

Maze Reading Comprehension Probes

SECTION 2 · SIX EQUIVALENT MAZE PASSAGES

MAZE COMPREHENSION PROBES

FORM A Maze Passage — Form A

My name: _____ Date (optional): _____

Read the story. Circle the word that fits best in each box.

Maya carried a small pot of ¹ soil map year to the classroom window and set it ² before between beside six others. Her teacher had asked ³ entire whole every student to plant a bean seed ⁴ since and if record what happened each morning in a ⁵ notebook puzzle festival .

"Plants need more than water," her ⁶ brothers teacher halfway explained, "they also need light and ⁷ warmth trail player to grow properly." Maya watered her ⁸ book seed sign carefully every single morning and moved ⁹ the an a pot closer to the glass. Several ¹⁰ days lunch day passed before a tiny green stem ¹¹ finally nervously together appeared above the dark soil. Maya ¹² would do was so excited that she almost forgot to ¹³ measure gathered decided how tall it had grown. She ¹⁴ wander reminded noticed that the stem leaned toward the ¹⁵ window blanket compass because it was searching for sunlight ¹⁶ under outside during . By the end of the month, Maya ¹⁷ is had would gathered enough notes and drawings to ¹⁸ search pick write a full report about her plant. She decided to share her plant and her notebook with the whole class, and several classmates asked if they could grow one too.

☆ All done? Color the star! ☆

Maze Reading Comprehension Probes

Page 10 of 24

BRIGHT PATH SPED

MAZE COMPREHENSION PROBES

Reading Comprehension — Goal and Directions

e silently and, at every blank, chooses the one of three words that keeps the sentence word plus two plausible but wrong alternatives — under a fixed, team-set time limit. in blanks each, so the sheet rarely runs out before the time does. The score is speed rect word choices per minute (CWCPM) — never accuracy alone.

EDIT EVERY BRACKET TO FIT THE STUDENT

(2)-minute timed maze reading passage (one paragraph, three-choice blanks), ose [8] word choices per minute with at least [80] percent accuracy on [3] as measured by teacher-administered Maze Reading Comprehension probes

CRITERION (CWCPM, AND ACCURACY PERCENT, TOGETHER)

SUPPORT) ON ____ OF ____ CONSECUTIVE PROBES

IN THE WORDS OF THE AS MEASURED BY (MAZE READING COMPREHENSION PROBES, FORMS A-F, PAGE 10-15)

C ON THREE MAKE THE

MEDIAN CWCPM (THE BASELINE)

BENCHMARKS TOWARD THE GOAL

BENCHMARK	TARGET DATE	TARGET CWCPM / ACCURACY	ACTUAL	MET?
1				
2				
3				

ten on the goal box and used every time. Say: "Read the story to yourself. cle the one that fits best. If you are not sure, circle your best guess and keep sage and a pencil. Start the timer.

ot help or confirm an answer during the probe. Stop exactly at the time the last blank the student reached.

VCPM = correct word choices ÷ seconds elapsed × 60, rounded to the rrect ÷ blanks reached.

lear together — a CWCPM reached by circling quickly without reading is

CEPTED

WHAT THE ERRORS SAY TO RETEACH (CARRY OVER FROM THE LOG)

Page 8 of 24

BRIGHT PATH SPED

BRIGHT PATH SPED

What Is Inside, and Where

24 pages, one skill, start to finish: no norm-referenced score, no benchmark.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up

PAGES 6–8



**Binder Cover and
Divider Tabs**
SETUP

6



**How This Pack
Works**
REFERENCE

7



**Maze Reading
Comprehension —
Goal and
Directions**
GOAL

8

02 Six Equivalent Maze Passages

PAGES 10–16



**Maze Passage —
Form A**
FORM A

10



**Maze Passage —
Form B**
FORM B

11



**Maze Passage —
Form C**
FORM C

12



**Maze Passage —
Form D**
FORM D

13



**Maze Passage —
Form E**
FORM E

14



**Maze Passage —
Form F**
FORM F

15



**Scoring Keys —
Forms A–F**
REFERENCE

16

03 Track, Report and Share

PAGES 18–23



**Maze Reading
Comprehension —
Data Log and
Graph**
TRACKER

18



**Caseload
Summary**
ROSTER

19



**Quick Reference
for a Second Adult**
NOTES

20



**Family Update —
This Skill's
Progress**
NOTES

21



**Progress Note
Phrase Bank**
REFERENCE

22



**A Filled-In Data
Log (Invented
Student)**
EXAMPLE

23

Reading the tags: **Setup** is typed once, before the first probe; **Goal** is the sample and the six-part frame; **Form A–F** are the six student passages; **Tracker** rolls several weeks onto one page; **Roster** puts a whole caseload on one grid; **Notes** is ready to send or read back to a family or a second adult; **Reference** is the shared scoring keys or a bank of language to pull from; **Example** is the worked, invented sample.

Start Here — Three Steps

Ninety seconds of reading; the weekly routine takes about five.



1

Baseline, then write the goal

Give Forms A, B and C on three different days at the same time limit; the middle CWCPM (correct word choices per minute) score is the baseline (page 8).

Write the goal from the six-part frame, starting from the sample and changing every bracket to fit the student.



2

Probe once a week, timed

Rotate the forms (A, B, C, D, E, F, A...), never the same one two weeks running. Every passage carries 18 blanks; the time limit, not the sheet, decides when the probe ends.

Score against the keys page (page 16) and log the same day (page 18); the log turns the raw count and time into a rate.



3

Watch, decide, report, share

The family update (page 21) and the phrase bank (page 22) turn the log into a note without a separate write-up.

The caseload page (page 19) puts every student on this goal on one grid for the data meeting.

WHAT THIS FILE IS

A fillable PDF. The goal page, the log, the caseload page, the second-adult reference and the organizer are type-in; the six passage pages and the scoring-keys page print (a child reads and circles by hand, in pencil).

WHAT THIS FILE IS NOT

It is NOT an editable online slideshow or word-processor document, and not a norm-referenced test. It carries no fixed comprehension benchmark score — your team decides what counts as enough for this student, from the baseline and the IEP.

EQUIVALENT FORMS, AND WHY IT MATTERS

Every passage carries exactly 18 blanks, each a real word plus two plausible, similar-length wrong choices drawn from the same checked vocabulary. A rate on one form means the same as a rate on another, so the line on the graph is the student, not the paper.

CONFIDENTIALITY, IN ONE PARAGRAPH

A filled-in log is a student record. It stays in the data folder, never where another family can see it. Use initials on any page that leaves your hands; the family update carries a first name only.

PRINT AND PREP

- ☐ One clean student copy of each passage; the child reads silently and circles directly on it, in pencil.
- ☐ A stopwatch or phone timer; the time limit is written on the goal page.
- ☐ The caseload page prints once a month.

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.
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.

GOAL

Maze Reading Comprehension — Goal and Directions

The student reads a passage silently and, at every blank, chooses the one of three words that keeps the sentence making sense — the correct word plus two plausible but wrong alternatives — under a fixed, team-set time limit. Six equivalent forms, eighteen blanks each, so the sheet rarely runs out before the time does. The score is speed and accuracy together — correct word choices per minute (CWCPM) — never accuracy alone.

SAMPLE GOAL — INVENTED; EDIT EVERY BRACKET TO FIT THE STUDENT

By [May 20], when given a [2]-minute timed maze reading passage (one paragraph, three-choice blanks), [Student] will correctly choose [8] word choices per minute with at least [80] percent accuracy on [3] consecutive weekly probes, as measured by teacher-administered Maze Reading Comprehension probes (forms A–F, page 10–15).

BY (DATE)	CRITERION (CWCPM, AND ACCURACY PERCENT, TOGETHER)
.....	
GIVEN (TIME LIMIT, ANY ALLOWED SUPPORT)	ON ____ OF ____ CONSECUTIVE PROBES
.....	
STUDENT WILL (CHOOSE / CIRCLE, IN THE WORDS OF THE PROBE)	AS MEASURED BY (MAZE READING COMPREHENSION PROBES, FORMS A–F, PAGE 10–15)
.....	

BASELINE: GIVE FORMS A, B AND C ON THREE DAYS AT THE SAME TIME LIMIT, TAKE THE MIDDLE CWCPM SCORE

BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN CWCPM (THE BASELINE)

BENCHMARKS TOWARD THE GOAL

#	BENCHMARK	TARGET DATE	TARGET CWCPM / ACCURACY	ACTUAL	MET?
1					
2					
3					

GIVING AND SCORING THE PROBE

- ☐ Same time limit every session, written on the goal box and used every time. Say: “Read the story to yourself. For every box with three words, circle the one that fits best. If you are not sure, circle your best guess and keep reading.” Hand the student the passage and a pencil. Start the timer.
- ☐ Let the student read and circle; do not help or confirm an answer during the probe. Stop exactly at the time limit, even mid-sentence, and circle the last blank the student reached.
- ☐ Score against the keys (page 16): CWCPM = correct word choices ÷ seconds elapsed × 60, rounded to the nearest whole number. Accuracy = correct ÷ blanks reached.
- ☐ A criterion needs BOTH numbers to clear together — a CWCPM reached by circling quickly without reading is not comprehension.

SCORING RULES FOR THIS STUDENT (ACCEPTED ANSWERS, SUPPORTS ALLOWED)

.....

WHAT THE ERRORS SAY TO RETEACH (CARRY OVER FROM THE LOG)

.....

FORM A

Maze Passage — Form A

My name: _____ Date (optional): _____

 Read the story. Circle the word that fits best in each box.

Maya carried a small pot of ¹ **soil** **map** **year** to the classroom window and set it ² **before** **between** **beside** six others. Her teacher had asked ³ **entire** **whole** **every** student to plant a bean seed ⁴ **since** **and** **if** record what happened each morning in a ⁵ **notebook** **puzzle** **festival** .

“Plants need more than water,” her ⁶ **brothers** **teacher** **halfway** explained, “they also need light and ⁷ **warmth** **trail** **player** to grow properly.” Maya watered her ⁸ **book** **seed** **sign** carefully every single morning and moved ⁹ **the** **an** **a** pot closer to the glass. Several ¹⁰ **days** **lunch** **day** passed before a tiny green stem ¹¹ **finally** **nervously** **together** appeared above the dark soil. Maya ¹² **would** **do** **was** so excited that she almost forgot to ¹³ **measure** **gathered** **decided** how tall it had grown. She ¹⁴ **wander** **reminded** **noticed** that the stem leaned toward the ¹⁵ **window** **blanket** **compass** because it was searching for sunlight ¹⁶ **under** **outside** **during** . By the end of the month, Maya ¹⁷ **is** **had** **would** gathered enough notes and drawings to ¹⁸ **search** **pick** **write** a full report about her plant. She decided to share her plant and her notebook with the whole class, and several classmates asked if they could grow one too.

 All done? Color the star! 

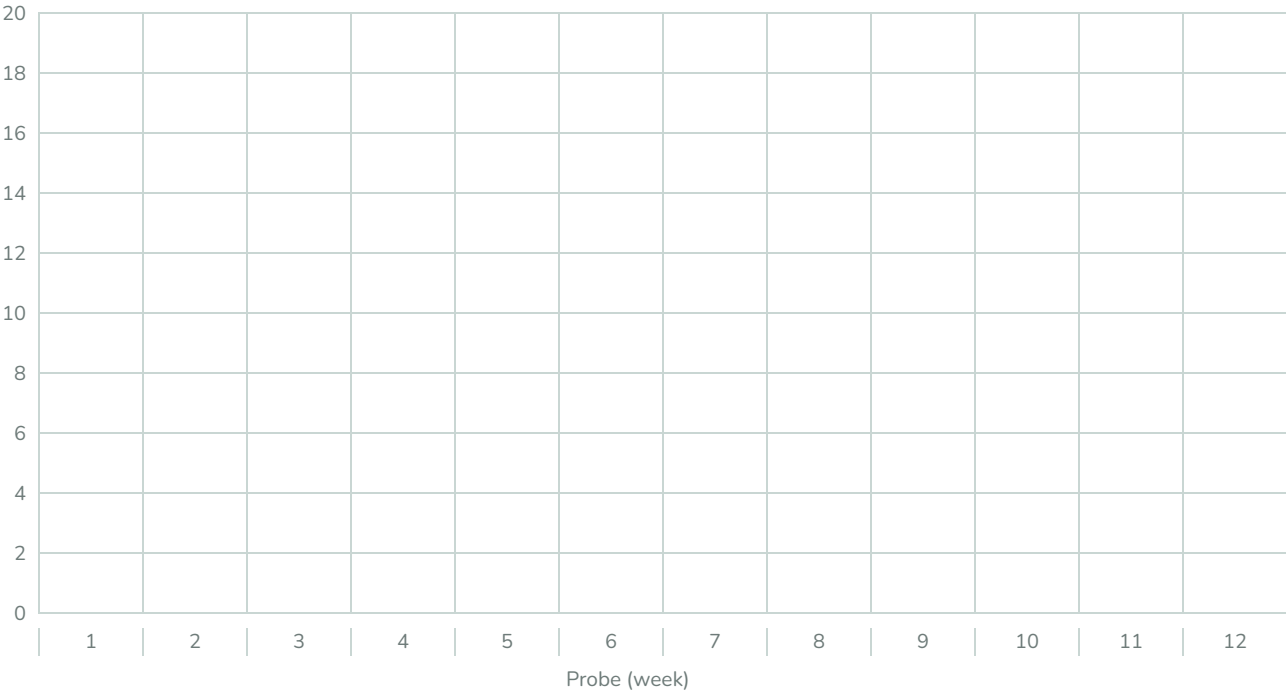
TRACKER

Maze Reading Comprehension — Data Log and Graph

One row per probe. Three points in a row under the aim line is a decision: change the teaching and write what changed in the notes.

STUDENT	CRITERION / AIM (CWCPM)	GOAL DATE

CORRECT WORD CHOICES PER MINUTE (CWCPM), 0 TO 20 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	DATE	FORM	TIME (SEC)	REACHED	CORRECT	ERRORS	CWCPM	NOTES
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

 **NOTES**

Family Update — This Skill's Progress

Ready to send home after any probe, without a separate write-up. No raw scores or codes — the log already has those.

STUDENT

WEEK OF

FROM (TEACHER)

THIS WEEK WE PRACTICED

In plain words: the skill, not the score.

SOMETHING THAT WENT WELL

ONE THING TO PRACTICE AT HOME (FIVE MINUTES)

THIS WEEK'S RATE, IN PLAIN WORDS

Not the raw number by itself — what it means: about the same, a little better, a lot better.

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 Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

Devon is invented, fourth grade. Twelve weekly timed probes, the aim line, the change three flat points forced, and the criterion met on the last three.

THE GOAL, AS WRITTEN FOR DEVON, FOURTH GRADE (INVENTED)

By May 20, when given a 2-minute timed maze reading passage (one paragraph, three-choice blanks), Devon will correctly choose 8 word choices per minute with at least 80 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered Maze Reading Comprehension probes (forms A–F).

#	DATE	FORM	TIME (SEC)	REACHED	CORRECT	ERRORS	CWCPM	NOTES
1	9/9	A	120	14	8	6	4	baseline
2	9/10	B	120	15	10	5	5	baseline
3	9/11	C	120	13	6	7	3	baseline (median of 4, 5, 3 = 4)
4	9/18	D	120	14	8	6	4	flat vs. baseline
5	9/25	E	120	14	8	6	4	flat vs. baseline
6	10/2	F	120	15	8	7	4	3 probes flat: added a daily context-clue mini-lesson
7	10/9	A	120	16	12	4	6	–
8	10/16	B	120	17	14	3	7	accuracy 82.4%, over the 80% target
9	10/23	C	120	17	14	3	7	accuracy 82.4%, CWCPM still under 8
10	10/30	D	120	18	16	2	8	CWCPM and accuracy (88.9%) both met (1 of 3)
11	11/6	E	120	18	16	2	8	both met (2 of 3)
12	11/13	F	120	18	16	2	8	both met (3 of 3): goal met

HOW TO READ THE LOG

- ☐ Baseline was the median of three forms on three days: 4, 5 and 3 CWCPM, so 4. Not the average, not the best.
- ☐ The aim line runs from 4 CWCPM in week 1 to 8 CWCPM at the goal date. Probes 4, 5 and 6 (4, 4, 4) sat flat at baseline: three probes with no rise, so the teaching changed (a daily context-clue mini-lesson) and the change is written on the row.
- ☐ Accuracy cleared the 80 percent target on probe 8 (82.4%) before CWCPM caught up to the 8-point target on probe 10 — a criterion needs both together, so the goal was not yet met at probe 8 even though the accuracy half already was.
- ☐ CWCPM and accuracy were both met together on probes 10, 11 and 12 (8 CWCPM, 88.9% accuracy, all three): three consecutive probes, so the goal is met.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

“On weekly timed maze reading probes (one passage, 18 three-choice blanks, a two-minute time limit), Devon chose 4 words correctly per minute at about 57 percent accuracy in early September (probe 1, 8 of 14), and 8 words correctly per minute at about 89 percent accuracy on the three most recent probes in November. Progress is sufficient; the goal (8 CWCPM at 80 percent accuracy, three consecutive probes) was met on probes 10 through 12.” Every number in it is on the log above; nothing is from memory.