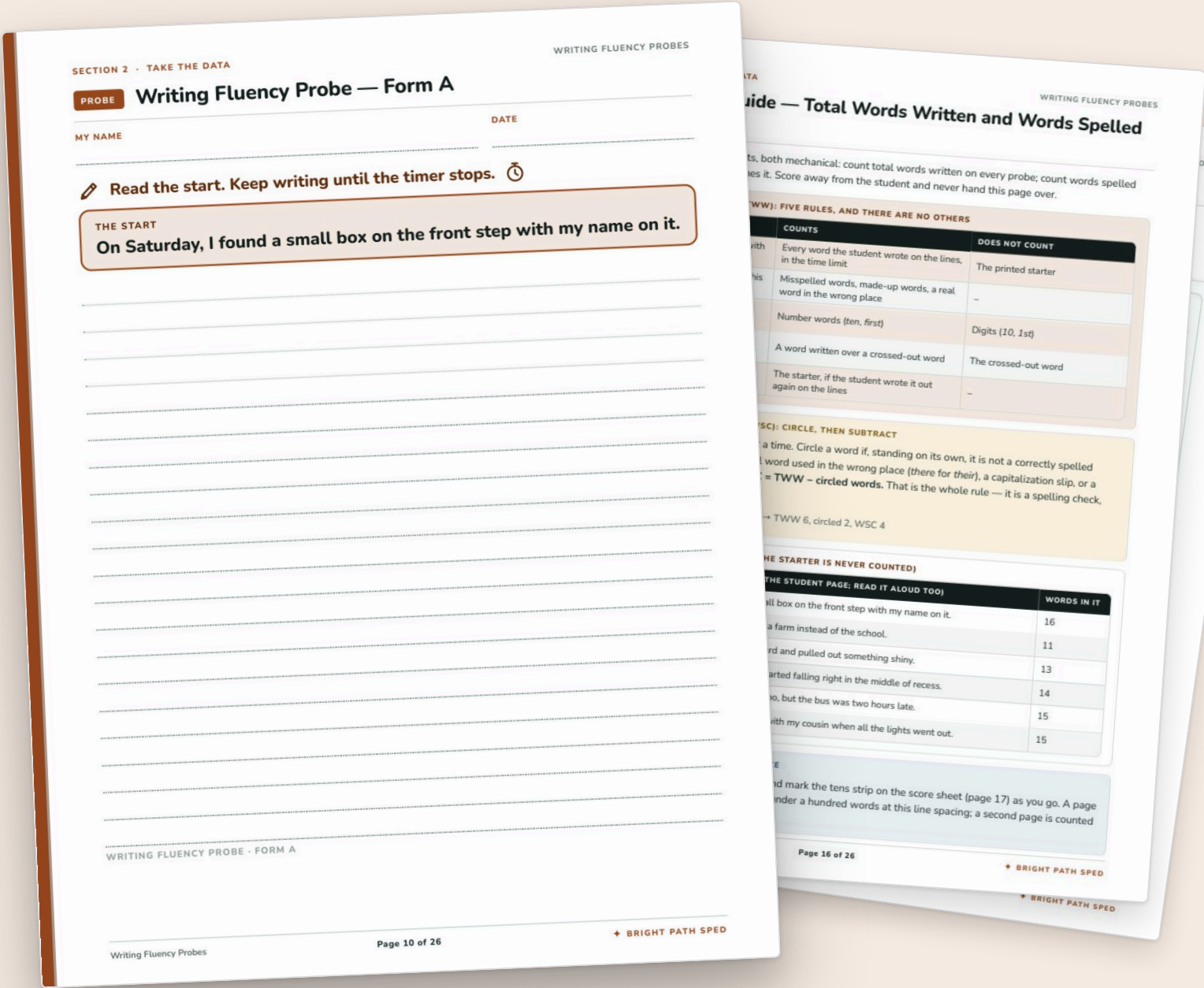


Writing Fluency Probes



What Is Inside, and Where

26 pages, three sections, a worked example and a back page.

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Prepare to Give the Probes

PAGES 6–8



Binder Cover and
Section Map
SETUP

6



How This Pack
Works, and What
to Say
REFERENCE

7



Writing Fluency
Goal, Baseline and
Criterion
GOAL

8

02 Take the Data

PAGES 10–17



Writing Fluency
Probe — Form A
PROBE

10



Writing Fluency
Probe — Form B
PROBE

11



Writing Fluency
Probe — Form C
PROBE

12



Writing Fluency
Probe — Form D
PROBE

13



Writing Fluency
Probe — Form E
PROBE

14



Writing Fluency
Probe — Form F
PROBE

15



Scoring Guide —
Total Words
Written and
Words Spelled
Correctly
KEY

16



Probe Score Sheet
— Two per Page
LOG

17

03 Track, Report and Share

PAGES 19–25



Writing Fluency
Data Log
TRACKER

19



Total Words
Written Trend
Graph
TRACKER

20



Caseload
Summary —
Writing Fluency
ROSTER

21



Family Update —
Writing at Home
NOTES

22



Classroom Writing
Check-In
NOTES

23



Progress Note
Phrase Bank
REFERENCE

24



A Filled-In Probe,
Score Sheet and
Log (Invented
Student)
EXAMPLE

25



START HERE

Start Here — Three Steps

Ninety seconds of reading; a single probe takes 4 minutes to give and about two to count.



1

Set up once

Read “How This Pack Works” (page 7) for the words to say and the timing, then set the time limit, baseline and criterion on the goal page (page 8) — once, for your team.

Print the binder cover and section map (page 6) if this file lives in a binder rather than on a device.



2

Give a probe every session

Hand the student one form (pages 10–15), read the start aloud, give a minute to think, then time the writing. Nothing on that page is scored in front of them.

Count the words afterward with the scoring guide (page 16) onto a score sheet (page 17); rotate Forms A through F so no starter repeats two sessions running.



3

Track, decide and share

Copy the count onto the data log (page 19) the same day, and plot the graph (page 20) once a week.

The family update (page 22), the classroom check-in (page 23) and the phrase bank (page 24) are ready to use as soon as a probe is counted — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal, score sheet, log, graph and caseload pages are type-in; the six student pages print cleanly and hold nothing but the story starter and the lines to write on.

WHAT THIS FILE IS NOT

Not a norm-referenced or standardized writing test, and not a grade-level placement tool: the score is a plain count of words with no published benchmarks behind it. It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not count the words for you.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides how many words is enough, how fast a count should grow, or whether a pattern of counts means anything beyond the data itself. Every one of those is a blank you fill in from your own practice and your team. The sheets only make sure the number gets written down.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.
A student fills every line. Good — hand over a second copy of the same form and keep the timer running; count both pages.
Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN YOUR CASELOAD FOLDER

A filled-in probe, score sheet or log is a student record: initials only on anything that leaves your hands, first name only on the family update. Print the scoring guide once and keep it at the front; the log, graph and caseload page stay on top of each student's probes so the trend is the first thing anyone finds.

PROBE

Writing Fluency Probe — Form A

MY NAME

DATE

 Read the start. Keep writing until the timer stops. 

THE START

On Saturday, I found a small box on the front step with my name on it.

Handwriting practice lines (dotted lines) for writing.

WRITING FLUENCY PROBE • FORM A

KEY

Scoring Guide — Total Words Written and Words Spelled Correctly

For the adult only. Two counts, both mechanical: count total words written on every probe; count words spelled correctly only if the goal names it. Score away from the student and never hand this page over.

TOTAL WORDS WRITTEN (TWW): FIVE RULES, AND THERE ARE NO OTHERS

RULE	COUNTS	DOES NOT COUNT
A word is any run of letters with a space on either side	Every word the student wrote on the lines, in the time limit	The printed starter
Spelling does not matter for this count	Misspelled words, made-up words, a real word in the wrong place	—
Numerals are not words	Number words (<i>ten, first</i>)	Digits (<i>10, 1st</i>)
Crossed out is not written	A word written over a crossed-out word	The crossed-out word
Copying counts	The starter, if the student wrote it out again on the lines	—

WORDS SPELLED CORRECTLY (WSC): CIRCLE, THEN SUBTRACT

Read the student's words one at a time. Circle a word if, standing on its own, it is not a correctly spelled English word. Do **not** circle a real word used in the wrong place (*there* for *their*), a capitalization slip, or a name the student made up. **WSC = TWW – circled words**. That is the whole rule — it is a spelling check, not an analysis of the writing.

The kite flu over the fens. → TWW 6, circled 2, WSC 4

THE SIX STARTERS AT A GLANCE (THE STARTER IS NEVER COUNTED)

FORM	THE START (PRINTED ON THE STUDENT PAGE; READ IT ALOUD TOO)	WORDS IN IT
A	On Saturday, I found a small box on the front step with my name on it.	16
B	The school bus stopped at a farm instead of the school.	11
C	My dog dug a hole in the yard and pulled out something shiny.	13
D	The first snow of the year started falling right in the middle of recess.	14
E	Our class won a trip to the zoo, but the bus was two hours late.	15
F	I was playing a board game with my cousin when all the lights went out.	15

COUNTING WITHOUT LOSING YOUR PLACE

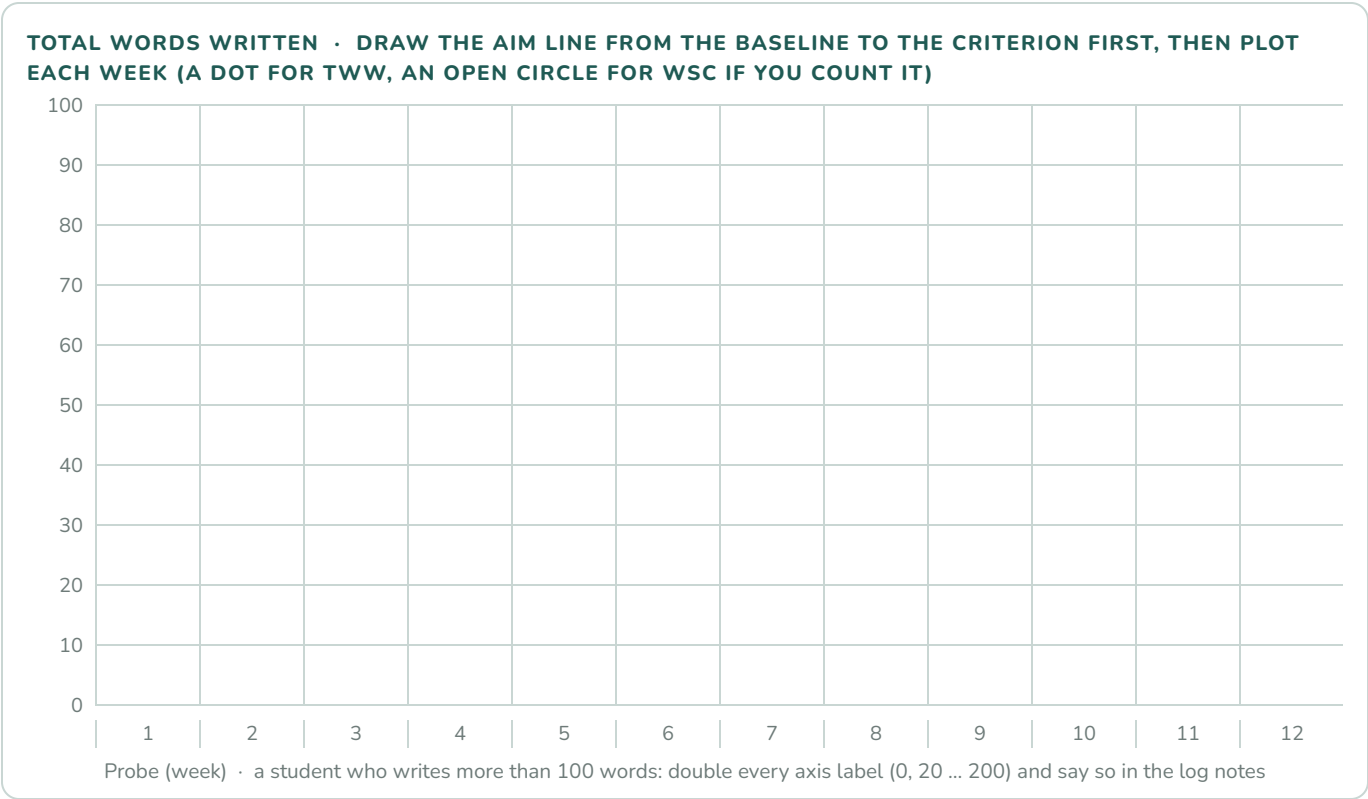
Put a small tick over every tenth word and mark the tens strip on the score sheet (page 17) as you go. A page a student filled to the bottom is usually under a hundred words at this line spacing; a second page is counted the same way and added.

 TRACKER

Total Words Written Trend Graph

Plot total words written from the log. The aim line is the criterion from the goal; three dots under it in a row is a conversation, not a wait.

STUDENT	CRITERION / AIM (WORDS)	GOAL DATE



#	DATE	FORM	TWW	WSC	NOTES
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

✎NOTES

Family Update — Writing at Home

Goes home after a probe or a regular writing week, ready to send as printed or typed. No jargon, no counts — the data log already has those.

STUDENT

WEEK OF

FROM

THIS WEEK WE WROTE ABOUT

In plain words — the story start we used, or what was written in class.

HOW THE WRITING WENT, IN PLAIN WORDS

Not the raw count — what it means: about the same, a little more, a lot more than last time.

ONE THING TO TRY AT HOME (FIVE MINUTES, TOGETHER)

Try telling a story out loud first, then writing two sentences of it. Spelling can be fixed later; keeping the pencil moving is the practice.

SOMETHING WE NOTICED, OR A QUESTION FOR HOME

Anything the family noticed that we would not see at school.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Filled-In Probe, Score Sheet and Log (Invented Student)

SAMPLE · INVENTED STUDENT

Mateo is invented, and so is every mark on this page. Every number in the log can be re-counted from the writing sample and the rule above it.

MATEO R., THIRD GRADE (INVENTED) — WEEKLY WRITING FLUENCY PROBES

Goal: write 60 total words in 3 minutes on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days, median TWW 46 · **Case manager:** L. Okafor, invented

WHAT MATEO WROTE ON FORM A, SEP 12 (THE STARTER IS PRINTED, NOT COUNTED)

On Saturday, I found a small box on the front step with my name on it.

I opened the box. Insid was a red kite with a long tail. My sister and I ran to the park. The wind was strong and the kite went up fast. Then it got stuk in a tree. We could not get it becaus it was too high.

THE SCORE SHEET FOR SEP 12 (PAGE 17)

TENS STRIP TICKED	TWW	CIRCLED	WSC
10, 20, 30, 40 — then 8 more	48	3	45

WRITING FLUENCY DATA LOG EXCERPT (PAGE 19)

#	DATE	FORM	MIN	TWW	CIRCLED	WSC	NOTES
1	Sep 12	A	3	48	3	45	Counted above, word by word; stopped once and restarted after “keep going.”
2	Sep 19	B	3	41	4	37	Spent most of the think time asking about the farm; wrote to the end.
3	Sep 26	C	3	46	3	43	Wrote steadily; two of the circled words were the same word twice.
4	Oct 3	D	3	55	2	53	Best count so far; filled sixteen of the 21 lines.

WHY THESE NUMBERS HOLD UP

Sep 12: the sample above has 48 words by the five rules on page 16 (the starter is not counted; every misspelled word is). Three words are circled — Insid, stuk, becaus — so $WSC = 48 - 3 = 45$. The other rows are the same subtraction: $41 - 4 = 37$; $46 - 3 = 43$; $55 - 2 = 53$. Baseline is the median of the first three counts (48, 41, 46), which is 46.

WHAT THE CASE MANAGER DID WITH THIS TREND

None of the four probes reached the invented criterion of 60 words, and the last two (46 and 55) both sit above the baseline of 46. On the caseload summary (page 21) the row is marked “up,” with a decision to keep the goal and the weekly rotation and to review again after four more probes.