

Problem and Solution Probes

SECTION 2 · TAKE THE DATA

PROBLEM & SOLUTION PROBES

PROBE

Problem and Solution Probe — Form A

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

MY NAME

DATE

Read the passage. Answer the questions.

"THE FORGOTTEN LUNCH"

Marcus left his lunch bag on the kitchen counter and did not notice until his class lined up for the cafeteria. The problem was that he had no lunch and no money in his account. He told his teacher right away. So the school secretary called the cafeteria for an extra tray kept for mornings like this. Marcus ate a hot lunch with his class and paid the school back later.

1. What was the problem in the passage? Write it in your own words.

2. What is one detail about the problem, according to the passage?

3. What was the solution to the problem? Write it in your own words.

4. What is one detail about how the solution worked, according to the passage?

PROBLEM AND SOLUTION PROBE · FORM A

Page 10 of 25

BRIGHT PATH SPED

KEYS and Scoring — All Six Forms

PROBLEM & SOLUTION PROBES

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

tions for all six forms. A close paraphrase of any listed answer counts; write the score al out of 4. Never hand this page to the student.

(ACCEPT CLOSE	THE SOLUTION (ACCEPT CLOSE PARAPHRASE)	SCORE / 4
us left his lunch bag at	Solution: the school secretary called the cafeteria for an extra tray Detail: Marcus ate a hot lunch with his class and paid the school back later	
only pencil broke right	Solution: his teacher gave him a new pencil from the cup on her desk Detail: Lucas started the test with the rest of the class, a few seconds behind	
n to fall just as the	Solution: Ms. Patel pulled out a bin of board games Detail: students played games with partners at their own tables until the rain stopped	
I not find her library	Solution: the librarian gave her one extra day to look for it Detail: Aisha found the book under her bed and returned it the very next morning	
r would not open	Solution: the head custodian came with a small tool and worked the door open Detail: Devon grabbed his notebook and slid into his seat	
se of her mittens	Solution: the recess aide walked the field with her to search Detail: they found the mitten by the fence and Sofia played the rest of recess with warm hands	

e stated problem, one for a stated detail about the problem, one for detail about how the solution worked, written above. Order does not n before the problem. 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



Problem and
Solution Goal,
Rubric and
Directions
GOAL

8

02 Take the Data

PAGES 10–16



Problem and
Solution Probe —
Form A
PROBE

10



Problem and
Solution Probe —
Form B
PROBE

11



Problem and
Solution Probe —
Form C
PROBE

12



Problem and
Solution Probe —
Form D
PROBE

13



Problem and
Solution Probe —
Form E
PROBE

14



Problem and
Solution Probe —
Form F
PROBE

15



Answer Keys and
Scoring — All Six
Forms
KEY

16

03 Track, Report and Share

PAGES 18–24



Problem and
Solution Accuracy
Data Log
TRACKER

18



Problem and
Solution Accuracy
Trend Graph
TRACKER

19



Caseload
Summary —
Problem and
Solution
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

Problem and Solution Probe — Form A

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

MY NAME

DATE

.....

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

“THE FORGOTTEN LUNCH”

Marcus left his lunch bag on the kitchen counter and did not notice until his class lined up for the cafeteria. The problem was that he had no lunch and no money in his account. He told his teacher right away. So the school secretary called the cafeteria for an extra tray kept for mornings like this. Marcus ate a hot lunch with his class and paid the school back later.

1. What was the problem in the passage? Write it in your own words.

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2. What is one detail about the problem, according to the passage?

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3. What was the solution to the problem? Write it in your own words.

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4. What is one detail about how the solution worked, according to the passage?

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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 answer is accepted.

Accepted problems and solutions for all six forms. A close paraphrase of any listed answer counts; 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	THE PROBLEM (ACCEPT CLOSE PARAPHRASE)	THE SOLUTION (ACCEPT CLOSE PARAPHRASE)	SCORE / 4
Form A “The Forgotten Lunch”	Problem: Marcus left his lunch bag at home Detail: he had no lunch and no money in his account	Solution: the school secretary called the cafeteria for an extra tray Detail: Marcus ate a hot lunch with his class and paid the school back later	
Form B “The Broken Pencil”	Problem: Lucas's only pencil broke right before the test Detail: the spelling test started in two minutes and he had nothing to write with	Solution: his teacher gave him a new pencil from the cup on her desk Detail: Lucas started the test with the rest of the class, a few seconds behind	
Form C “The Rained-Out Recess”	Problem: rain began to fall just as the class lined up for recess Detail: the whole class had to stay inside with nothing planned	Solution: Ms. Patel pulled out a bin of board games Detail: students played games with partners at their own tables until the rain stopped	
Form D “The Lost Library Book”	Problem: Aisha could not find her library book before the bell rang Detail: library day was that afternoon and the book was due	Solution: the librarian gave her one extra day to look for it Detail: Aisha found the book under her bed and returned it the very next morning	
Form E “The Jammed Locker”	Problem: Devon's locker would not open before morning meeting Detail: his notebook and folder for the morning lesson were stuck inside	Solution: the head custodian came with a small tool and worked the door open Detail: Devon grabbed his notebook and slid into his seat	
Form F “The Missing Mitten”	Problem: Sofia noticed one of her mittens was missing at recess Detail: it was too cold to play on the field without both mittens on	Solution: the recess aide walked the field with her to search Detail: they found the mitten by the fence and Sofia played the rest of recess with warm hands	

SCORING NOTES

Each row is worth four points: one for the stated problem, one for a stated detail about the problem, one for the stated solution, and one for a stated detail about how the solution worked, written above. Order does not matter — a student may write the solution before the problem. Accuracy % = $\text{score} \div 4 \times 100$.

TRACKER

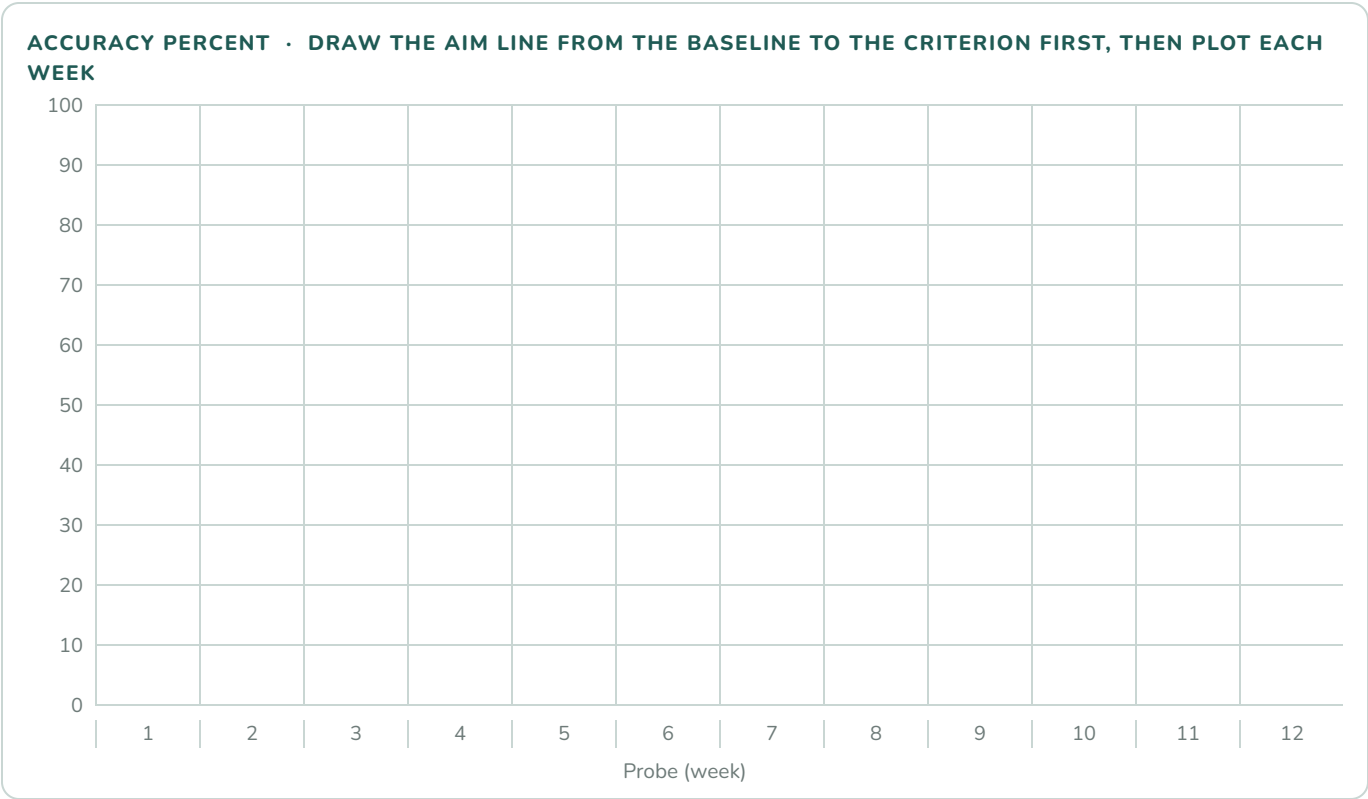
Problem and Solution Accuracy Trend Graph

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 FINDING THE PROBLEM AND SOLUTION 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 was the problem, and how did it get fixed?” 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

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

MALIK R., FOURTH GRADE (INVENTED) — WEEKLY PROBLEM AND SOLUTION PROBES

Goal: identify the stated problem and the stated solution and write 3 of 4 parts correctly on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** J. Alvarez, invented

PROBLEM AND SOLUTION ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	PROBLEM PARTS CORRECT (OF 2)	SOLUTION PARTS CORRECT (OF 2)	SCORE /4	ACCURACY %	NOTES
1	Nov 5	A	1	1	2	50	Wrote the problem and the solution; missed both details.
2	Nov 12	B	2	1	3	75	Wrote the problem, its detail and the solution; missed the solution detail.
3	Nov 19	C	2	2	4	100	Identified all four parts of the rained-out-recess passage.
4	Nov 26	D	2	2	4	100	Identified all four parts of the lost-library-book passage.

ANSWER KEY EXCERPT USED TO SCORE NOV 19 AND NOV 26 (PAGE 16)

#	FORM	PROBLEM (KEY)	SOLUTION (KEY)
1	C	Rain began to fall as the class lined up · class stayed inside	Ms. Patel got out board games · class played until the rain stopped
2	D	Aisha could not find her library book · it was due that afternoon	Librarian gave an extra day · Aisha found it and returned it next morning

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 each for the problem, a problem detail, the solution and a solution detail. Nov 5: $1 + 1 = 2 \div 4 = 50\%$. Nov 12: $2 + 1 = 3 \div 4 = 75\%$. Nov 19 and Nov 26: $2 + 2 = 4 \div 4 = 100\%$ each, matching the key excerpts above word for word (Form C's recess pair and Form D's library-book pair). Trend: $50\% \rightarrow 75\% \rightarrow 100\% \rightarrow 100\%$.

WHAT THE CASE MANAGER DID WITH THIS TREND

The last three probes (Nov 12, 19, 26) 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.