

Making Inferences Text Evidence Probes

SECTION 2 · TAKE THE DATA

INFERENCE & TEXT EVIDENCE PROBES

PROBE

Making Inferences Probe — Form A

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

MY NAME _____

DATE _____

 Read the story. Use clues to answer.

"BEN'S MORNING AT SCHOOL"

Before morning recess, Ben zipped his thick rain jacket all the way to his chin and pulled on his rubber boots. Through the classroom window, the blacktop looked dark and shiny, and small puddles had formed along the edge of the four-square court. Ben's teacher reminded the class to bring an umbrella to the door. When the bell rang, Ben grabbed his yellow umbrella from his backpack hook and held it over his head the whole walk outside. He hopped over three puddles on his way to the blacktop, careful not to get his socks wet. His friend Callie was already waiting by the fence, holding a jump rope and hopping from foot to foot with a huge grin, ready to go.

1. What is the weather most likely like outside today?

2. How does Callie feel about going out to recess?

3. What is Ben trying to do as he crosses the blacktop?

4. Is recess happening indoors or outdoors today?

MAKING INFERENCE PROBE · FORM A

Making Inferences Using Text Evidence Probes

Page 10 of 25

+ BRIGHT PATH SPED

INFERENCE & TEXT EVIDENCE PROBES

Keys and Scoring — All Six Forms

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

forms, each one with the clue words from that form's own passage that support it
ere: "... marks a longer clue sentence shortened to fit). A close paraphrase of any
as the clues back it up. Question numbers match the numbers on the student page.
tudent.

Form B · "A Secret in Room 6" —
Score ____ / 4

Q1 They are keeping something a secret from her. "Room 6 stayed unusually quiet all Thursday morning," her classmates quickly stopped talking and looked down at..."

Q2 A party or celebration. "A stack of small paper cups sat turned upside..." "a roll of balloon string peeked out from under..."

Q3 A wrapped gift or present. "pink tissue paper sticking out of the top"; "a curly ribbon tied around the handles"

Q4 He is delaying her so the surprise can be ready. "asked Lucia to stay two extra minutes to help..." "a job he had never asked her to do..."

Form C · "The Missing Library Book" —
Score ____ / 4

Q1 Embarrassed or worried. "Diego's face turned red"; "he kept rubbing the back of his neck while..."

Q2 At home, probably still near the kitchen — not in his backpack. "Diego had been reading the book out loud at..." "his backpack had hung on its hook by the..."

Q3 Yes, he did the reading. "Diego had been reading the book out loud at..." "Diego's reading log already had a checkmark next to..."

Q4 Go to the school library for help. "He checked his backpack twice"; "Diego raised his hand and asked if he could..."

Form E · "Getting the Garden Ready" —
Score ____ / 4

Q1 Rain or a storm. "The sky had turned a heavy gray"; "draped a plastic sheet over the tool bin and..."

Q2 Most of the gloves are missing from the basket — they cannot be found. "found only one glove where there should have been..." "He wiped his hands on his pants and asked..."

Q3 No, she does not think they need watering today. "walking back to a stack of watering cans she..." "leaving the hose coiled and dry beside the shed"

Q4 How many rows of seedlings were planted, to make sure the count is correct. "checked a chart taped inside the shed door"; "counted the rows twice"

Form F · "A Different Kind of Morning" —
Score ____ / 4

Q1 School picture day. "a photographer's folding backdrop leaned against the wall, still..." "a stack of small order envelopes with a student's..."

Q2 They wanted to look nice for pictures. "Several kids wore collared shirts instead of their usual..." "a few had their hair combed into careful parts..."

Q3 Nervous, but trying to feel ready. "Mia smoothed down her shirt"; "took a deep breath"

Q4 Calling students out in small groups of five, in schedule order. "kept checking a laminated schedule taped to his desk"; "calling groups of five students out into the hallway..."

form. A clue quoted for one question is never enough on its own to
to another question. Accuracy % = score ÷ 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
Section Map
SETUP

6



How This Pack
Works
REFERENCE

7



Making Inferences
Goal, Rubric and
Directions
GOAL

8

02 Take the Data

PAGES 10–16



Making Inferences
Probe — Form A
PROBE

10



Making Inferences
Probe — Form B
PROBE

11



Making Inferences
Probe — Form C
PROBE

12



Making Inferences
Probe — Form D
PROBE

13



Making Inferences
Probe — Form E
PROBE

14



Making Inferences
Probe — Form F
PROBE

15



Answer Keys and
Scoring — All Six
Forms
KEY

16

03 Track, Report and Share

PAGES 18–24



Making Inferences
Accuracy Data Log
TRACKER

18



Making Inferences
Accuracy Trend
Graph
TRACKER

19



Caseload
Summary —
Making Inferences
ROSTER

20



Family Update —
Reading at Home
NOTES

21



Classroom
Inference 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, and what counts as a clue, 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), which quote the exact clue sentences behind every accepted answer; 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

Making Inferences Probe — Form A

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

MY NAME

DATE

 **Read the story. Use clues to answer.**

“BEN’S MORNING AT SCHOOL”

Before morning recess, Ben zipped his thick rain jacket all the way to his chin and pulled on his rubber boots. Through the classroom window, the blacktop looked dark and shiny, and small puddles had formed along the edge of the four-square court. Ben’s teacher reminded the class to bring an umbrella to the door. When the bell rang, Ben grabbed his yellow umbrella from his backpack hook and held it over his head the whole walk outside. He hopped over three puddles on his way to the blacktop, careful not to get his socks wet. His friend Callie was already waiting by the fence, holding a jump rope and hopping from foot to foot with a huge grin, ready to go.

1. What is the weather most likely like outside today?

2. How does Callie feel about going out to recess?

3. What is Ben trying to do as he crosses the blacktop?

4. Is recess happening indoors or outdoors today?

MAKING INFERENCES 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, each one with the clue words from that form's own passage that support it (quoted exactly as printed there; "..." marks a longer clue sentence shortened to fit). A close paraphrase of any listed answer counts, as long as the clues back it up. Question numbers match the numbers on the student page. Never hand this page to the student.

Form A • "Ben's Morning at School"
— Score ____ / 4

Q1 Rainy or wet outside. "the blacktop looked dark and shiny, and small puddles..."; "Ben's teacher reminded the class to bring an umbrella..."

Q2 Excited and eager to play. "hopping from foot to foot"; "a huge grin, ready to go"

Q3 Keep his feet (socks) from getting wet. "He hopped over three puddles on his way to..."; "careful not to get his socks wet"

Q4 Outdoors. "held it over his head the whole walk outside"; "on his way to the blacktop"

Form B • "A Secret in Room 6" —
Score ____ / 4

Q1 They are keeping something a secret from her. "Room 6 stayed unusually quiet all Thursday morning"; "her classmates quickly stopped talking and looked down at..."

Q2 A party or celebration. "A stack of small paper cups sat turned upside..."; "a roll of balloon string peeked out from under..."

Q3 A wrapped gift or present. "pink tissue paper sticking out of the top"; "a curly ribbon tied around the handles"

Q4 He is delaying her so the surprise can be ready. "asked Lucia to stay two extra minutes to help..."; "a job he had never asked her to do..."

Form C • "The Missing Library Book"
— Score ____ / 4

Q1 Embarrassed or worried. "Diego's face turned red"; "he kept rubbing the back of his neck while..."

Q2 At home, probably still near the kitchen — not in his backpack. "Diego had been reading the book out loud at..."; "his backpack had hung on its hook by the..."

Q3 Yes, he did the reading. "Diego had been reading the book out loud at..."; "Diego's reading log already had a checkmark next to..."

Q4 Go to the school library for help. "He checked his backpack twice"; "Diego raised his hand and asked if he could..."

Form D • "A Close Kickball Game" —
Score ____ / 4

Q1 Hot or warm. "Team Blue's bench was piled high with jackets"; "three kids sat fanning themselves with their shirts pulled..."

Q2 Team Blue. "Team Blue's batters sent it sailing into the outfield"; "the scoreboard... showed more tally marks under Blue's name than..."

Q3 Disappointed or frustrated. "kept kicking small pebbles and staring at the ground..."; "Coach Price walked over, crouched next to him, and..."

Q4 The game ends while Blue is ahead and about to bat again, so Red is glad it stopped before Blue could score more. "The whistle for the end of recess blew just..."; "groans came from Blue's side of the field while..."

Form E • "Getting the Garden Ready" — Score ____ / 4

Q1 Rain or a storm. "The sky had turned a heavy gray"; "draped a plastic sheet over the tool bin and..."

Q2 Most of the gloves are missing from the basket — they cannot be found. "found only one glove where there should have been..."; "He wiped his hands on his pants and asked..."

Q3 No, she does not think they need watering today. "walking back to a stack of watering cans she..."; "leaving the hose coiled and dry beside the shed"

Q4 How many rows of seedlings were planted, to make sure the count is correct. "checked a chart taped inside the shed door"; "counted the rows twice"

Form F • "A Different Kind of Morning" — Score ____ / 4

Q1 School picture day. "a photographer's folding backdrop leaned against the wall, still..."; "a stack of small order envelopes with a student's..."

Q2 They wanted to look nice for pictures. "Several kids wore collared shirts instead of their usual..."; "a few had their hair combed into careful parts..."

Q3 Nervous, but trying to feel ready. "Mia smoothed down her shirt"; "took a deep breath"

Q4 Calling students out in small groups of five, in schedule order. "kept checking a laminated schedule taped to his desk"; "calling groups of five students out into the hallway..."

SCORING NOTES

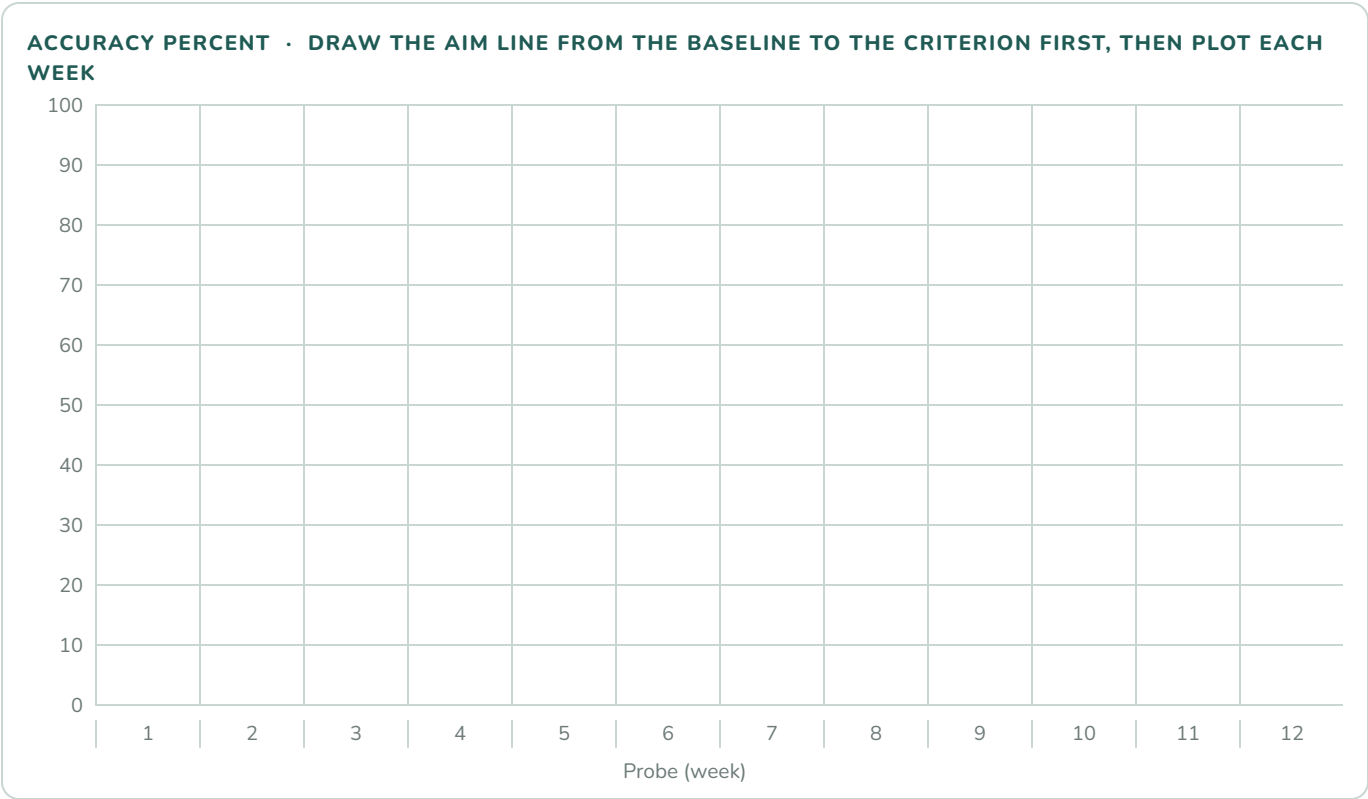
One point per question, four points per form. A clue quoted for one question is never enough on its own to accept a different, unsupported answer to another question. Accuracy % = score ÷ 4 × 100.

TRACKER

Making Inferences 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 MAKING INFERENCES 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 do you think is happening? What clues from the story tell you 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

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

OWEN K., SECOND GRADE (INVENTED) — WEEKLY MAKING INFERENCES PROBES

Goal: answer inference questions supported by the passage's own clues correctly on 3 of 4 questions on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** R. Alvarez, invented

MAKING INFERENCES ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	SCORE /4	QUESTION NUMBER(S) MISSED	ACCURACY %	NOTES
1	Oct 3	A	2	2, 4	50	Named the wet weather and Ben's care with puddles; missed Callie's feeling and indoor/outdoor.
2	Oct 10	B	3	4	75	Named the secret, the party and the gift; missed why Mr. Diaz kept her back.
3	Oct 17	C	4	—	100	All four answers matched the key, each one tied back to a clue from the passage.
4	Oct 24	D	4	—	100	All four answers matched the key again; second 100% in a row.

ANSWER KEY EXCERPT USED TO SCORE OCT 17 AND OCT 24 (PAGE 16)

#	FORM	QUESTION	ACCEPTED ANSWER	CLUES
1	C	Where is the library book most likely right now?	At home, probably still near the kitchen.	"reading the book out loud at the kitchen table the night before"; "backpack had hung on its hook...and had never once gone into the kitchen"
2	D	Which team is winning the kickball game?	Team Blue.	"batters sent it sailing into the outfield"; "the scoreboard...showed more tally marks under Blue's name than Red's"

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points, one per question. Oct 3: 2 of 4 correct (missed Q2 and Q4) = $2 \div 4 = 50\%$. Oct 10: 3 of 4 correct (missed Q4) = $3 \div 4 = 75\%$. Oct 17: 4 of 4 correct = $4 \div 4 = 100\%$. Oct 24: 4 of 4 correct = $4 \div 4 = 100\%$, matching the answer key excerpts above word for word (Form C's book-location answer and Form D's winning-team answer, both written in full, each with its own two clue sentences). 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 10, Oct 17 and Oct 24) 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.