

Making Predictions Probes

SECTION 2 · TAKE THE DATA

MAKING PREDICTIONS PROBES

PROBE Making Predictions Probe — Form A

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

MY NAME _____ DATE _____

Read the passage. Answer the questions.

"THE SCIENCE FAIR PROJECT"

On the morning of the school science fair, Marcus discovered his baking-soda volcano had dried out overnight and needed fresh mixture before the judges arrived in twenty minutes. He grabbed the supply box from his bag, but the vinegar bottle inside was almost empty, only enough for one small eruption. Ms. Alvarez, who ran the supply table at the back of the gym, had told every student that morning she kept three extra bottles of vinegar under the table for exactly this problem. Marcus looked at the clock, grabbed his almost-empty bottle, and walked straight toward the back of the gym.

1. What do you think will happen next in this passage?

2. What problem, or goal, in the passage makes you think so?

3. Give one piece of evidence from the text that supports your prediction.

4. Give another piece of evidence, different from question 3, that supports your prediction.

MAKING PREDICTIONS PROBE · FORM A

Making Predictions Reading Comprehension Probes

Page 10 of 25

BRIGHT PATH SPED

MAKING PREDICTIONS PROBES

ays and Scoring — All Six Forms

hand this page to the student. Any close paraphrase of a listed prediction, reason or

forms. A close paraphrase of a listed prediction or reason counts; an evidence answer

of the two listed items, in either box. Write the score below, then total out of 4. Never

WHY (THE REASON/PROBLEM, ACCEPT CLOSE PARAPHRASE)	TWO PIECES OF TEXT EVIDENCE THAT SUPPORT IT (EITHER BOX)	SCORE / 4
his vinegar bottle was almost empty right before judging	the extra vinegar — Ms. Alvarez kept three bottles of vinegar under the table heading to the supply table — looked at the clock, then walked toward the back of the gym	
her shoelace came undone right as the race was starting	the time-out rule — any runner could ask for a 30-second time-out, no penalty raising her hand before the flag dropped — called out to Coach Diaz before the flag came down	
her book was still at her grandmother's house before Friday	the one-day-late rule — a student could return a book one day late with a note asking for a pass — asked for a pass to talk to Mr. Diaz before the library closed	
the sidewalks were flooded after it rained all morning	the three vans offered — three vans could drive groups to the garden if signed up by nine heading to the office — walked to the office with his class list right after	
the dish was empty and the custodian was sick	the backup watering can — a closet labeled "Pet Care Backup" for mornings like this grabbing the step stool — walked to the closet and grabbed the step stool kept beside it	
class's kickball missing from the	the borrow-a-ball rule — a class could borrow a ball if it returned the favor next day Ms. Keller's extra balls — Deja jogged toward Ms. Keller's line before the whistle	

ason, and each of two evidence items, either box, any order.

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
Predictions Goal,
Rubric and
Directions**
GOAL

8

02 Take the Data

PAGES 10–16



**Making
Predictions Probe
— Form A**
PROBE

10



**Making
Predictions Probe
— Form B**
PROBE

11



**Making
Predictions Probe
— Form C**
PROBE

12



**Making
Predictions Probe
— Form D**
PROBE

13



**Making
Predictions Probe
— Form E**
PROBE

14



**Making
Predictions Probe
— Form F**
PROBE

15



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

16

03 Track, Report and Share

PAGES 18–24



**Making
Predictions
Accuracy Data Log**
TRACKER

18



**Making
Predictions
Accuracy Trend
Graph**
TRACKER

19



**Caseload
Summary —
Making
Predictions**
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

Making Predictions Probe — Form A

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

MY NAME

DATE

.....

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

“THE SCIENCE FAIR PROJECT”

On the morning of the school science fair, Marcus discovered his baking-soda volcano had dried out overnight and needed fresh mixture before the judges arrived in twenty minutes. He grabbed the supply box from his bag, but the vinegar bottle inside was almost empty, only enough for one small eruption. Ms. Alvarez, who ran the supply table at the back of the gym, had told every student that morning she kept three extra bottles of vinegar under the table for exactly this problem. Marcus looked at the clock, grabbed his almost-empty bottle, and walked straight toward the back of the gym.

1. What do you think will happen next in this passage?

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2. What problem, or goal, in the passage makes you think so?

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3. Give one piece of evidence from the text that supports your prediction.

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4. Give another piece of evidence, different from question 3, that supports your prediction.

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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 prediction, reason or evidence item is accepted.

Accepted answers for all six forms. A close paraphrase of a listed prediction or reason counts; an evidence answer counts only if it matches one of the two listed items, in either box. Write the score below, then total out of 4. Never hand this page to the student.

ANSWER KEYS, FORMS A-F

FORM	THE ONE DEFENSIBLE PREDICTION (ACCEPT CLOSE PARAPHRASE)	WHY (THE REASON/PROBLEM, ACCEPT CLOSE PARAPHRASE)	TWO PIECES OF TEXT EVIDENCE THAT SUPPORT IT (EITHER BOX)	SCORE / 4
Form A “The Science Fair Project”	Marcus will get more vinegar from Ms. Alvarez’s table	his vinegar bottle was almost empty right before judging	the extra vinegar — Ms. Alvarez kept three bottles of vinegar under the table · heading to the supply table — looked at the clock, then walked toward the back of the gym	
Form B “The Field Day Relay”	Priya will get a time-out to fix her shoe before the race	her shoelace came undone right as the race was starting	the time-out rule — any runner could ask for a 30-second time-out, no penalty · raising her hand before the flag dropped — called out to Coach Diaz before the flag came down	
Form C “The Missing Library Book”	Emma will return the book a day late with a note from Mr. Diaz	her book was still at her grandmother’s house before Friday	the one-day-late rule — a student could return a book one day late with a note · asking for a pass — asked for a pass to talk to Mr. Diaz before the library closed	
Form D “The Rainy Field Trip Morning”	Mr. Burke’s class will ride to the garden in a van	the sidewalks were flooded after it rained all morning	the three vans offered — three vans could drive groups to the garden if signed up by nine · heading to the office — walked to the office with his class list right after	
Form E “The Class Pet’s Empty Water Dish”	Zach will refill the water dish himself	the dish was empty and the custodian was out sick	the backup watering can — a closet labeled “Pet Care Backup” for mornings like this · grabbing the step stool — walked to the closet and grabbed the step stool kept beside it	
Form F “The Missing Recess Ball”	Deja will borrow a kickball from Ms. Keller’s class	their class’s kickball was missing from the bin	the borrow-a-ball rule — a class could borrow a ball if it returned the favor next day · Ms. Keller’s extra balls — Deja jogged toward Ms. Keller’s line before the whistle	

SCORING NOTES

Four points per row: the prediction, the reason, and each of two evidence items, either box, any order.
Accuracy % = score ÷ 4 × 100.

TRACKER

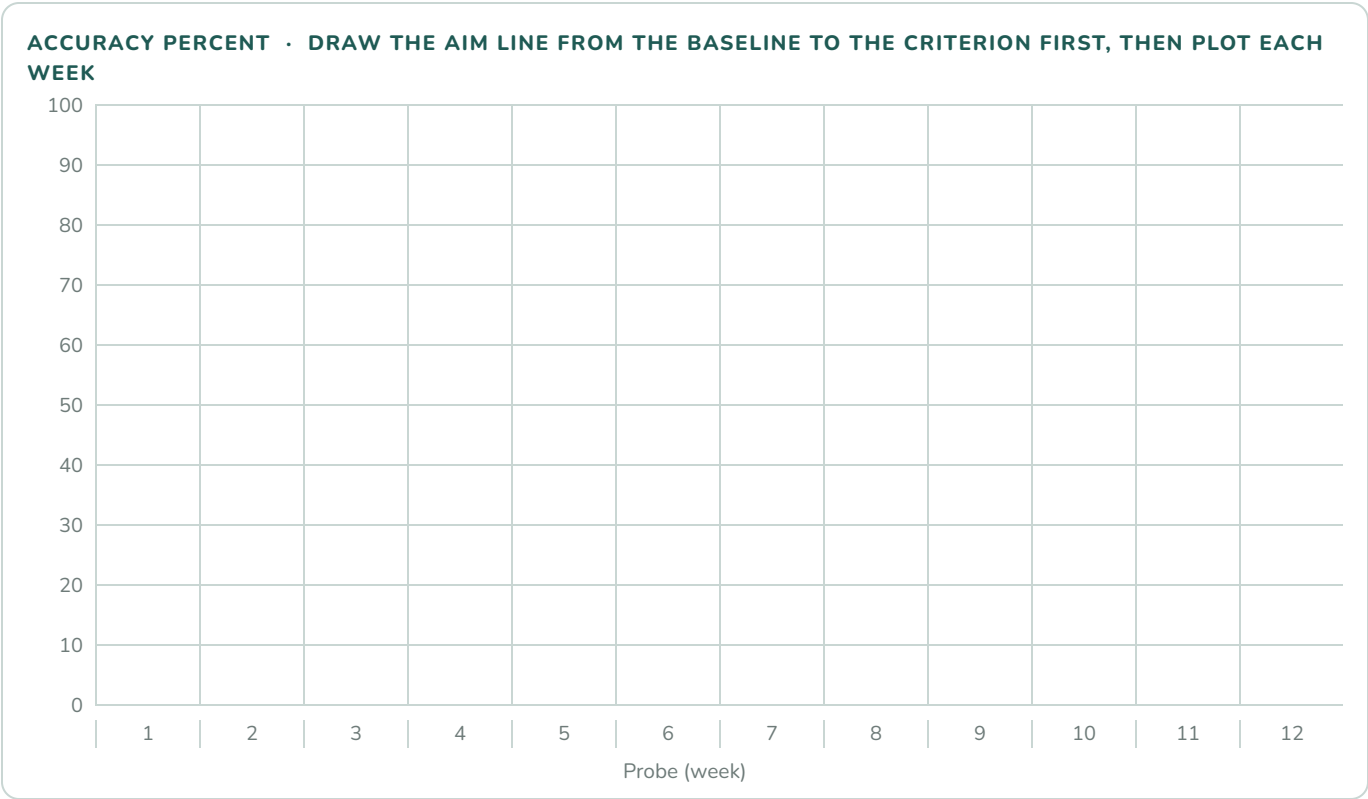
Making Predictions Accuracy Trend Graph

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 PREDICTIONS FROM TEXT EVIDENCE 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 pausing before the end of a page or chapter and asking “what do you think will happen next, and why?”

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

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

SOFIA M., FOURTH GRADE (INVENTED) — WEEKLY MAKING PREDICTIONS PROBES

Goal: state a defensible prediction and write 2 of 3 of the reason and two pieces of text evidence correctly on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** D. Kim, invented

MAKING PREDICTIONS ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	PREDICTION CORRECT?	REASON/EVIDENCE CORRECT (OF 3)	SCORE /4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Predicted the vinegar fix and named the problem; missed both evidence items.
2	Oct 9	B	Y	2	3	75	Gave the time-out prediction, the problem, and one evidence item; missed the second.
3	Oct 16	C	Y	3	4	100	Gave the reason and both evidence items for Emma's situation, no repeats.
4	Oct 23	D	Y	3	4	100	Gave the reason and both evidence items for Mr. Burke's class; second 100% in a row.

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

#	FORM	THE ONE DEFENSIBLE PREDICTION (KEY)	REASON	EVIDENCE
1	C	Emma will return the book a day late with a note from Mr. Diaz	her book was still at her grandmother's house before Friday	· the one-day-late rule Mrs. Howe mentioned · Emma asking for a pass to talk to Mr. Diaz
2	D	Mr. Burke's class will ride to the garden in a van	the sidewalks were flooded after it rained all morning	· the three vans Principal Reyes offered · Mr. Burke heading straight to the office with his class list

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for naming a defensible prediction, 1 for the stated reason or problem behind it, 1 for each of two pieces of supporting text evidence. Oct 2: $1 + 1$ (named the vinegar prediction and the problem) $= 2 \div 4 = 50\%$. 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 two library evidence items and Form D's two rainy-morning evidence items, 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.