

Main Idea & Supporting Details Probes

SECTION 2 · TAKE THE DATA

MAIN IDEA & DETAILS PROBES

PROBE Main Idea and Details Probe — Form A

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

MY NAME _____ DATE _____

Read the passage. Answer the questions.

"THE CLASS LIBRARY CORNER"

Ms. Patel's classroom has a cozy reading corner. It has a soft rug and two bean bag chairs, and a shelf of books sorted by color. Every Friday, students may trade a book they finished for a new one. A small lamp gives the corner warm, gentle light for reading. Many students choose the reading corner during free time because it is quiet and comfortable.

1. What is this passage mostly about?

2. Give one detail from the passage that supports the main idea.

3. Give another detail from the passage that supports the main idea.

4. Give a third detail from the passage that supports the main idea.

MAIN IDEA PROBE · FORM A

Page 10 of 25

BRIGHT PATH SPED

Main Idea and Supporting Details Probes

MAIN IDEA & DETAILS 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; write the score for each item

ever hand this page to the student.

ACCEPT CLOSE	ACCEPTED SUPPORTING DETAILS (ANY WORDING THAT MATCHES ONE)	SCORE / 4
has a cozy that many using.	- it has a soft rug and bean bag chairs - students may trade a finished book for a new one every Friday - a small lamp gives the corner warm, gentle light for reading	
room 14 for the L.	- a helper feeds Bubbles two small pinches of food every morning - a different helper cleans the tank once a week - a chart shows whose turn it is each day	
lets own	- students plant carrot, bean and tomato seeds in the spring - each class waters its own box twice a week - the vegetables are picked and shared in the cafeteria by early fall	
has a cycling s.	- each classroom has a blue bin for paper and a green bin for bottles and cans - a different class empties the bins each week - posters remind students to rinse bottles before they are recycled	
g he	- teachers picked a date that did not conflict with picture day - families were asked to send back a permission slip and a lunch order form - students were placed into small groups, each with one chaperone	
er	- it has a regular spout and a lower spout for younger students - a button starts a cool, filtered stream of water - students no longer have to walk to the cafeteria for a drink	

e main idea, one for each of the three supporting details written

st may write any of the three listed details in any of the three answer

4 × 100.

Page 16 of 25

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
Divider Tabs
SETUP

6



How This Pack
Works
REFERENCE

7



Main Idea Goal,
Rubric and
Directions
GOAL

8

02 Take the Data

PAGES 10–16



Main Idea and
Details Probe —
Form A
PROBE

10



Main Idea and
Details Probe —
Form B
PROBE

11



Main Idea and
Details Probe —
Form C
PROBE

12



Main Idea and
Details Probe —
Form D
PROBE

13



Main Idea and
Details Probe —
Form E
PROBE

14



Main Idea and
Details Probe —
Form F
PROBE

15



Answer Keys and
Scoring — All Six
Forms
KEY

16

03 Track, Report and Share

PAGES 18–24



Main Idea
Accuracy Data Log
TRACKER

18



Main Idea
Accuracy Trend
Graph
TRACKER

19



Caseload
Summary — Main
Idea and Details
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 tabs (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

Main Idea and Details Probe — Form A

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

MY NAME

DATE

.....

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

“THE CLASS LIBRARY CORNER”

Ms. Patel’s classroom has a cozy reading corner. It has a soft rug and two bean bag chairs, and a shelf of books sorted by color. Every Friday, students may trade a book they finished for a new one. A small lamp gives the corner warm, gentle light for reading. Many students choose the reading corner during free time because it is quiet and comfortable.

1. What is this passage mostly about?

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2. Give one detail from the passage that supports the main idea.

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3. Give another detail from the passage that supports the main idea.

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4. Give a third detail from the passage that supports the main idea.

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MAIN IDEA PROBE • FORM A

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; 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	MAIN IDEA (ACCEPT CLOSE PARAPHRASE)	ACCEPTED SUPPORTING DETAILS (ANY WORDING THAT MATCHES ONE)	SCORE / 4
Form A “The Class Library Corner”	The classroom has a cozy reading corner that many students enjoy using.	· it has a soft rug and bean bag chairs · students may trade a finished book for a new one every Friday · a small lamp gives the corner warm, gentle light for reading	
Form B “Feeding the Class Fish”	The students in Room 14 take turns caring for the class fish, Bubbles.	· a helper feeds Bubbles two small pinches of food every morning · a different helper cleans the tank once a week · a chart shows whose turn it is each day	
Form C “The School Garden Boxes”	The school garden lets students grow their own vegetables.	· students plant carrot, bean and tomato seeds in the spring · each class waters its own box twice a week · the vegetables are picked and shared in the cafeteria by early fall	
Form D “Recycling Day at School”	Oakwood Elementary has a weekly system for recycling paper, bottles and cans.	· each classroom has a blue bin for paper and a green bin for bottles and cans · a different class empties the bins each week · posters remind students to rinse bottles before they are recycled	
Form E “Planning the Museum Field Trip”	The third grade is getting ready for a field trip to the science museum.	· teachers picked a date that did not conflict with picture day · families were asked to send back a permission slip and a lunch order form · students were placed into small groups, each with one chaperone	
Form F “The New Water Fountain”	The school got a new water fountain that is easy for students to use.	· it has a regular spout and a lower spout for younger students · a button starts a cool, filtered stream of water · students no longer have to walk to the cafeteria for a drink	

SCORING NOTES

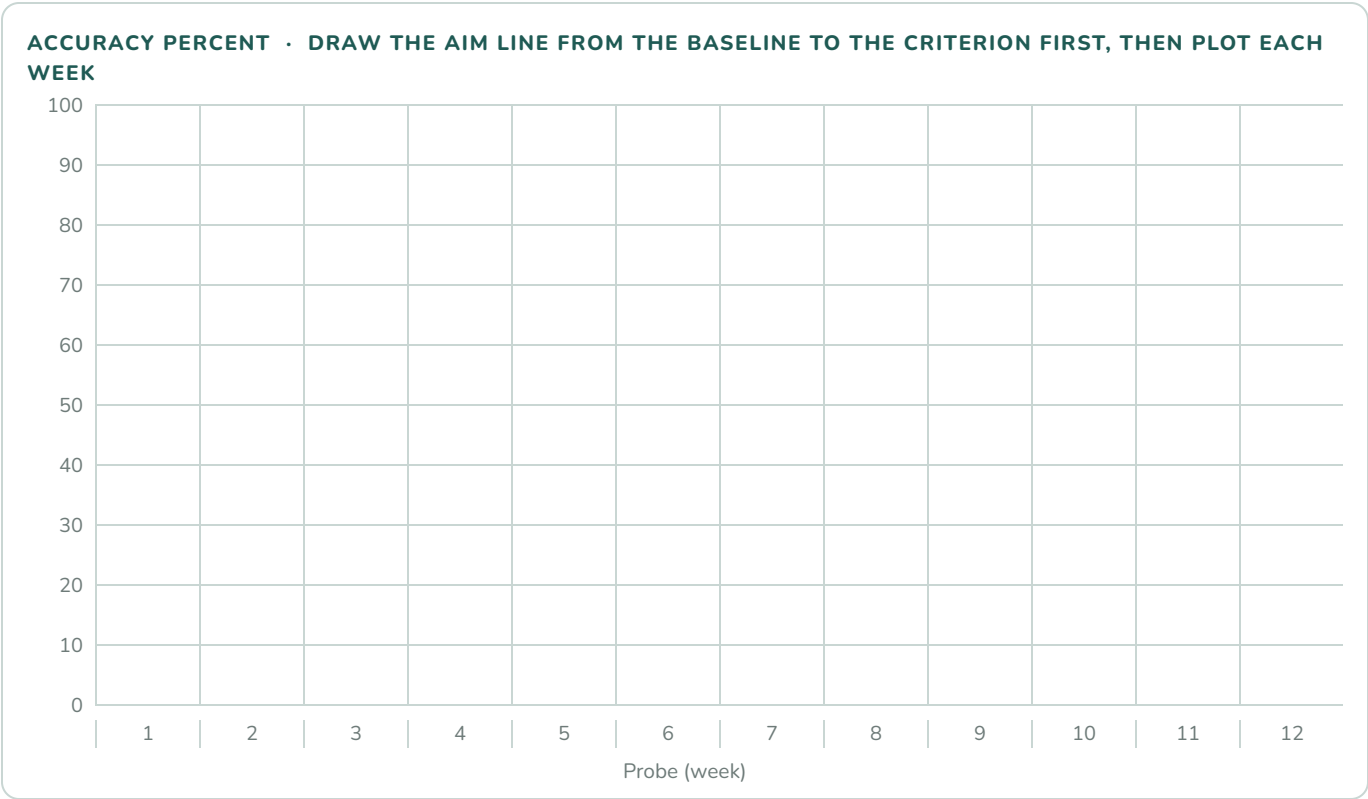
Each row is worth four points: one for the main idea, one for each of the three supporting details written above. Order does not matter — a student may write any of the three listed details in any of the three answer boxes on the form. Accuracy % = $\text{score} \div 4 \times 100$.

TRACKER

Main Idea 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 MAIN IDEA 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 was that mostly about?” 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

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

DIEGO M., THIRD GRADE (INVENTED) — WEEKLY MAIN IDEA AND DETAILS PROBES

Goal: identify the main idea and write 2 of 3 supporting details correctly on 3 of 4 consecutive probes (invented) ·

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

MAIN IDEA ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	MAIN IDEA?	DETAILS CORRECT (OF 3)	SCORE / 4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Wrote the lamp detail; missed the rug/bean bags and the Friday book trade.
2	Oct 9	B	Y	2	3	75	Wrote the feeding and cleaning details; missed the chart.
3	Oct 16	C	Y	3	4	100	All three garden details correct, no repeats.
4	Oct 23	D	Y	3	4	100	All three recycling details correct; second 100% in a row.

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

#	FORM	MAIN IDEA (KEY)	ACCEPTED SUPPORTING DETAILS
1	C	The school garden lets students grow their own vegetables.	· plants carrot/bean/tomato seeds · each class waters twice a week · vegetables picked and shared by early fall
2	D	Oakwood Elementary has a weekly system for recycling paper, bottles and cans.	· blue bin for paper, green bin for bottles/cans · a different class empties the bins each week · posters remind students to rinse bottles first

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for the main idea, 1 for each of 3 supporting details. Oct 2: $1 + 1$ (main idea and one detail) = $2 \div 4 = 50\%$. 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 garden details and Form D's recycling details, 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 — the decision a flat or rising trend is for, not a guess made from the most recent score alone.