROUP SCREENING SAYS TO PULL AN INDIVIDUAL SESSION

☐ A student needed a cue while everyone else was independent on the same family.

☐ A student’s fit count was more than two below the group’s average.

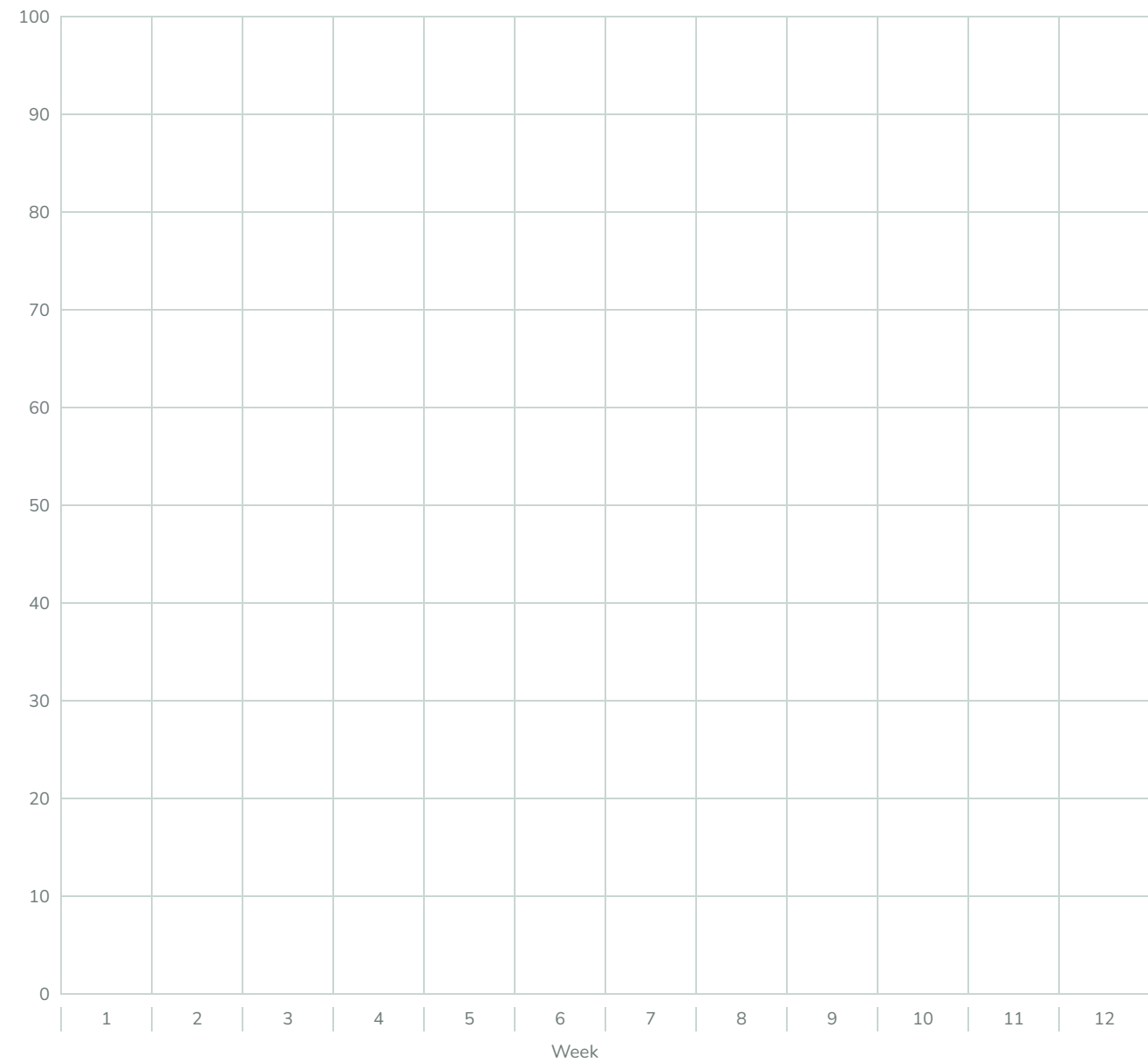
☐ A student missed the screening and has no other data point this week.

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM

PERCENT CORRECT, WORD FAMILY PRODUCTION — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing accuracy. Three points flat or falling in a row: check which families are being used and the cue level on the session sheet (page 10) for what changed.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

SESSION DATA SHEET (PAGE 10) — MIA R., GRADE 2 (INVENTED)

Decision rule: a real word belonging to the family, or a nonword that follows the rime pattern · **Cued productions count as fitting:** Y

DATE	FAMILY	1	2	3	4	5	FITS	%	LEVEL
Oct 1	-at	Fits	Fits	No fit	Fits	Fits	4/5	80	Cued
Oct 3	-at	Fits	Fits	Fits	No fit	Fits	4/5	80	Cued
Oct 7	-at	Fits	Fits	Fits	Fits	Fits	5/5	100	Cued
Oct 10	-at	Fits	Fits	Fits	Fits	No fit	4/5	80	Indep
Oct 14	-op	Fits	No fit	Fits	Fits	No fit	3/5	60	Cued

Oct 1, Oct 3 and Oct 7 were three consecutive sessions at or above 80%, so the criterion was met on Oct 7; Oct 10 moved to independent production, still 80%; Oct 14 started a new family (“-op”) back at the cued level, dropping to 60% as expected for a new target.

THE DECISION, WRITTEN ON THE TRACKER (PAGE 15)

“-at”: criterion met at the cued level Oct 7; independent production held at 80 percent Oct 10. “-op”: new family started Oct 14 at 60 percent cued, the expected first session on a new target. **Group:** Luz O. needs an individual session on “-at” before the next group screening.

- ☐ Next session: start probing “-op” at the independent level if Oct 14’s 60% holds or improves on Oct 17.
- ☐ Pull Luz O. for her own “-at” session before the next group screening, per the group-screening card.
- ☐ Quarterly summary (page 17) status for “-at” is MET; status for “-op” is IP — both copied straight from the family snapshot, right.

GROUP SCREENING (PAGE 12) — OCT 7, “-AT” FAMILY, SMALL GROUP

STUDENT	WORDS PRODUCED	FITS (OF 5 ASKED)	%	CUE NEEDED?
Mia R.	4	4	80	N
Dev K.	5	4	80	N
Luz O.	3	3	60	Y

Same session Mia ran her individual sheet (100%, left); the screening caught two more students on the same family, one of whom (Luz O.) needed a cue and is now flagged for her own session.

- ☐ A student below 80% independent on this family gets flagged for an individual session (Luz O., here).
- ☐ A student at or above 80% independent does not need a change from this screening alone.
- ☐ Three students checked on one family in one sitting — the time an individual session would have taken for one.

FAMILY SNAPSHOT (FEEDS THE QUARTERLY SUMMARY, PAGE 17)

FAMILY	BASELINE (DATE, %)	CURRENT (DATE, %, LEVEL)	STATUS	ONE-LINE NOTE FOR THE QUARTERLY SUMMARY
-at	20% (Sep 20)	80% indep. (Oct 10)	MET	Criterion met at cued level Oct 7; independent production holding at 80%.
-op	0% (not yet started)	60% cued (Oct 14)	IP	New family, first session at 60% cued, the expected starting point.

WHY THIS IS ENOUGH

Every decision on this page came from a number already written down: the move to independent production from three cued rows at 80 percent or above, the group-screening flag from where the miss happened, the status column from the tracker. The quarterly summary is a copying job.