

Theme Reading Comprehension Probes

SECTION 2 · TAKE THE DATA

THEME PROBES

PROBE Theme Probe — Form A

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

MY NAME _____ DATE _____

Read the passage. Answer the questions.

"THE LONG DIVISION WORKSHEET"

Jasmine stared at the long division problem on her worksheet for the third time, but the numbers still would not make sense. She erased her work twice and started over, hoping the next try would click. Her classmate Theo noticed her frown and asked if she wanted him to show her how he solved problem two. Jasmine almost shook her head no, but she nodded, and Theo walked her through each step. By the end, Jasmine had finished every problem correctly, and she thanked Theo before packing up.

1. What is the theme, or lesson, of this passage?

2. What moment in the passage shows this theme?

3. Give one detail from the passage that supports this theme.

4. Give another detail from the passage that supports this theme. It should be different from your answer to question 3.

THEME PROBE · FORM A

Theme Reading Comprehension Probes

Page 10 of 25

+ BRIGHT PATH SPED

Keys and Scoring — All Six Forms

THEME PROBES

hand this page to the student. Any close paraphrase of a listed theme, moment or detail is

forms. A close paraphrase of a listed theme or moment counts; a detail counts only if

ed items. Write the score below, then total out of 4. Never hand this page to the

THEME	THE MOMENT THAT REVEALS IT (ACCEPT CLOSE PARAPHRASE)	TWO SUPPORTING DETAILS FROM THE PASSAGE (EITHER BOX)	SCORE / 4
	Jasmine let Theo walk her through the steps instead of working alone	stuck on her own at first — erased her work twice and started the problem over finished every problem correctly — after Theo's help, Jasmine finished the worksheet correctly	
	Marcus made both free throws in the game after weeks of daily practice	practiced every day — shot free throws in the driveway every day after school kept practicing despite a setback — shot under the garage overhang instead of quitting on a rainy day	
	Olivia carried her tray over and invited the new boy to join the card game	noticed he was sitting alone — saw him sitting by himself and remembered he had just moved to the school he smiled for the first time that day — after she invited him to play, he looked up and smiled	
	Caleb told the cashier about the extra change instead of keeping it	could have kept the money unnoticed — could have slipped the extra bills into his pocket without anyone knowing the cashier thanked him for being honest — the cashier thanked him and gave him a sticker for being honest	
	Yiya called over more classmates once she saw how much there was to clean up	only two volunteers at first — at first only two students raised their hands to help spotless in under five minutes — with five students working together, the table was spotless in minutes	
	He noticed the weak bridge and rebuilt the bridge with reinforced	the first bridge failed — it buckled in the middle and fell apart on the first penny the rebuilt bridge held — held all ten pennies without even wobbling	

each of two details, either box. 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



Theme Goal,
Rubric and
Directions
GOAL

8

02 Take the Data

PAGES 10–16



Theme Probe —
Form A
PROBE

10



Theme Probe —
Form B
PROBE

11



Theme Probe —
Form C
PROBE

12



Theme Probe —
Form D
PROBE

13



Theme Probe —
Form E
PROBE

14



Theme Probe —
Form F
PROBE

15



Answer Keys and
Scoring — All Six
Forms
KEY

16

03 Track, Report and Share

PAGES 18–24



Theme Accuracy
Data Log
TRACKER

18



Theme Accuracy
Trend Graph
TRACKER

19



Caseload
Summary —
Theme
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

Theme Probe — Form A

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

MY NAME

DATE

.....

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

“THE LONG DIVISION WORKSHEET”

Jasmine stared at the long division problem on her worksheet for the third time, but the numbers still would not make sense. She erased her work twice and started over, hoping the next try would click. Her classmate Theo noticed her frown and asked if she wanted him to show her how he solved problem two. Jasmine almost shook her head no, but she nodded, and Theo walked her through each step. By the end, Jasmine had finished every problem correctly, and she thanked Theo before packing up.

1. What is the theme, or lesson, of this passage?

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2. What moment in the passage shows this theme?

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3. Give one detail from the passage that supports this theme.

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4. Give another detail from the passage that supports this theme. 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 close paraphrase of a listed theme, moment or detail is accepted.

Accepted answers for all six forms. A close paraphrase of a listed theme or moment counts; a detail counts only if it matches one of the two listed items. Write the score below, then total out of 4. Never hand this page to the student.

ANSWER KEYS, FORMS A–F

FORM	THE ONE DEFENSIBLE THEME (ACCEPT CLOSE PARAPHRASE)	THE MOMENT THAT REVEALS IT (ACCEPT CLOSE PARAPHRASE)	TWO SUPPORTING DETAILS FROM THE PASSAGE (EITHER BOX)	SCORE / 4
Form A “The Long Division Worksheet”	it is okay to ask for help	Jasmine let Theo walk her through the steps instead of working alone	stuck on her own at first — erased her work twice and started the problem over · finished every problem correctly — after Theo’s help, Jasmine finished the worksheet correctly	
Form B “Free Throws in the Driveway”	practice helps you improve	Marcus made both free throws in the game after weeks of daily practice	practiced every day — shot free throws in the driveway every day after school · kept practicing despite a setback — shot under the garage overhang instead of quitting on a rainy day	
Form C “A Seat at the Table”	a small act of kindness can make someone’s day better	Olivia carried her tray over and invited the new boy to join the card game	noticed he was sitting alone — saw him sitting by himself and remembered he had just moved to the school · he smiled for the first time that day — after she invited him to play, he looked up and smiled	
Form D “Extra Change at the Self-Checkout”	telling the truth is the right thing to do	Caleb told the cashier about the extra change instead of keeping it	could have kept the money unnoticed — could have slipped the extra bills into his pocket without anyone knowing · the cashier thanked him for being honest — the cashier thanked him and gave him a sticker for being honest	
Form E “Cleaning Up the Art Table”	working together makes a hard job easier	Priya called over more classmates once she saw how much there was to clean up	only two volunteers at first — at first only two students raised their hands to help · spotless in under five minutes — with five students working together, the table was spotless in minutes	
Form F “The Craft-Stick Bridge”	a mistake can help you learn and try again	Noah noticed the weak spot and rebuilt the bridge with reinforced sticks	the first bridge failed — it buckled in the middle and fell apart on the first penny · the rebuilt bridge held — held all ten pennies without even wobbling	

SCORING NOTES

Four points per row: theme, moment, and each of two details, either box. Accuracy % = score ÷ 4 × 100.

TRACKER

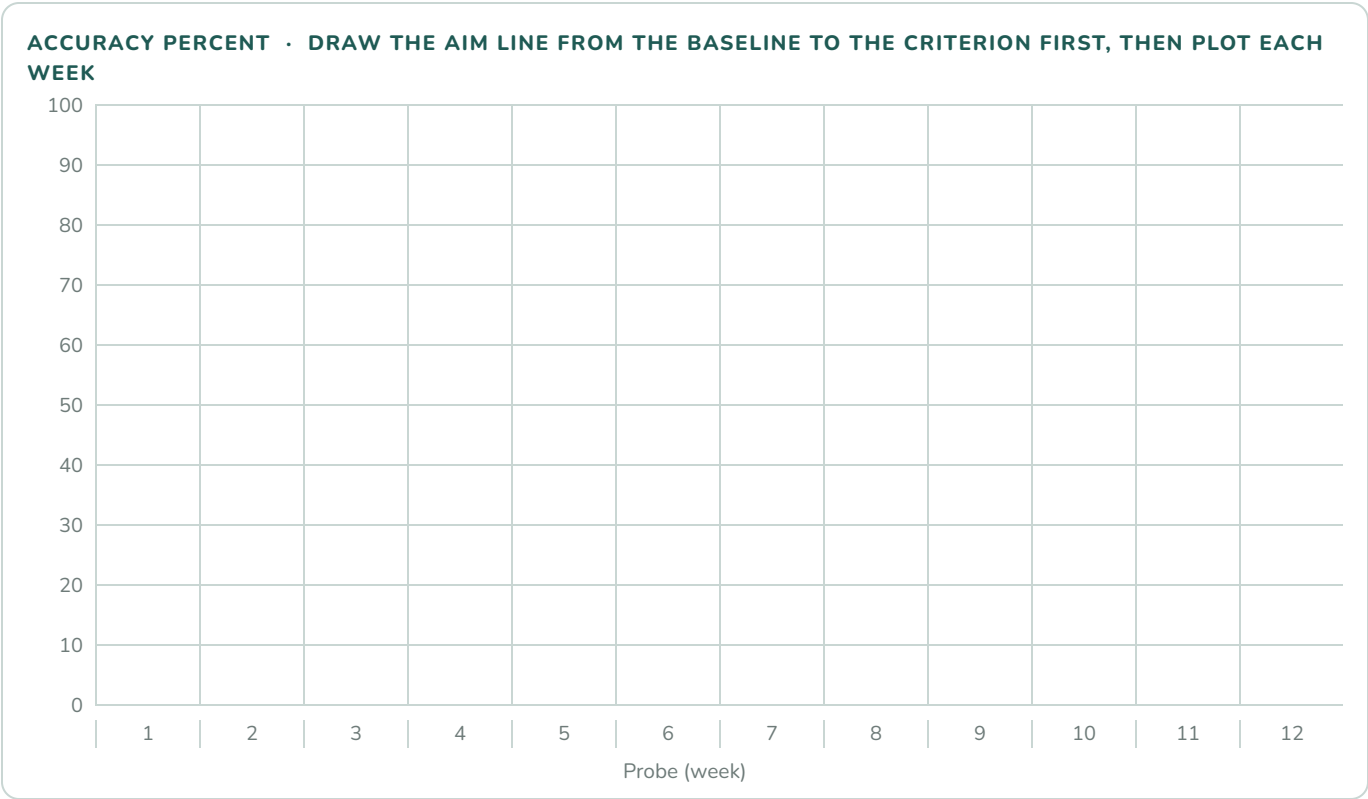
Theme Accuracy Trend Graph

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 THEME, OR LESSON, 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 did the character learn? What is this story really about?” 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

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

LEILA R., FOURTH GRADE (INVENTED) — WEEKLY THEME PROBES

Goal: identify the theme, or lesson, a passage implies and write 2 of 3 of the moment and two supporting details correctly on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** N. Alvarez, invented

THEME ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	THEME CORRECT?	MOMENT/DETAILS CORRECT (OF 3)	SCORE /4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Named “it is okay to ask for help” and the moment; missed both supporting details.
2	Oct 9	B	Y	2	3	75	Gave the moment and one detail for Form B; missed the second detail.
3	Oct 16	C	Y	3	4	100	Gave the moment and both of Form C’s details, no repeats.
4	Oct 23	D	Y	3	4	100	Gave the moment and both of Form D’s details; second 100% in a row.

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

#	FORM	THE THEME (KEY)	MOMENT	SUPPORTING DETAILS
1	C	a small act of kindness can make someone’s day better	Olivia carried her tray over and invited the new boy to join the card game	· noticed he was sitting alone · he smiled for the first time that day
2	D	telling the truth is the right thing to do, even when no one would know	Caleb walked over and told the cashier about the extra change instead of keeping it	· could have kept the money unnoticed · the cashier thanked him for being honest

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for naming the theme, 1 for the moment that reveals it, 1 for each of two supporting details. Oct 2: $1 + 1$ (named the theme and the moment) = $2 \div 4 = 50\%$. 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 two kindness details and Form D’s two honesty details, both listed in full). The trend rises across four separate sessions ($50\% \rightarrow 75\% \rightarrow 100\% \rightarrow 100\%$).

WHAT THE CASE MANAGER DID WITH THIS TREND

The last three probes 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.