

Character Traits & Motivation Probes

SECTION 2 · TAKE THE DATA

CHARACTER TRAITS & MOTIVATION PROBES

PROBE

Character Traits and Motivation Probe — Form A

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

MY NAME

DATE

Read the passage. Answer the questions.

"A NEW STUDENT IN ROOM 12"

On Monday, a new student named Priya joined Room 12. At recess, Dev saw her standing alone by the fence and walked straight over. He asked if she wanted to play four square with his group. At lunch, he waved her over to his table, even though it only had one empty seat left. When a friend said the table was full, Dev said, "I don't want her sitting by herself on her first day," and pulled over an extra chair so she could sit down too.

1. What does Dev want in this passage?

2. Why does Dev act this way in this passage?

3. Give one word that describes Dev, based on what he does or says.

4. Give another word that describes Dev, based on what he does or says. It should be different from your answer to question 3.

CHARACTER TRAITS AND MOTIVATION PROBE · FORM A

Character Traits and Motivation Reading Comprehension Probes

Page 10 of 25

BRIGHT PATH SPED

CHARACTER TRAITS & MOTIVATION PROBES

Keys and Scoring — All Six Forms

hand this page to the student. Any close paraphrase of a listed want or reason is accepted; is one of the listed options.

forms. A close paraphrase of a listed want or reason counts; a trait word counts only if for that box, and the two trait boxes on the form may be filled in either order. Write then total out of 4. Never hand this page to the student.

TS	WHY (THE REASON, ACCEPT CLOSE PARAPHRASE)	TWO CHARACTER TRAITS, WITH THE TEXT THAT SUPPORTS EACH (EITHER BOX)	SCORE / 4
it	so Priya would not have to sit alone on her first day	kind / friendly / welcoming — walked over to a new student right away and invited her to play generous / determined — pulled over an extra chair even though the table was already full	
	so both teammates could get a turn to help instead of arguing over the same tree	fair / fair-minded — split the job so each teammate got a turn to help patient / calm — waited calmly while they decided, even though time was running out	
	so Mia could play even though she did not know the rules	resourceful / creative — pulled cards from the game bin to make an indoor recess fun patient / helpful — explained each step twice, even though his friends were eager to start	
	so another student would not get the wrong lunch by accident	honest — told the cafeteria worker about the mix-up instead of just eating the wrong lunch patient / considerate — waited by the register without cutting back in line	
	cause her teammate not talking over her before she could finish	assertive / confident — spoke up and asked, "Can I finish my sentence?" calm / patient — repeated her idea calmly, waiting until both teammates looked at her	
	e and Mason could still make it de for recess	helpful — grabbed a handful of paper towels and helped clean up without being asked generous / selfless — helped clean up the spill even though it was not his own mess	

Character wants, the stated reason, and each of two character traits, Accuracy % = score ÷ 4 × 100.

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BRIGHT PATH SPED

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



**Character Traits
and Motivation
Goal, Rubric and
Directions**
GOAL

8

02 Take the Data

PAGES 10–16



**Character Traits
and Motivation
Probe — Form A**
PROBE

10



**Character Traits
and Motivation
Probe — Form B**
PROBE

11



**Character Traits
and Motivation
Probe — Form C**
PROBE

12



**Character Traits
and Motivation
Probe — Form D**
PROBE

13



**Character Traits
and Motivation
Probe — Form E**
PROBE

14



**Character Traits
and Motivation
Probe — Form F**
PROBE

15



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

16

03 Track, Report and Share

PAGES 18–24



**Character Traits
and Motivation
Accuracy Data Log**
TRACKER

18



**Character Traits
and Motivation
Accuracy Trend
Graph**
TRACKER

19



**Caseload
Summary —
Character Traits
and Motivation**
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 — 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

Character Traits and Motivation Probe — Form A

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

MY NAME

DATE

.....

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

“A NEW STUDENT IN ROOM 12”

On Monday, a new student named Priya joined Room 12. At recess, Dev saw her standing alone by the fence and walked straight over. He asked if she wanted to play four square with his group. At lunch, he waved her over to his table, even though it only had one empty seat left. When a friend said the table was full, Dev said, “I don’t want her sitting by herself on her first day,” and pulled over an extra chair so she could sit down too.

1. What does Dev want in this passage?

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2. Why does Dev act this way in this passage?

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3. Give one word that describes Dev, based on what he does or says.

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4. Give another word that describes Dev, based on what he does or says. It should be different from your answer to question 3.

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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 want or reason is accepted; a trait word counts only if it is one of the listed options.

Accepted answers for all six forms. A close paraphrase of a listed want or reason counts; a trait word counts only if it is one of the listed options for that box, and the two trait boxes on the form may be filled in either order. 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	WHAT THE CHARACTER WANTS (ACCEPT CLOSE PARAPHRASE)	WHY (THE REASON, ACCEPT CLOSE PARAPHRASE)	TWO CHARACTER TRAITS, WITH THE TEXT THAT SUPPORTS EACH (EITHER BOX)	SCORE / 4
Form A "A New Student in Room 12"	to make Priya feel welcome on her first day	so Priya would not have to sit alone on her first day	kind / friendly / welcoming — walked over to a new student right away and invited her to play · generous / determined — pulled over an extra chair even though the table was already full	
Form B "The Rainforest Diorama"	to get her group working together again instead of arguing	so both teammates could get a turn to help instead of arguing over the same tree	fair / fair-minded — split the job so each teammate got a turn to help · patient / calm — waited calmly while they decided, even though time was running out	
Form C "The Rainy Day Recess"	to find something fun for the class to do during an indoor recess	so Mia could play even though she did not know the rules	resourceful / creative — pulled cards from the game bin to make an indoor recess fun · patient / helpful — explained each step twice, even though his friends were eager to start	
Form D "A Mix-Up at Lunch"	to get the mix-up with her lunch tray fixed	so another student would not get the wrong lunch by accident	honest — told the cafeteria worker about the mix-up instead of just eating the wrong lunch · patient / considerate — waited by the register without cutting back in line	
Form E "The Group Project Idea"	to finish sharing her idea about ocean animals	because her teammate kept talking over her before she could finish	assertive / confident — spoke up and asked, "Can I finish my sentence?" · calm / patient — repeated her idea calmly, waiting until both teammates looked at her	
Form F "Cleaning Up the Art Table"	to help Mason clean up the spill so they could both still get to recess	so he and Mason could both still make it outside for recess	helpful — grabbed a handful of paper towels and helped clean up without being asked · generous / selfless — helped clean up the spill even though it was not his own mess	

SCORING NOTES

Four points per row: naming what the character wants, the stated reason, and each of two character traits, written in either "trait" box, in any order. Accuracy % = score ÷ 4 × 100.

TRACKER

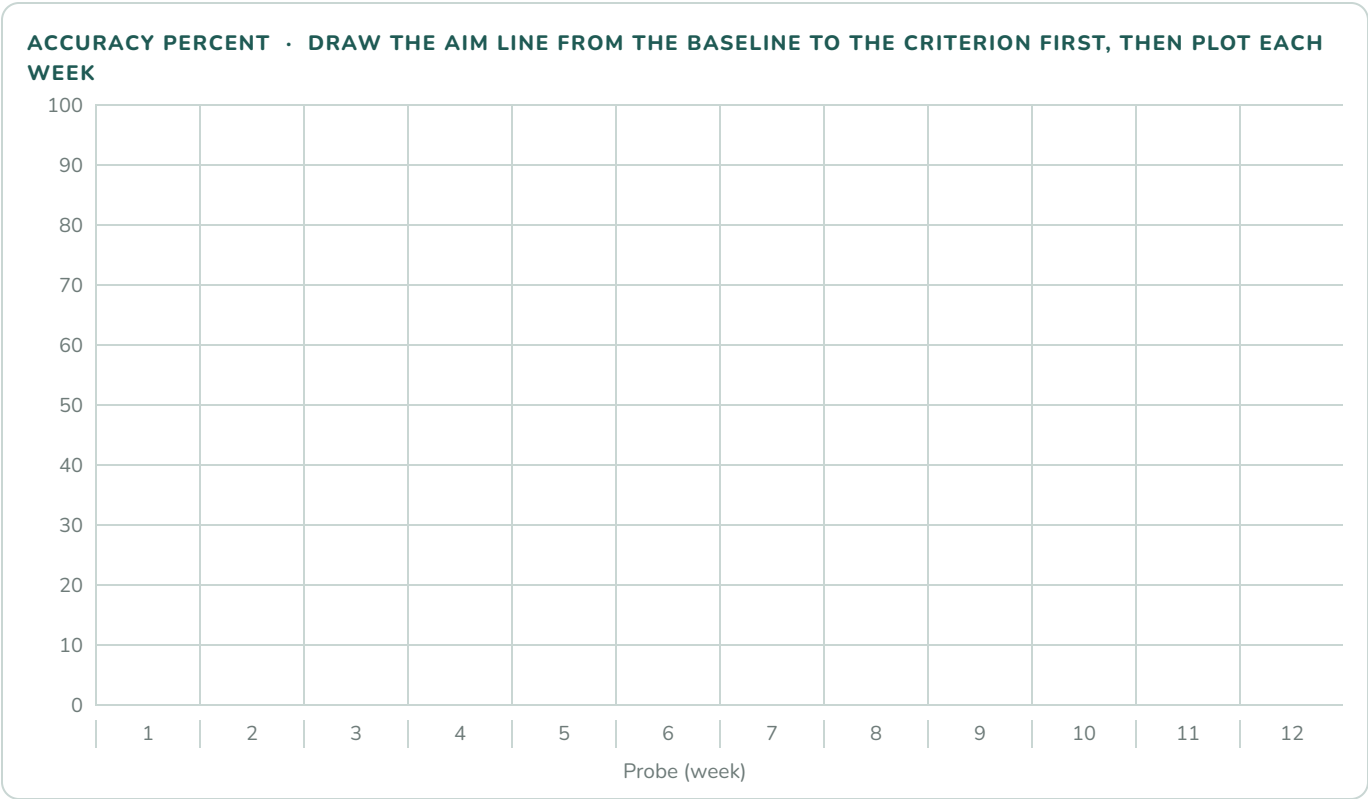
Character Traits and Motivation Accuracy Trend Graph

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 NOTICING WHAT A CHARACTER WANTS AND FEELS 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 does this character want? Why did they do that?” 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

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

CALEB R., THIRD GRADE (INVENTED) — WEEKLY CHARACTER TRAITS AND MOTIVATION PROBES

Goal: identify what the character wants and write 2 of 3 of the reason and two character traits correctly on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** R. Patel, invented

CHARACTER TRAITS AND MOTIVATION ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	WANT CORRECT?	REASON/TRAITS CORRECT (OF 3)	SCORE /4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Named what Dev wanted and the reason; missed both traits.
2	Oct 9	B	Y	2	3	75	Gave the reason and one trait for Lily; missed the second trait.
3	Oct 16	C	Y	3	4	100	Gave the reason and both of Theo's traits, no repeats.
4	Oct 23	D	Y	3	4	100	Gave the reason and both of Imani's traits; second 100% in a row.

ANSWER KEY EXCERPT USED TO SCORE OCT 16 AND OCT 23 (PAGE 16)

#	FORM	WHAT THE CHARACTER WANTS (KEY)	REASON	TRAITS
1	C	to find something fun for the class to do during an indoor recess	so Mia could play even though she did not know the rules	· resourceful / creative — pulled a deck of cards out of the game bin · patient / helpful — explained each step twice before the game started
2	D	to get the mix-up with her lunch tray fixed	so another student would not get the wrong lunch by accident	· honest — told the cafeteria worker about the mix-up instead of just eating the wrong lunch · patient / considerate — waited by the register without cutting back in line

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for naming what the character wants, 1 for the stated reason, 1 for each of two character traits. Oct 2: 1 + 1 (named what Dev wanted and the reason) = 2 ÷ 4 = 50%. Oct 9: 1 + 2 = 3 ÷ 4 = 75%. Oct 16: 1 + 3 = 4 ÷ 4 = 100%. Oct 23: 1 + 3 = 4 ÷ 4 = 100%, matching the answer key excerpts above word for word (Form C's two Theo traits and Form D's two Imani traits, both listed in full). The trend rises across four separate sessions (50% → 75% → 100% → 100%).

WHAT THE CASE MANAGER DID WITH THIS TREND

The last three consecutive probes (Oct 9, Oct 16 and Oct 23) 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 at the same target.