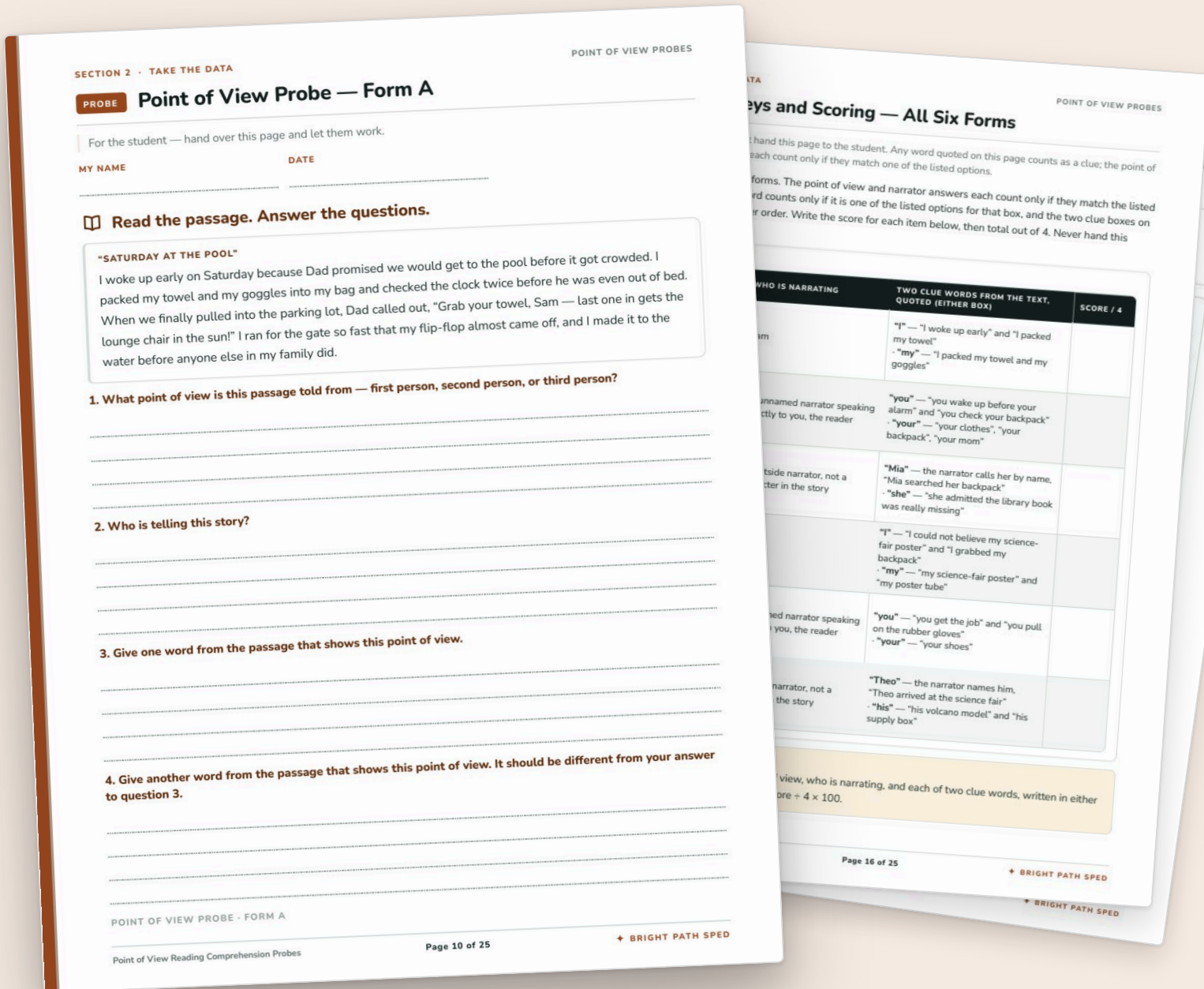




What Is Inside, and Where

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



Point of View
Goal, Rubric and
Directions
GOAL

8

02 Take the Data

PAGES 10–16



Point of View
Probe — Form A
PROBE

10



Point of View
Probe — Form B
PROBE

11



Point of View
Probe — Form C
PROBE

12



Point of View
Probe — Form D
PROBE

13



Point of View
Probe — Form E
PROBE

14



Point of View
Probe — Form F
PROBE

15



Answer Keys and
Scoring — All Six
Forms
KEY

16

03 Track, Report and Share

PAGES 18–24



Point of View
Accuracy Data Log
TRACKER

18



Point of View
Accuracy Trend
Graph
TRACKER

19



Caseload
Summary — Point
of View
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

Point of View Probe — Form A

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

MY NAME

DATE

.....

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

“SATURDAY AT THE POOL”

I woke up early on Saturday because Dad promised we would get to the pool before it got crowded. I packed my towel and my goggles into my bag and checked the clock twice before he was even out of bed. When we finally pulled into the parking lot, Dad called out, “Grab your towel, Sam — last one in gets the lounge chair in the sun!” I ran for the gate so fast that my flip-flop almost came off, and I made it to the water before anyone else in my family did.

1. What point of view is this passage told from — first person, second person, or third person?

.....

.....

.....

2. Who is telling this story?

.....

.....

.....

3. Give one word from the passage that shows this point of view.

.....

.....

.....

4. Give another word from the passage that shows this point of view. It should be different from your answer to question 3.

.....

.....

.....

KEY

Answer Keys and Scoring — All Six Forms

For the adult only — do not hand this page to the student. Any word quoted on this page counts as a clue; the point of view and narrator answers each count only if they match one of the listed options.

Accepted answers for all six forms. The point of view and narrator answers each count only if they match the listed option for that box; a clue word 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	POINT OF VIEW	WHO IS NARRATING	TWO CLUE WORDS FROM THE TEXT, QUOTED (EITHER BOX)	SCORE / 4
Form A “Saturday at the Pool”	first person	Sam	“I” — “I woke up early” and “I packed my towel” · “my” — “I packed my towel and my goggles”	
Form B “Packing for the Field Trip”	second person	an unnamed narrator speaking directly to you, the reader	“you” — “you wake up before your alarm” and “you check your backpack” · “your” — “your clothes”, “your backpack”, “your mom”	
Form C “The Lost Library Book”	third person	an outside narrator, not a character in the story	“Mia” — the narrator calls her by name, “Mia searched her backpack” · “she” — “she admitted the library book was really missing”	
Form D “The Science Fair Mix-Up”	first person	Dani	“I” — “I could not believe my science-fair poster” and “I grabbed my backpack” · “my” — “my science-fair poster” and “my poster tube”	
Form E “Cleaning the Classroom Fish Tank”	second person	an unnamed narrator speaking directly to you, the reader	“you” — “you get the job” and “you pull on the rubber gloves” · “your” — “your shoes”	
Form F “A Full Supply Box”	third person	an outside narrator, not a character in the story	“Theo” — the narrator names him, “Theo arrived at the science fair” · “his” — “his volcano model” and “his supply box”	

SCORING NOTES

Four points per row: naming the point of view, who is narrating, and each of two clue words, written in either “clue” box, in any order. Accuracy % = score ÷ 4 × 100.

TRACKER

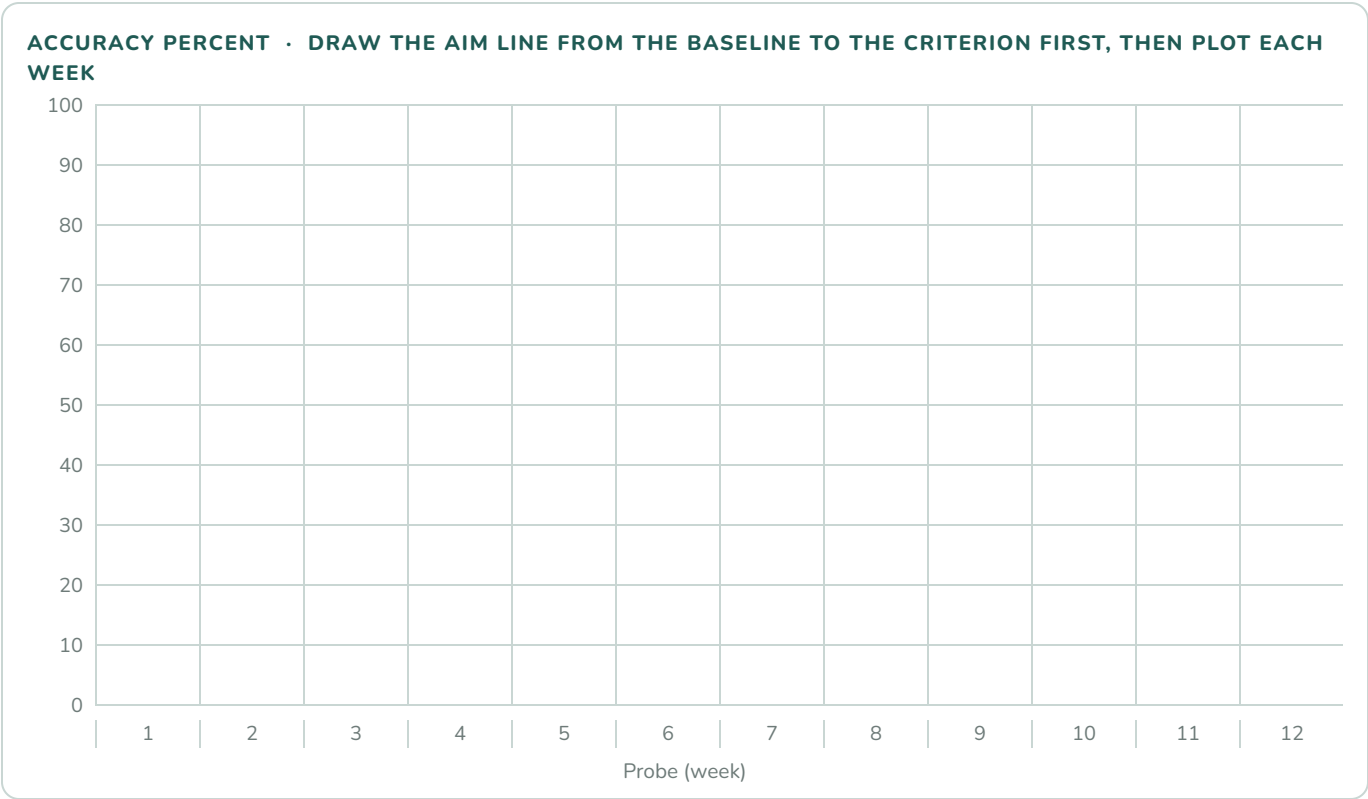
Point of View Accuracy Trend Graph

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 NOTICING THE POINT OF VIEW 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 “who is telling this story? How can you tell?” 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

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

REESE M., THIRD GRADE (INVENTED) — WEEKLY POINT OF VIEW PROBES

Goal: identify the point of view a passage is told from and write 2 of 3 of who is narrating and two clue words correctly on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** J. Ortiz, invented

POINT OF VIEW ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	POV CORRECT?	NARRATOR/CLUES CORRECT (OF 3)	SCORE /4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Named “first person” and one clue word; missed who was narrating.
2	Oct 9	B	Y	2	3	75	Gave who was narrating and one clue word for Form B; missed the second clue.
3	Oct 16	C	Y	3	4	100	Gave who was narrating and both of Form C’s clue words, no repeats.
4	Oct 23	D	Y	3	4	100	Gave who was narrating and both of Form D’s clue words; second 100% in a row.

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

#	FORM	POINT OF VIEW (KEY)	NARRATOR	CLUE WORDS
1	C	third person	an outside narrator (not a character)	· “Mia” — “Mia searched her backpack” · “she” — “she admitted...was really missing”
2	D	first person	Dani (named via Carlos’ line “Hurry up, Dani”)	· “I” — “I could not believe my science-fair poster” · “my” — “my poster tube”

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for the point of view, 1 for who is narrating, 1 for each of two clue words. 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 answer key excerpts above word for word (Form C’s and Form D’s clue words, 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.