

Cause and Effect Probes

SECTION 2 · TAKE THE DATA

CAUSE & EFFECT PROBES

PROBE Cause and Effect Probe — Form A

For the student — hand over this page and let them work.

MY NAME _____ DATE _____

Read the passage. Answer the questions.

"A RAINY RECESS"

This morning, dark clouds rolled in over the playground. Because it began to rain, the recess monitor blew the whistle early and moved everyone inside. Ms. Diaz set up board games in the classroom so that the students could still have fun together. Since the gym was already booked for band practice, the class played games at their own tables instead. By the time recess ended, three students had learned a new card game.

1. What happened in the passage? Write one effect.

2. What caused that to happen, according to the passage?

3. What is another thing that happened in the passage? Write a second effect.

4. What caused that second thing to happen, according to the passage?

CAUSE AND EFFECT PROBE · FORM A

Page 10 of 25

BRIGHT PATH SPED

CAUSE & EFFECT PROBES

Keys and Scoring — All Six Forms

hand this page to the student. Any close paraphrase of a listed answer is accepted.

for all six forms. A close paraphrase of any listed answer counts; write the score for out of 4. Never hand this page to the student.

PAIR 1 (CLOSE PARAPHRASE)	PAIR 2 (ACCEPT CLOSE PARAPHRASE)	SCORE / 4
y to rain ss monitor moved everyone	Cause: the gym was already booked for band practice Effect: the class played games at their own tables instead	
sharpener stopped ad to trade dull pencils	Cause: the supply closet was locked Effect: the school secretary had to bring new sharpeners from the office	
as missing held Diego's library	Cause: the book had slipped behind his bookshelf at home Effect: his mother found it that evening	
was still wet from oved the fair setup	Cause: several projects needed an outlet Effect: the custodian ran extension cords along one wall	
locking over his d a bigger cage	Cause: the new cage arrived a day early Effect: students set it up together during morning meeting	
expected pencils and lined	Cause: it was chilly outside Effect: the teacher let students wear their jackets first	

ch of the two stated effects, one for each of the two stated causes
a student may write either pair first. Accuracy % = score ÷ 4 × 100.

Page 16 of 25

BRIGHT PATH SPED

BRIGHT PATH SPED

25 PAGES

6 SILENT-READING PASSAGES

ANSWER KEYS & SCORING

FILLABLE PDF

◆ BRIGHT PATH SPED

What Is Inside, and Where

25 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**
REFERENCE

7



**Cause and Effect
Goal, Rubric and
Directions**
GOAL

8

02 Take the Data

PAGES 10–16



**Cause and Effect
Probe — Form A**
PROBE

10



**Cause and Effect
Probe — Form B**
PROBE

11



**Cause and Effect
Probe — Form C**
PROBE

12



**Cause and Effect
Probe — Form D**
PROBE

13



**Cause and Effect
Probe — Form E**
PROBE

14



**Cause and Effect
Probe — Form F**
PROBE

15



**Answer Keys and
Scoring — All Six
Forms**
KEY

16

03 Track, Report and Share

PAGES 18–24



**Cause and Effect
Accuracy Data Log**
TRACKER

18



**Cause and Effect
Accuracy Trend
Graph**
TRACKER

19



**Caseload
Summary —
Cause and Effect**
ROSTER

20



**Family Update —
Reading at Home**
NOTES

21



**Classroom
Comprehension
Check-In**
NOTES

22



**Progress Note
Phrase Bank**
REFERENCE

23



**A Filled-In Probe
Set and Log
(Invented
Student)**
EXAMPLE

24



START HERE

Start Here — Three Steps

Ninety seconds of reading; a single probe takes about five minutes to give and score.



1

Set up once

Read “How This Pack Works” (page 7) and set the scoring rubric on the goal page (page 8) — correct and incorrect, defined 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). They read the passage silently and write their answers — nothing on that page is scored in front of them.

Score it afterward from the answer keys (page 16); rotate Forms A through F so no form repeats two sessions running.



3

Track, decide and share

Copy the score onto the data log (page 18) the same day, and plot the graph (page 19) once a week.

The family update (page 21), the classroom check-in (page 22) and the phrase bank (page 23) are ready to use as soon as a probe is scored — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal, key, log, graph and caseload pages are type-in; the six student pages print cleanly and hold nothing but the passage and the questions.

WHAT THIS FILE IS NOT

Not a norm-referenced or standardized reading test, and not a Lexile or grade-level placement tool. It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a percent for you.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what counts as a passing score or whether a pattern of scores 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 needs more room to write. The lines on each form are the field; print extra copies of the notes area if a student needs more space.

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 or log is a student record: initials only on anything that leaves your hands, first name only on the family update. Print the goal page and the answer keys once and keep them 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

Cause and Effect Probe — Form A

For the student — hand over this page and let them work.

MY NAME

DATE

.....

 **Read the passage. Answer the questions.**

“A RAINY RECESS”

This morning, dark clouds rolled in over the playground. Because it began to rain, the recess monitor blew the whistle early and moved everyone inside. Ms. Diaz set up board games in the classroom so that students could still have fun together. Since the gym was already booked for band practice, the class played games at their own tables instead. By the time recess ended, three students had learned a new card game.

1. What happened in the passage? Write one effect.

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2. What caused that to happen, according to the passage?

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3. What is another thing that happened in the passage? Write a second effect.

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4. What caused that second thing to happen, according to the passage?

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KEY

Answer Keys and Scoring — All Six Forms

For the adult only — do not hand this page to the student. Any close paraphrase of a listed answer is accepted.

Accepted causes and effects for all six forms. A close paraphrase of any listed answer counts; write the score for each item below, then total out of 4. Never hand this page to the student.

ANSWER KEYS, FORMS A–F

FORM	PAIR 1 (ACCEPT CLOSE PARAPHRASE)	PAIR 2 (ACCEPT CLOSE PARAPHRASE)	SCORE / 4
Form A “A Rainy Recess”	Cause: it began to rain Effect: the recess monitor moved everyone inside early	Cause: the gym was already booked for band practice Effect: the class played games at their own tables instead	
Form B “The Broken Pencil Sharpener”	Cause: the pencil sharpener stopped working Effect: students had to trade dull pencils for golf pencils	Cause: the supply closet was locked Effect: the school secretary had to bring new sharpeners from the office	
Form C “The Lost Library Book”	Cause: the book was missing Effect: the librarian held Diego's library card	Cause: the book had slipped behind his bookshelf at home Effect: his mother found it that evening	
Form D “The Science Fair Setup”	Cause: the gym floor was still wet from mopping Effect: the teachers moved the fair setup to the cafeteria	Cause: several projects needed an outlet Effect: the custodian ran extension cords along one wall	
Form E “The Class Pet's New Home”	Cause: Waffles kept knocking over his water bottle Effect: Ms. Reyes ordered a bigger cage with a taller stand	Cause: the new cage arrived a day early Effect: students set it up together during morning meeting	
Form F “The Fire Drill Surprise”	Cause: the alarm was unexpected Effect: students left their pencils and lined up quickly	Cause: it was chilly outside Effect: the teacher let students wear their jackets first	

SCORING NOTES

Each row is worth four points: one for each of the two stated effects, one for each of the two stated causes written above. Order does not matter — a student may write either pair first. Accuracy % = $\text{score} \div 4 \times 100$.

TRACKER

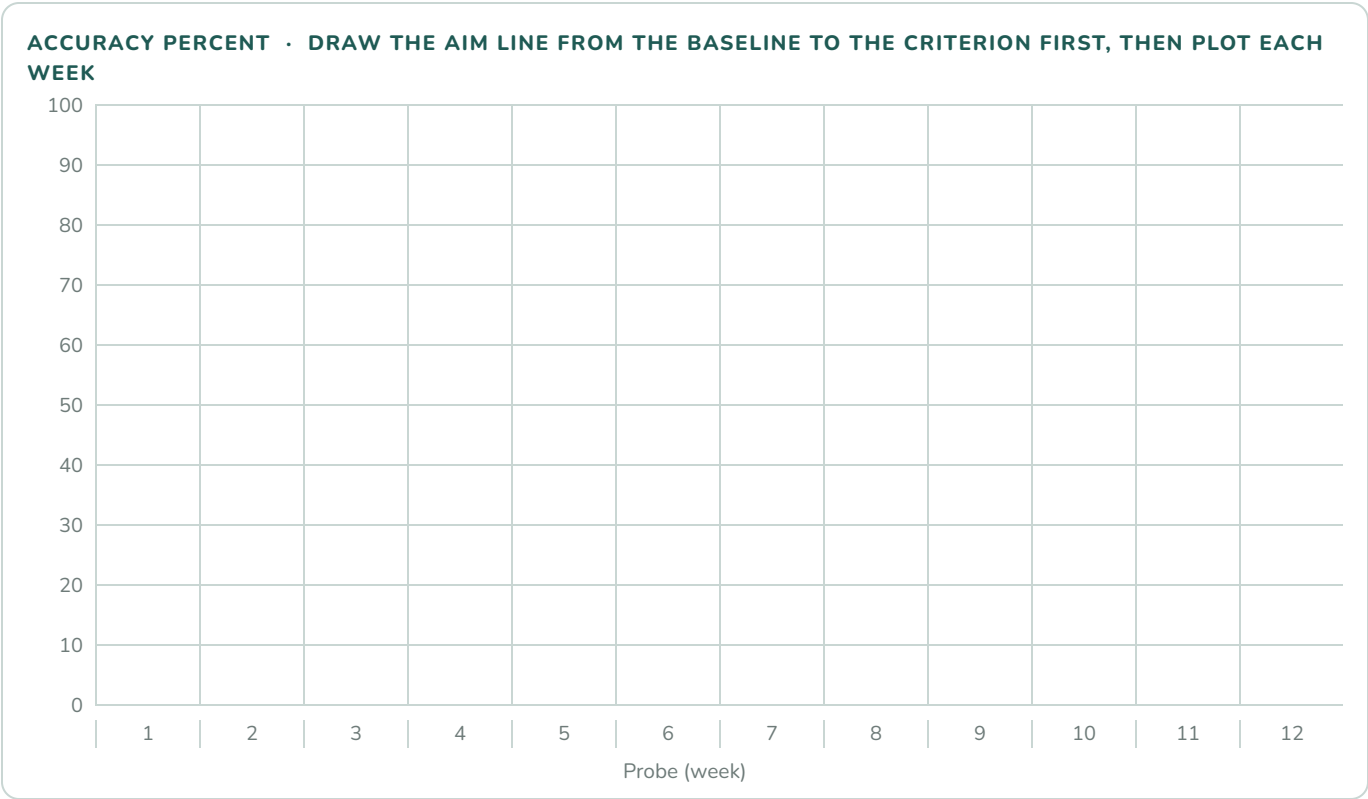
Cause and Effect Accuracy Trend Graph

Plot the accuracy percent 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 (%)

GOAL DATE



#	DATE	FORM	SCORE /4	ACCURACY %	NOTES
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

NOTES

Family Update — Reading at Home

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

STUDENT

WEEK OF

FROM

THIS WEEK WE READ

In plain words — a story, an article, a class book.

HOW FINDING THE CAUSE AND EFFECT WENT, IN PLAIN WORDS

Not the raw score — what it means: about the same, a little better, a lot better.

ONE THING TO PRACTICE AT HOME (FIVE MINUTES, READ TOGETHER)

Try asking “what happened, and why did it happen?” after a page or a chapter.

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 Set and Log (Invented Student)

SAMPLE · INVENTED STUDENT

Priya is invented, and so is every mark on this page. Every number in the summary can be re-counted from the rows above it.

PRIYA N., FOURTH GRADE (INVENTED) — WEEKLY CAUSE AND EFFECT PROBES

Goal: identify a stated cause and its effect and write 2 of 2 pairs correctly on 3 of 4 consecutive probes (invented) ·

Baseline: Forms A, B, C given on three separate days · **Case manager:** T. Nguyen, invented

CAUSE AND EFFECT ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	EFFECTS CORRECT (OF 2)	CAUSES CORRECT (OF 2)	SCORE /4	ACCURACY %	NOTES
1	Nov 5	A	1	1	2	50	Wrote that it rained and recess moved inside; missed the gym-booker reason for playing at the tables.
2	Nov 12	B	2	1	3	75	Wrote both sharpener effects; missed why the office had to bring new sharpeners.
3	Nov 19	C	2	2	4	100	Identified all four parts: the missing book, the held library card, the book behind the bookshelf, and the mother finding it that evening.
4	Nov 26	D	2	2	4	100	Identified all four parts of the science fair passage; second 100% in a row.

ANSWER KEY EXCERPT USED TO SCORE NOV 19 AND NOV 26 (PAGE 16)

#	FORM	PAIR 1 (KEY)	PAIR 2 (KEY)
1	C	Cause: the book was missing · Effect: the librarian held Diego's library card	Cause: the book had slipped behind his bookshelf at home · Effect: his mother found it that evening
2	D	Cause: the gym floor was still wet from mopping · Effect: the teachers moved the fair setup to the cafeteria	Cause: several projects needed an outlet · Effect: the custodian ran extension cords along one wall

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for each of 2 stated effects, 1 for each of 2 stated causes. Nov 5: $1 + 1 = 2 \div 4 = 50\%$. Nov 12: $2 + 1 = 3 \div 4 = 75\%$. Nov 19: $2 + 2 = 4 \div 4 = 100\%$. Nov 26: $2 + 2 = 4 \div 4 = 100\%$, matching the key excerpts above word for word (Form C's library-book pair and Form D's science-fair pair). The trend rises across four sessions ($50\% \rightarrow 75\% \rightarrow 100\% \rightarrow 100\%$).

WHAT THE CASE MANAGER DID WITH THIS TREND

The last three consecutive probes (Nov 12, Nov 19 and Nov 26) each met the invented 3-of-4 criterion from the sample goal on page 8. On the caseload summary (page 20) this row is marked “met,” with a decision to write a new, higher-criterion goal rather than keep probing the same target.