

✦ 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

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01 Prepare to Give the Probes

PAGES 6–8



Binder Cover and
Section Map
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How This Pack
Works
REFERENCE

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Text Feature Goal,
Rubric and
Directions
GOAL

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02 Take the Data

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Nonfiction Text
Feature Probe —
Form A
PROBE

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Nonfiction Text
Feature Probe —
Form B
PROBE

11



Nonfiction Text
Feature Probe —
Form C
PROBE

12



Nonfiction Text
Feature Probe —
Form D
PROBE

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Nonfiction Text
Feature Probe —
Form E
PROBE

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Nonfiction Text
Feature Probe —
Form F
PROBE

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Answer Keys and
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Forms
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03 Track, Report and Share

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Text Feature
Accuracy Data Log
TRACKER

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Text Feature
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TRACKER

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Family Update —
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A Filled-In Probe
Set and Log
(Invented
Student)
EXAMPLE

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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

Nonfiction Text Feature Probe — Form B

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

MY NAME

DATE

.....

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

“THE CLASS BUTTERFLY GARDEN”

Room 9 planted a small butterfly garden along the fence behind the playground this spring. The class chose milkweed and purple coneflower because both plants attract butterflies and are easy to grow from seed. [Photo: a monarch butterfly resting on a cluster of orange milkweed flowers, wings spread flat in the sun] Caption: A monarch butterfly rests on the milkweed the class planted in April. Students water the garden twice a week and check the leaves for caterpillar eggs every Friday. The caption below the photo tells readers exactly what the picture shows and when it was taken.

1. What text feature is used in this passage — heading/subheading, caption, bold or italicized key term, diagram with a label, table of contents, or sidebar/fact box?

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2. What job does this text feature do for a reader?

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3. Give one word or phrase from the passage that shows this text feature.

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4. Give another word or phrase from the passage that shows this text feature. It should be different from your answer to question 3.

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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 word or phrase quoted on this page counts as a clue; the feature and job answers each count only if they match one of the listed options.

Accepted answers for all six forms. The text feature and “what it does” answers each count only if they match the listed option for that box; a clue counts only if it is one of the listed options for that box, and the two clue boxes on the form may be filled in either order. 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	TEXT FEATURE	WHAT IT DOES FOR A READER	TWO CLUE WORDS/PHRASES FROM THE TEXT, QUOTED (EITHER BOX)	SCORE / 4
Form A “The Classroom Weather Station”	heading/subheading	tells the reader what topic or section is about to be covered	“Reading the Rain Gauge” — “Reading the Rain Gauge” — printed as a heading, in its own line, above its own paragraph · “The heading above” — “The heading above tells the reader exactly which step comes next”	
Form B “The Class Butterfly Garden”	caption	explains or labels what a picture or photograph shows	“Caption:” — “Caption: A monarch butterfly rests on the milkweed the class planted in April” · “The caption below the photo” — “The caption below the photo tells readers exactly what the picture shows”	
Form C “The School Recycling Program”	bold or italicized key term	signals that a word is important and shows where its meaning is explained	“compost” — “one for compost ” — printed in bold the first time it appears · “which means” — “compost, which means food scraps and paper napkins that break down naturally”	
Form D “The Model Volcano Project”	diagram with a label	shows a picture with labeled parts so a reader can see how something looks or works	“[Diagram:” — “[Diagram: a cutaway drawing of the model volcano” · “The diagram above” — “The diagram above was taped next to every team’s table”	
Form E “The Class Nature Journal”	table of contents	lists the sections or chapters and their page numbers so a reader can find information quickly	“CONTENTS:” — “CONTENTS: Trees Near Our School, page 3” · “Checking the page numbers first” — “Checking the page numbers first saved readers from flipping through the whole journal”	
Form F “The Classroom Fish Tank”	sidebar/fact box	gives an extra fact that is related to the topic but not needed to understand the main text	“DID YOU KNOW?” — “DID YOU KNOW? Bubbles gets exactly two small pinches of food every day” · “The sidebar box” — “The sidebar box next to the care chart shares that one extra detail”	

SCORING NOTES

Four points per row: feature, job, two clue phrases (either box, any order). Accuracy % = score ÷ 4 × 100.

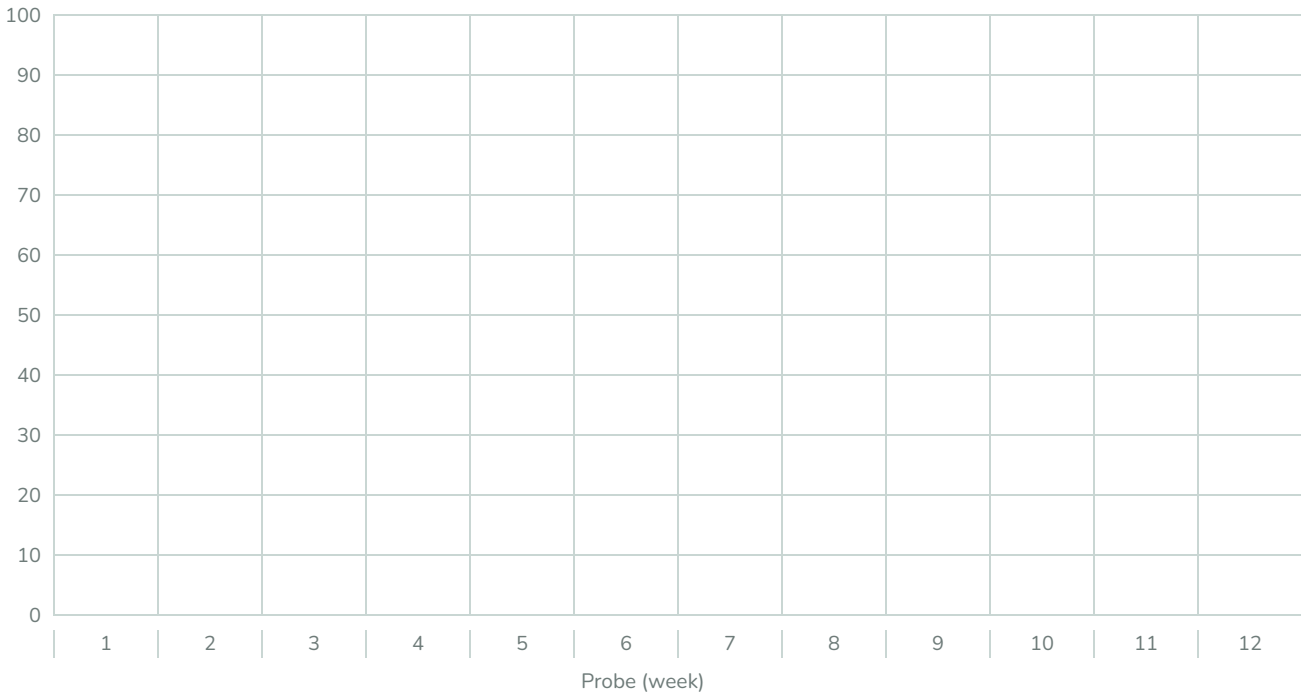


Text Feature Accuracy Trend Graph

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

ACCURACY PERCENT · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	DATE	FORM	SCORE /4	ACCURACY %	NOTES
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

 NOTES

Family Update — Reading Nonfiction 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 nonfiction article, a magazine page, a class book.

HOW NOTICING TEXT FEATURES 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 helped you find this information quickly — a heading, a caption, a bold word, a labeled diagram, a table of contents, or a sidebar box?” 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

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

PRIYA N., THIRD GRADE (INVENTED) — WEEKLY NONFICTION TEXT FEATURE PROBES

Goal: identify the text feature used in a passage and write 2 of 3 of what it does for a reader and two clue words/phrases correctly on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** D. Keshet, invented

TEXT FEATURE ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	FEATURE CORRECT?	JOB/CLUES CORRECT (OF 3)	SCORE / 4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Named “heading/subheading” and one clue word; missed what it does for a reader.
2	Oct 9	B	Y	2	3	75	Gave what it does for a reader and one clue word for Form B; missed the second clue.
3	Oct 16	C	Y	3	4	100	Gave what it does for a reader and both of Form C’s clue words/phrases, no repeats.
4	Oct 23	D	Y	3	4	100	Gave what it does for a reader and both of Form D’s clue words/phrases; second 100% in a row.

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

#	FORM	FEATURE (KEY)	WHAT IT DOES FOR A READER	CLUE WORDS/PHRASES
1	C	bold or italicized key term	signals that a word is important and shows where its meaning is explained	· “compost” — “one for compost ”, printed in bold · “which means” — “compost, which means food scraps and paper napkins that break down naturally”
2	D	diagram with a label	shows a picture with labeled parts so a reader can see how something looks or works	· “[Diagram:]” — “[Diagram: a cutaway drawing of the model volcano]” · “The diagram above” — “The diagram above was taped next to every team’s table”

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for the text feature, 1 for what it does for a reader, 1 for each of two clue words or phrases. Oct 2: $1 + 1 = 2 \div 4 = 50\%$. 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 printed table and the answer key excerpts above word for word (Form C’s and Form D’s clue words/phrases, both listed in full). The trend rises across four sessions (50% → 75% → 100% → 100%).

WHAT THE CASE MANAGER DID WITH THIS TREND

The last three probes (Oct 9, Oct 16, Oct 23) each met the invented 3-of-4 criterion from the goal page (page 8). The caseload summary (page 20) marks this row “met,” with a decision to write a new, higher-criterion goal.