

What Is Inside, and Where

25 pages, three sections, a worked example and a back page.

Before you begin

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PROBE

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PROBE

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A Filled-In Probe
Set and Log
(Invented
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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) — the four-point checklist, 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

Summarizing Probe — Form A

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

MY NAME

DATE

.....

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

“A MONDAY IN ROOM 12”

Room 12 got a new class fish named Bubbles this week. The tank came with rocks, a plant, and a tiny castle. Marcus and Aliyah signed up to feed Bubbles every morning, and the class made a chart to track his food. By Friday, every student had taken a turn holding the net during tank cleaning, and Bubbles seemed right at home in Room 12.

1. Who or what is this passage about, and what was going on at the start?

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2. What is the most important thing that happened in the passage?

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.....

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3. How did the passage end, or what was the result?

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4. Now write one summary sentence that includes the most important thing that happened AND how it ended, in your own words.

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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 checklist points for all six forms. A close paraphrase of any listed answer counts. Item 4 (summary sentence) is correct only if it names both the key event and the ending; 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 1	POINT 2	POINT 3	SCORE / 4
Form A “A Monday in Room 12”	Who/situation: Room 12 got a new class fish named Bubbles	Key event: Marcus and Aliyah signed up to feed Bubbles every morning and the class made a chart to track his food	Ending/result: by Friday every student had a turn holding the net during tank cleaning	
Form B “An Announcement at Lincoln Elementary”	Who/situation: Lincoln Elementary announced a talent show for the spring assembly	Key event: twenty-two students signed up with a mix of acts, including singing, magic tricks, and a group dance	Ending/result: Mr. Ortiz scheduled practice times and the show is set for the last Friday of the month	
Form C “A Monday Morning Surprise”	Who/situation: the third-grade garden box flooded during a heavy rainstorm	Key event: Ms. Patel and four volunteer students rebuilt the box with fresh soil, sticks, and gravel	Ending/result: two weeks later the beans were growing taller than before	
Form D “A Photo by the Front Doors”	Who/situation: a blue winter coat sat in the lost-and-found bin for three weeks with no name tag	Key event: two students from Room 5 recognized the coat and told their teacher it might belong to Oscar	Ending/result: Oscar confirmed it was his coat and picked it up that same afternoon	
Form E “A Friday Project”	Who/situation: Room 8 started weighing the classroom's recycling every Friday for a month	Key event: students noticed wrappers took up more space than paper, so they added a second bin for wrappers	Ending/result: by the end of the month the class made a poster showing how the weight had changed	
Form F “Indoor Recess”	Who/situation: Ms. Reyes sets out a puzzle table for indoor recess on cold days	Key event: students took turns adding pieces to a five-hundred-piece puzzle that took almost three weeks to finish	Ending/result: when it was finished the class took a picture and displayed it before a new puzzle was set out	

SCORING NOTES

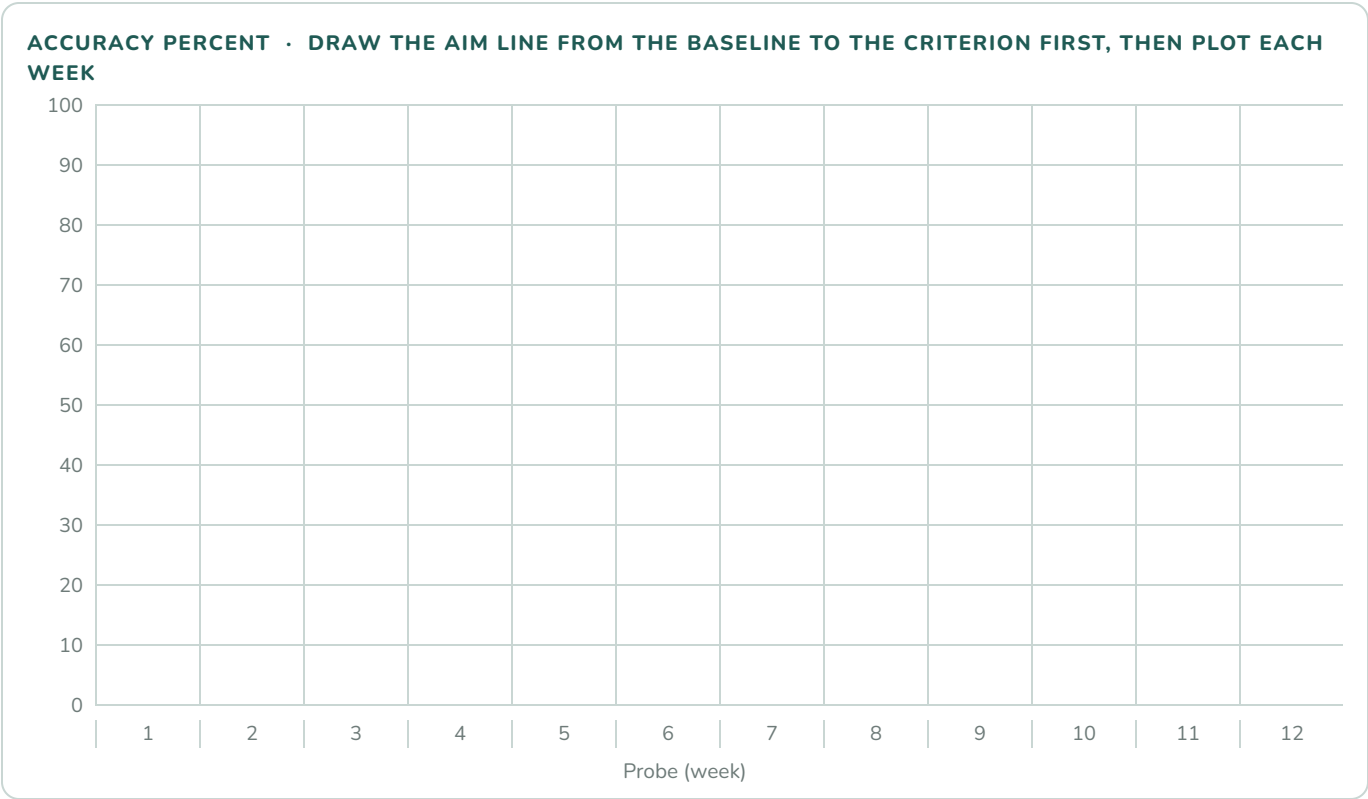
One point each for who/situation, the key event, and the ending, plus one for a summary sentence naming both the key event and the ending. Order does not matter for points 1–3. Accuracy % = $\text{score} \div 4 \times 100$.

TRACKER

Summarizing 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 SUMMARIZING 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 most important thing that happened, and how did it end?” 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 SUMMARIZING PROBES

Goal: identify who/situation, the key event and the ending, and write a summary sentence naming both, scoring 3 of 4 on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** J. Alvarez, invented

SUMMARIZING ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	POINTS 1-3 (OF 3)	SUMMARY SENTENCE (0/1)	SCORE /4	ACCURACY %	NOTES
1	Nov 5	A	2	0	2	50	Named who/situation and the key event; summary sentence named the event but left out the ending.
2	Nov 12	B	2	1	3	75	Missed the who/situation point but wrote a summary sentence with both the key event and the ending.
3	Nov 19	C	3	1	4	100	Named all three checklist points and wrote a one-sentence summary combining the key event and the ending.
4	Nov 26	D	3	1	4	100	Named all three checklist points for the coat passage; second 100% in a row.

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

#	FORM	POINT 3 (KEY)	SUMMARY SENTENCE MUST INCLUDE
1	C	Two weeks later the beans were growing taller than before	The key event (Ms. Patel and four students rebuilt the garden box) AND this ending
2	D	Oscar confirmed it was his coat and picked it up that same afternoon	The key event (two Room 5 students recognized the coat) AND this ending

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 each for the three checklist points and 1 for a summary sentence naming both the key event and the ending. Nov 5: $2 + 0 = 2 \div 4 = 50\%$. Nov 12: $2 + 1 = 3 \div 4 = 75\%$. Nov 19: $3 + 1 = 4 \div 4 = 100\%$. Nov 26: $3 + 1 = 4 \div 4 = 100\%$, matching the key excerpts above word for word (Form C's garden-box ending and Form D's coat ending). The trend rises across four sessions ($50\% \rightarrow 75\% \rightarrow 100\% \rightarrow 100\%$).

WHAT THE CASE MANAGER DID WITH THIS TREND

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