

Compare & Contrast Reading Probes

SECTION 2 · TAKE THE DATA

COMPARE & CONTRAST PROBES

PROBE

Compare and Contrast Probe — Form A

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

MY NAME

DATE

Read the passage. Answer the questions.

"TWO CLASS PETS"

Room 8 has two class pets, a hamster named Pepper and a turtle named Shelly. Both pets live in cages near the classroom window, and both get fresh water every morning. Pepper is fed sunflower seeds and lettuce, while Shelly is fed worms and small pieces of fruit. Pepper is awake and running on her wheel most of the day, but Shelly moves slowly and often naps under her warm lamp.

1. What two things does this passage compare?

2. Give one way they are alike.

3. Give one way they are different.

4. Give another way they are different.

COMPARE AND CONTRAST PROBE · FORM A

Page 10 of 25

BRIGHT PATH SPED

Compare and Contrast Reading Comprehension Probes

COMPARE & CONTRAST PROBES

Keys and Scoring — All Six Forms

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

forms. A close paraphrase of any listed answer counts; the two "different" answers on the form. Write the score for each item below, then total out of 4. Never hand this

RED	ONE WAY ALIKE	TWO WAYS DIFFERENT (EITHER BOX)	SCORE / 4
is	both pets live in cages near the classroom window and get fresh water every morning	Pepper eats sunflower seeds and lettuce; Shelly eats worms and small pieces of fruit Pepper is active on her wheel most of the day; Shelly moves slowly and naps	
a	both need a large open space and at least four players to start	four square needs a ball and painted squares; tag needs no equipment in four square a player can sit out; in tag no player ever sits out	
	both clubs meet once a week in Room 12 and welcome any student in third through fifth grade	Art Club paints, draws and works with clay; Chess Club learns strategy and plays matches Art Club sends a finished project home each month; Chess Club sends nothing home	
	both trips leave by bus at nine in the morning and return to school before dismissal	the zoo walks outdoors between animal habitats; the aquarium walks indoors past glass tanks the zoo eats lunch at an outdoor picnic area; the aquarium eats lunch in an indoor cafeteria	
	both jobs change to a new student every Monday and are written on the job chart by the	the Line Leader walks the line and holds the door open; the Paper Passer hands out and collects papers the Line Leader job happens every line-up; the Paper Passer job happens only during work time	
	both periods last thirty-five minutes and use the same cafeteria	first lunch starts at eleven for kindergarten and first grade; second lunch starts at noon for second and third grade first lunch has extra recess right after eating; second lunch has recess before lunch instead	

pared, the alike answer, and each of the two different answers, der. 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



Compare and
Contrast Goal,
Rubric and
Directions
GOAL

8

02 Take the Data

PAGES 10–16



Compare and
Contrast Probe —
Form A
PROBE

10



Compare and
Contrast Probe —
Form B
PROBE

11



Compare and
Contrast Probe —
Form C
PROBE

12



Compare and
Contrast Probe —
Form D
PROBE

13



Compare and
Contrast Probe —
Form E
PROBE

14



Compare and
Contrast Probe —
Form F
PROBE

15



Answer Keys and
Scoring — All Six
Forms
KEY

16

03 Track, Report and Share

PAGES 18–24



Compare and
Contrast Accuracy
Data Log
TRACKER

18



Compare and
Contrast Accuracy
Trend Graph
TRACKER

19



Caseload
Summary —
Compare and
Contrast
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

Compare and Contrast Probe — Form A

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

MY NAME

DATE

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

“TWO CLASS PETS”

Room 8 has two class pets, a hamster named Pepper and a turtle named Shelly. Both pets live in cages near the classroom window, and both get fresh water every morning. Pepper is fed sunflower seeds and lettuce, while Shelly is fed worms and small pieces of fruit. Pepper is awake and running on her wheel most of the day, but Shelly moves slowly and often naps under her warm lamp.

1. What two things does this passage compare?

2. Give one way they are alike.

3. Give one way they are different.

4. Give another way they are different.

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 answers for all six forms. A close paraphrase of any listed answer counts; the two “different” answers may be written in either box on the form. 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 IS COMPARED (ACCEPT CLOSE PARAPHRASE)	ONE WAY ALIKE	TWO WAYS DIFFERENT (EITHER BOX)	SCORE / 4
Form A “Two Class Pets”	This passage compares two class pets, a hamster named Pepper and a turtle named Shelly.	both pets live in cages near the classroom window and get fresh water every morning	- Pepper eats sunflower seeds and lettuce; Shelly eats worms and small pieces of fruit - Pepper is active on her wheel most of the day; Shelly moves slowly and naps	
Form B “Two Recess Games”	This passage compares two recess games, four square and tag.	both need a large open space and at least four players to start	- four square needs a ball and painted squares; tag needs no equipment - in four square a player can sit out; in tag no player ever sits out	
Form C “Two After-School Clubs”	This passage compares two after-school clubs, Art Club and Chess Club.	both clubs meet once a week in Room 12 and welcome any student in third through fifth grade	- Art Club paints, draws and works with clay; Chess Club learns strategy and plays matches - Art Club sends a finished project home each month; Chess Club sends nothing home	
Form D “Two Field Trip Choices”	This passage compares two field trip choices, the zoo and the aquarium.	both trips leave by bus at nine in the morning and return to school before dismissal	- the zoo walks outdoors between animal habitats; the aquarium walks indoors past glass tanks - the zoo eats lunch at an outdoor picnic area; the aquarium eats lunch in an indoor cafeteria	
Form E “Two Classroom Jobs”	This passage compares two classroom jobs, Line Leader and Paper Passer.	both jobs change to a new student every Monday and are written on the job chart by the door	- the Line Leader walks the line and holds the door open; the Paper Passer hands out and collects papers - the Line Leader job happens every line-up; the Paper Passer job happens only during work time	
Form F “Two Lunch Periods”	This passage compares two lunch periods, first lunch and second lunch.	both periods last twenty-five minutes and eat in the same cafeteria	- first lunch starts at eleven for kindergarten and first grade; second lunch starts at noon for second and third grade - first lunch has extra recess right after eating; second lunch has recess before lunch instead	

SCORING NOTES

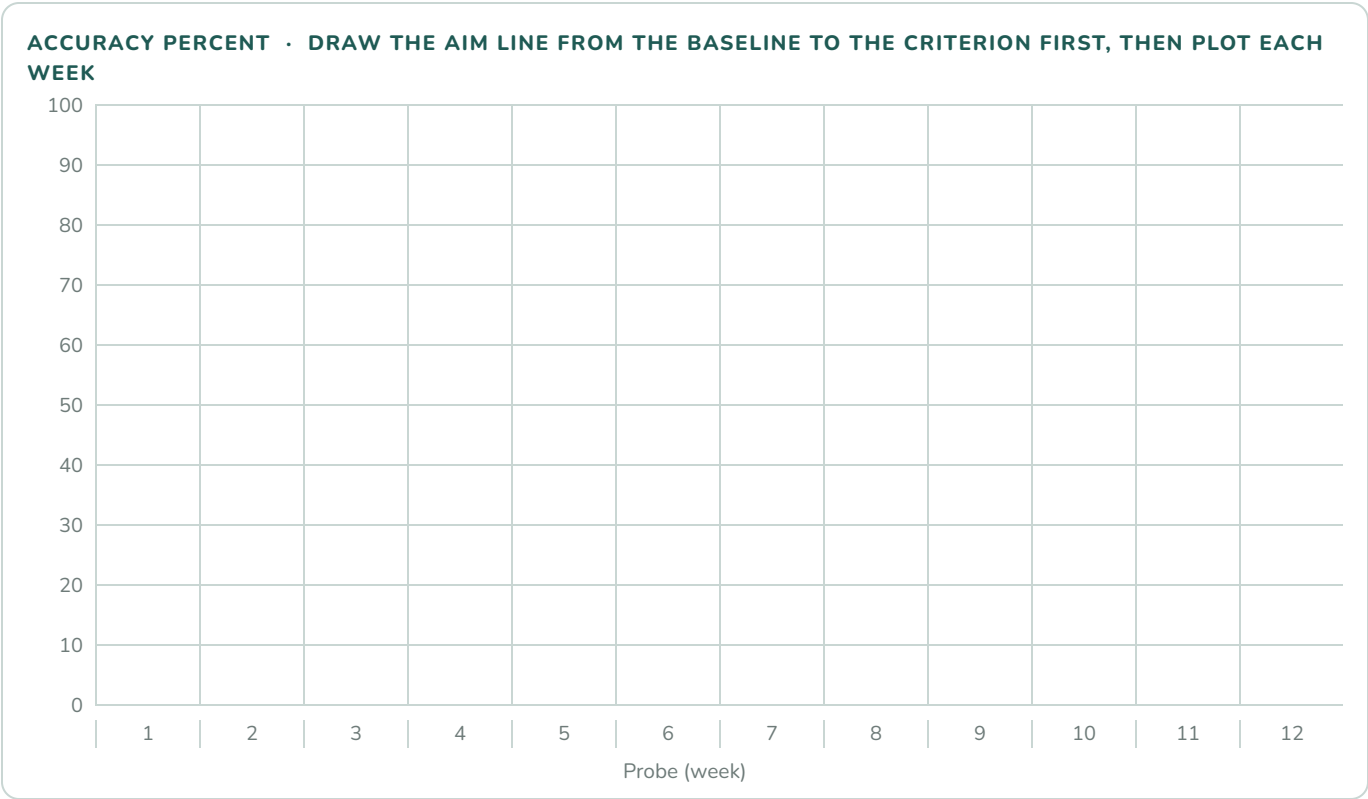
Four points per row: naming what is compared, the alike answer, and each of the two different answers, written in either “different” box, in any order. Accuracy % = score ÷ 4 × 100.

TRACKER

Compare and Contrast 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 COMPARING AND CONTRASTING 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 “how are these two things alike? How are they different?” 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

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

MAYA T., FOURTH GRADE (INVENTED) — WEEKLY COMPARE AND CONTRAST PROBES

Goal: identify what is compared and write 2 of 3 alike/different answers correctly on 3 of 4 consecutive probes (invented) ·

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

COMPARE AND CONTRAST ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	COMPARED CORRECTLY?	ALIKE/DIFFERENT CORRECT (OF 3)	SCORE /4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Named the two pets and gave the alike fact; missed both differences.
2	Oct 9	B	Y	2	3	75	Gave the alike fact and one difference; missed the second difference.
3	Oct 16	C	Y	3	4	100	Gave the alike fact and both club differences, no repeats.
4	Oct 23	D	Y	3	4	100	Gave the alike fact and both field-trip differences; second 100% in a row.

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

#	FORM	WHAT IS COMPARED (KEY)	ALIKE	DIFFERENCES
1	C	Two after-school clubs, Art Club and Chess Club.	both meet once a week in Room 12 and welcome any student in third through fifth grade	· Art Club paints/draws/clay, Chess Club learns strategy and plays matches · Art Club sends a project home monthly, Chess Club sends nothing home
2	D	Two field trip choices, the zoo and the aquarium.	both trips leave by bus at nine and return before dismissal	· zoo walks outdoors between habitats, aquarium walks indoors past glass tanks · zoo eats lunch at an outdoor picnic area, aquarium eats lunch in an indoor cafeteria

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for naming what is compared, 1 for the alike answer, 1 for each of the two different answers. Oct 2: $1 + 1$ (named the pets and the alike fact) $= 2 \div 4 = 50\%$. Oct 9: $1 + 2 = 3 \div 4 = 75\%$. Oct 16: $1 + 3 = 4 \div 4 = 100\%$. Oct 23: $1 + 3 = 4 \div 4 = 100\%$, matching the answer key excerpts above word for word (Form C's club differences and Form D's field-trip differences, both written 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.