

# Sequencing Story Events Probes

SECTION 2 · TAKE THE DATA

SEQUENCING PROBES

PROBE Sequencing Probe — Form A

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

MY NAME \_\_\_\_\_ DATE \_\_\_\_\_

Read the passage. Answer the questions.

**"MAKING TRAIL MIX"**

In Ms. Patel's class, students made trail mix for a snack. First, each student washed their hands at the sink. Next, they poured raisins into a small cup. Then, they added pretzels and sunflower seeds to the cup. Last, they stirred the mix with a spoon and put a lid on the cup before recess.

1. What happened first?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What happened next?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What happened after that?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What happened last?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SEQUENCING PROBE - FORM A

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Sequencing Story Events Probes

BRIGHT PATH SPED

SEQUENCING PROBES

Keys and Scoring — All Six Forms

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

forms. A close paraphrase of any listed answer counts for its own position — box 1 is always the last. Write the score for each item below, then total out of 4. Never hand

| NEXT                                                     | AFTER THAT                                                | LAST                                                         | SCORE / 4 |
|----------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------|-----------|
| is poured raisins into a small cup                       | added pretzels and sunflower seeds to the cup             | stirred the mix with a spoon and put a lid on the cup        |           |
| taped a wooden stick across the middle for support       | tied a long piece of string to the bottom point           | decorated the kite with markers and glued on a paper tail    |           |
| took their lunch box out and put it in the classroom bin | sat down at their desks and took out their morning folder | read quietly until the bell rang for morning meeting         |           |
| dropped one bean seed into the center of the cup         | covered the seed with a thin layer of soil                | watered the soil gently and placed the cup on the windowsill |           |
| carried the book to the front desk                       | handed their library card to the librarian to scan        | placed the book in their backpack to take it home            |           |
| yarn into short pieces for hair                          | glued the yarn onto the top of the bag                    | added buttons for eyes and let the glue dry                  |           |

position in the passage: first, next, after that (the story's "then"), and

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BRIGHT PATH SPED

BRIGHT PATH SPED



CONTENTS

# 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**



Sequencing Goal,  
Rubric and  
Directions  
**GOAL**

**8**

## 02 Take the Data

PAGES 10–16



Sequencing Probe  
— Form A  
**PROBE**

**10**



Sequencing Probe  
— Form B  
**PROBE**

**11**



Sequencing Probe  
— Form C  
**PROBE**

**12**



Sequencing Probe  
— Form D  
**PROBE**

**13**



Sequencing Probe  
— Form E  
**PROBE**

**14**



Sequencing Probe  
— Form F  
**PROBE**

**15**



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

**16**

## 03 Track, Report and Share

PAGES 18–24



Sequencing  
Accuracy Data Log  
**TRACKER**

**18**



Sequencing  
Accuracy Trend  
Graph  
**TRACKER**

**19**



Caseload  
Summary —  
Sequencing  
**ROSTER**

**20**



Family Update —  
Reading at Home  
**NOTES**

**21**



Classroom  
Sequencing  
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

# Sequencing Probe — Form A

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

MY NAME

DATE

.....

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

**“MAKING TRAIL MIX”**

In Ms. Patel’s class, students made trail mix for a snack. First, each student washed their hands at the sink. Next, they poured raisins into a small cup. Then, they added pretzels and sunflower seeds to the cup. Last, they stirred the mix with a spoon and put a lid on the cup before recess.

**1. What happened first?**

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**2. What happened next?**

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**3. What happened after that?**

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**4. What happened last?**

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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 answers for all six forms. A close paraphrase of any listed answer counts for its own position — box 1 is always the first event, box 4 is always the last. 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                                    | FIRST                                               | NEXT                                                     | AFTER THAT                                                | LAST                                                         | SCORE<br>/ 4 |
|-----------------------------------------|-----------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------|--------------|
| Form A<br>“Making Trail Mix”            | washed their hands at the sink                      | poured raisins into a small cup                          | added pretzels and sunflower seeds to the cup             | stirred the mix with a spoon and put a lid on the cup        |              |
| Form B<br>“Making a Paper Kite”         | folded a square of paper in half to make a triangle | taped a wooden stick across the middle for support       | tied a long piece of string to the bottom point           | decorated the kite with markers and glued on a paper tail    |              |
| Form C<br>“The Morning Routine”         | hung up their backpacks and coats on their hooks    | took their lunch box out and put it in the classroom bin | sat down at their desks and took out their morning folder | read quietly until the bell rang for morning meeting         |              |
| Form D<br>“Planting a Bean Seed”        | filled a cup halfway with soil                      | dropped one bean seed into the center of the cup         | covered the seed with a thin layer of soil                | watered the soil gently and placed the cup on the windowsill |              |
| Form E<br>“Checking Out a Library Book” | chose one book from the shelf                       | carried the book to the front desk                       | handed their library card to the librarian to scan        | placed the book in their backpack to take it home            |              |
| Form F<br>“Making a Paper Bag Puppet”   | drew a face on the bottom of a paper bag            | cut yarn into short pieces for hair                      | glued the yarn onto the top of the bag                    | added buttons for eyes and let the glue dry                  |              |

### SCORING NOTES

One point per box, matched to its fixed position in the passage: first, next, after that (the story’s “then”), and last. Accuracy % =  $\text{score} \div 4 \times 100$ .

TRACKER

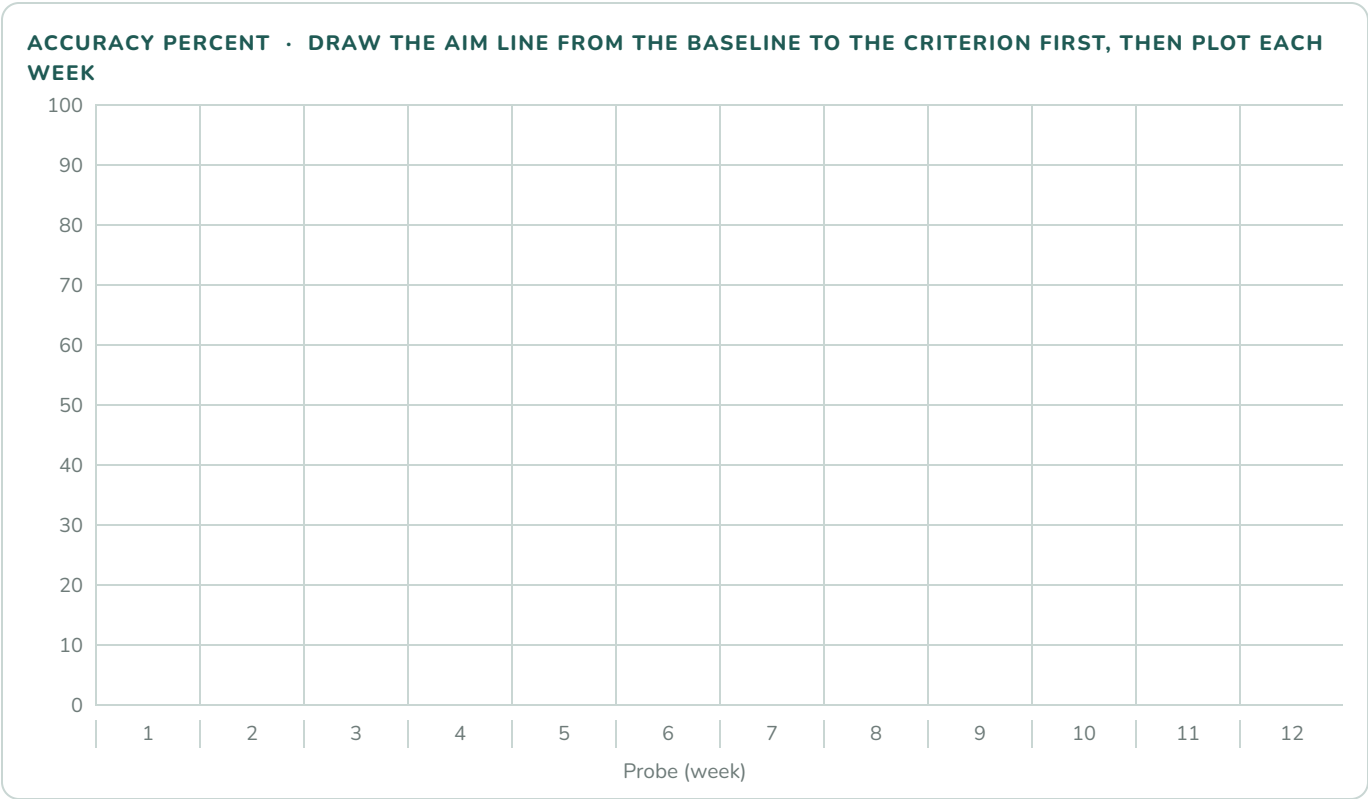
Sequencing Accuracy Trend Graph

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 SEQUENCING 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 happened first, next, then and last?” 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

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

### LEO R., THIRD GRADE (INVENTED) — WEEKLY SEQUENCING PROBES

**Goal:** identify what happened first, next, after that and last correctly on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** J. Alvarez, invented

#### SEQUENCING ACCURACY DATA LOG EXCERPT (PAGE 18)

| # | DATE   | FORM | FIRST EVENT CORRECT? | NEXT/AFTER THAT/LAST CORRECT (OF 3) | SCORE /4 | ACCURACY % | NOTES                                                                                          |
|---|--------|------|----------------------|-------------------------------------|----------|------------|------------------------------------------------------------------------------------------------|
| 1 | Oct 2  | A    | Y                    | 1                                   | 2        | 50         | Named washing hands first correctly; got one of the other three steps (stirring the mix).      |
| 2 | Oct 9  | B    | Y                    | 2                                   | 3        | 75         | Named folding the paper first and one more step correctly; missed the middle step (the stick). |
| 3 | Oct 16 | C    | Y                    | 3                                   | 4        | 100        | Named all four steps of the morning routine correctly, no steps out of order.                  |
| 4 | Oct 23 | D    | Y                    | 3                                   | 4        | 100        | Named all four steps of planting the bean seed correctly; second 100% in a row.                |

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

| # | FORM | PASSAGE              | FIRST                                | NEXT                                             | AFTER THAT                                 | LAST                                               |
|---|------|----------------------|--------------------------------------|--------------------------------------------------|--------------------------------------------|----------------------------------------------------|
| 1 | C    | The Morning Routine  | hung up backpacks and coats on hooks | took out lunch box, put it in the classroom bin  | sat at desks, took out morning folder      | read quietly until the bell rang                   |
| 2 | D    | Planting a Bean Seed | filled a cup halfway with soil       | dropped one bean seed into the center of the cup | covered the seed with a thin layer of soil | watered the soil, placed the cup on the windowsill |

#### WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for the first event, 1 for the next event, 1 for the event after that, 1 for the last event. Oct 2:  $1 + 1$  (named the first step and one other)  $= 2 \div 4 = 50\%$ . 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 four morning-routine steps and Form D's four bean-planting steps, both written 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.