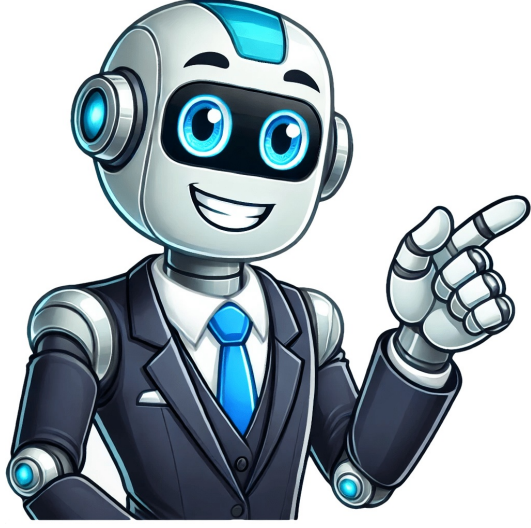


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Teachers and Curriculum KAIAKO ME TE MARAUTANGA THE UNIVERSITY OF WAIKATO Te Whare Wānanga o Waikato Marilyn Blakeney-Williams Nigel Calder Ken Carr Catherine Lang Greg Lee Howard Lee Merilyn Taylor Hine Waitere Cover Design and Illustrations Donn Ratana Layout and Design Barbara Hudson Editorial CORRESPONDENCE AND MANUSCRIPTS SUBMITTED FOR PUBLICATION should be addressed to: Greg Lee School of Education The University of Waikato Private Bag 3105, Hamilton New Zealand email: educdg@waikato.ac.nz Website: publication/ Books for review should be sent to the editor. 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Blaiklock 15 Scholarship in the design of curriculum and the professional practice of tertiary teaching - a personal perspective Anne Hume Learning styles and other modern myths Ivan Snook 29 COMMENT Some reflections on the New Zealand Curriculum, 2007 Gregory Lee & Howard Lee The timid curriculum Ivan Snook Comment on the New Zealand Curriculum Irene Cooper & Sandra Aikin Social Sciences in the New Zealand Curriculum: A case of arrested development? Mediating challenges ahead Philippa Hunter Health and Physical Education and the New Zealand Curriculum 2007: Ongoing challenges Katie Fitzpatrick Twenty-first century schools with nineteenth and twentieth century curriculum and tools Nadine Ballam Book Review The hidden lives of learners, by Graham Nuthall Reviewed by Colin Gibbs Teachers and Curriculum is an annual publication of the School of Education, The University of Waikato. 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Guy Broadley Ken Carr Wendy Carrs Gail Cawkwell Linda Daniell Colin Gibbs\* Ted Glynn Paul Keown Catherine Lang\* Greg Lee\* Peggy Lee Clive McGee\* Colleen McMurphy-Pilkington Ally Sewell Gordon Suddaby Since it was first published in 1999, the PROBE (Prose Reading Observation, Behaviour and Evaluation of Comprehension) reading test has become one of the most widely used assessments of reading in New Zealand schools (Education Review Office, 2005). The test is designed to assess the reading accuracy and comprehension skills of students in classes from year 3 to year 10 but can also be used with younger readers and adults (Parkin, Parkin, & Pool, 2002). According to the test's publishers, the test "is held in very high regard by many thousands of teachers" and is "the world's best behavioural assessment for measuring comprehension skills" (Triune Initiatives, 2007). The PROBE test consists of twenty sets of graded passages with reading ages ranging from 5–65.65–6 years to 14.5–15.514.5–15.514.5–15.5 years. Each set consists of two passages, one fiction and one non-fiction. The test is designed to be administered individually by a class teacher who estimates which level of text to begin with for a particular student. The student is asked to read the passage silently and then to read it aloud. The teacher scores the accuracy of the student's oral reading and then asks a series of comprehension questions. Answers are scored according to the guidelines in the test manual. The developers of the PROBE test emphasise that a feature of the test is that it provides information about specific comprehension skills because it makes use of six types of comprehension questions: Literal, Reorganisation, Inference, Vocabulary, Evaluation, and Reaction (Parkin et al. 2002). Students are deemed to be at a particular reading level if they accurately decode at least 95%95 %%95% of the text and score a minimum of 70%70 %%70% on the comprehension questions. Although the PROBE is used extensively in New Zealand schools, little information is available about its effectiveness as a measure of reading. The test manuals for the original version of the PROBE (Pool, Parkin, & Parkin, 1999) and for the revised version (Parkin et al., 2002) provide no information about the reliability or the validity of the test. (Reliability refers to the consistency or stability of the measure whereas validity refers to whether the test really measures what it claims to measure (See McKenna & Stahl, 2003).) The lack of information about the effectiveness of the PROBE makes it somewhat surprising that the test has been so widely used in New Zealand classrooms. It would appear that the test has filled a gap in the market by providing teachers with a test that can be used on a number of occasions throughout the school year in order to provide what the test publishers describe as "in-depth data about a student's ability to read and understand text" (Triune Initiatives, 2007). The study reported in this article was designed to investigate the adequacy of the PROBE as a measure of reading comprehension for middle primary school students. The participants for the study were 33 Year 4 pupils from two Year 3/4 composite classes in a decile six school in Auckland. The students' mean age was 8 years 4 months at the start of testing, about halfway through the school year. Three months earlier in the year, 29 of the students had been assessed with the Progressive Achievement Test (PAT) of reading comprehension, a standardised reading test commonly used in New Zealand schools (Reid & Elley, 1991). Class teachers made use of previous running records of students' oral reading accuracy to assign students to appropriate reading-age levels for assessment with the PROBE test. The class teachers then assessed their students on either the fiction or the non-fiction PROBE passage at the appropriate reading level. In the week following the teacher administration of the PROBE test, the first author of this paper began further assessment of the students' reading. Over a five-week period, each student was assessed with the passage of the PROBE test (i.e., fiction or non-fiction) that had not been used when a teacher had assessed the student. In addition, the first author individually assessed the children's reading with the Neale Analysis of Reading Ability (NARA) (Neale, 1999). The Neale Analysis is a well-established test of reading comprehension that has been standardised on a sample of nearly 1400 Australian children. Information on the standardisation procedures, and evidence on the reliability and validity of the Neale Analysis, is provided in the test manual (Neale, 1999). The test consists of two parallel forms of six graded passages, each accompanied by comprehension questions. Children read the relevant passages out loud and are scored for reading accuracy and their response to the questions. Testing is stopped when children fall below a required reading accuracy level (That is, a maximum of 16 errors for the first five passages and 20 errors for the sixth passage). The data gathered in the current study was used to investigate three questions: What is the reliability of the PROBE reading test as a measure of comprehension? What is the correlation between students' performance on the fiction passages and their performance on the non-fiction passages of the PROBE reading test? What is the relationship between students' comprehension scores on the PROBE test and their scores on the Neale Analysis and the PAT (Reading)? This relates to the 'concurrent validity' of the PROBE. If the PROBE is a valid measure of reading, it would be expected that there would be a reasonably close connection between children's performance on the PROBE and their performance on the Neale Analysis and the PAT. Findings of the Study children's understanding of different types of text (See Duke, 2005). COMPARISON OF STUDENT PERFORMANCE ON THE PROBE TEST AND PERFORMANCE ON Other Measures of Reading. An indication of the validity of a test can be gained by correlating student performance on the test with performance on a test that is widely recognised as having validity for measuring what it claims to measure. Both the Neale Analysis and the PAT (reading comprehension) have credibility as measures of reading. The manuals for these tests contain detailed information about reliability and validity, and the normative information that is provided is based on the results of administering the tests to large samples of children of different ages. It would be expected that well established tests of reading comprehension would show a high correlation between each other and this was the case with the results from the Neale Analysis and the PAT for children in the current study (n=33)(n=33)(n=33). A high correlation (r=.810)(r=.810)(r=.810) was found between the children's comprehension scores on the Neale Analysis and their comprehension scores on the PAT. The Neale Analysis and the PAT each provide a total score based on a student's overall performance on a range of passages. The PROBE test, however, provides scores for comprehension for individual text passages but does not provide a total score based on overall performance on a range of passages. This makes it difficult to compare students' performance on the PROBE with their scores on the Neale and the PAT. In the current study, different groups of students read different levels of text passages on the PROBE. For any particular group of students reading at the same PROBE level, it was possible to correlate scores on the PROBE test with scores on other tests of reading. However, the small numbers of students reading at any particular level makes correlation problematic. In Table 1, the correlations between PROBE and other measures of reading are reported only for the largest group of students who all read the same passage (the thirteen students who were assessed at the 11–12 year Reading Age Level). Moderate correlations were found between performance on the PROBE passages and performance on the Neale Analysis. Correlations between the PROBE and the PAT, however, were at low levels. Overall, the correlational results suggest that a student's performance on the PROBE test may not be a good indicator of where he or she would score on other tests of reading comprehension. It would be unfair to make firm conclusions about the PROBE based on the small samples in this study, but in the absence of information about validity from the test developers, the results of the current study raise some concerns about the merits of the PROBE test. The findings of low split half-reliabilities, and low to moderate correlations with other measures of reading, do not allow the test to be recommended with confidence. Other Issues Relating to the Value of the PROBE Test Three further issues can be examined in relation to the value of the PROBE as an assessment of children's reading comprehension. These issues relate to (1) the reading ages assigned to the text passages, (2) the classification of comprehension questions, and (3) variation in administration of the PROBE 1. Reading Ages of Probe Text Passages Each of the 40 text passages in the PROBE test have been assigned a Reading Age ranging from 5 - 6 years to 14.5–15.514.5–15.514.5–15.5 years. Teachers using the test might expect the Reading Ages to indicate the level of text that an average child of that age would be capable of reading. However, the developers of the PROBE do not provide any evidence that the passages have been trialled on groups of children of particular ages. Instead, they note that the grading of the passages "has been largely determined using the Elley Noun Frequency Method (Elley & Croft, 1989), with some cross checking using the Fry Readability Formula (modified) for higher level texts" (Parkin et al., 2002, p. 7). Holdaway's sight words list (Holdaway, 1972) was used for guidance with lower level texts. The use of such methods can help inform judgements about text difficulty but no information is provided in the test manual about how individual passages scored according to these measures. Moreover, the test developers note that they have also used the "collective experience" to judge text difficulty. This adds a further layer of subjectivity to judgements about the text passages. The lack of information about any trialling of the passages on groups of children means that teachers cannot assume that the assigned Reading Ages are an accurate indication of the average performance of children at particular ages. 2. Classification of Comprehension Questions The PROBE test is promoted by the test publishers as "being designed to provide in-depth data about a student's ability to read and understand text" (Triune Initiatives, 2007). The publishers note "the unique feature" of the PROBE is that it "focuses on the assessment of six targeted and defined question types. These allow for a clearer analysis of the reader's comprehension ability" (Triune Initiatives, 2007). The six comprehension questions are defined in the test manual (Parkin et al., 2002) as follows: Literal Information that is given directly in a text. Reorganisation Reconstructing two or more pieces of information contained in the text. Inference Information implied but not given directly in the text. Vocabulary Determining the meaning of the unknown words from context. Evaluation Extrapolating additional information not given in the text. Reaction Expressing an opinion based on information given in the text. (p.16) The test manual, however, provides no indication of where this classification of questions comes from. No theoretical rationale is given, nor is any reference made to empirical evidence that suggests that comprehension questions can be divided into these particular categories. The manual does not refer to any publications on the assessment of comprehension. The distinction between the six question types is not always clear. For example, there appears to be an overlap between "Inference" questions, which require the reader to work out information that is implied, and "Evaluation" questions, which require the reader to extrapolate additional information. Some questions in the PROBE have not been assigned to the category that the definitions in the test manual would seem to suggest. For example, in the text passage "Train" (Reading Age 11–12 years), Question 5 asks: "Why were the surroundings unfamiliar?" This question is classified as "Inference", that is, where "information is implied but is not directly stated in the text" (Parkin et al., 2002, p. 16). However, the information for the answer is given directly in a sentence in the text which states: "It was his first time in this small country town and the surroundings were unfamiliar" (Parkin et al., 2002, p.73). Another difficulty with the PROBE questions is that some of them can be answered without actually reading the text passage. Although prior knowledge contributes to reading comprehension, it should not mean that students are able to correctly answer test questions without having to read the text. On the PROBE test, however, there are a number of questions, especially in the lower reading age levels, that can be answered without reading the passage on which the questions are based. For example, the questions for the passage "Swimming" (Reading Age 6–7 years, Parkin et al., 2002) include the following: What do we have to do to swim? (Move our arms and legs) Why can't we swim under the water for a long time? (We can't breathe under the water) What does the story tell you about swimming alone? (You shouldn't swim alone). (p.29) All of these questions could be answered by students who have some knowledge about swimming, even if they had not read the text. The problems that have been noted in relation to the PROBE comprehension questions mean that it is difficult to have confidence in the value of the six question types for providing "in-depth data about a student's ability to read and understand text" (Triune Initiatives, 2007). Even if the classification of the questions into the six types was valid, it would be unwise to make judgements about a student's comprehension sub-skills on the basis of his or her responses to a small number of items. 3. Variation in Administration of the PROBE test Teachers and schools use the results of the PROBE test to track the progress of individual students and to compare the achievement levels of different students. Using the PROBE results for these purposes assumes that teachers are consistent in administering the test in a standard way. It appears, however, that the PROBE test manual allows for some flexibility in how the test is administered. Such variation in administering the test could affect student performance and be problematic for comparing student results. One difference in how the test is administered relates to whether teachers supply the correct word when a child is unable to identify a word. The guidelines in the PROBE manual first state that "unknown words should not be given" (Parkin et al., 2002, p.10) but then note that "assessors may use their discretion about supplying the unknown word (in situations where) a student has become 'stuck' on a word and overall fluency...is being lost" (Parkin et al., 2002, p.10). Differences in how teachers apply their 'discretion' could lead to variability in how the test is administered. Further variation in administering the PROBE arises when a teacher asks a student to read aloud or silently. The test manual states that if a student's oral reading is to be assessed, the student is asked to "first read the story through to themselves, then they will be asked to read aloud to the assessor, and finally they will be asked some questions about the story" (Parkin et al., 2002, p.10). For fluent readers or if a student is uncomfortable reading aloud, the PROBE manual suggests that students be asked to read the text silently and then be given the comprehension questions. Although the manual suggests that it is preferable for students to read the passage twice, this may not always happen. If students do read the passage only once, they would be at a disadvantage when answering the comprehension questions. Another source of variation in administering the PROBE is that "before beginning the set comprehension questions, students can be asked to retell the main points or events of the story" (Parkin et al., 2002, p.11). Whether or not a teacher decides to ask a student to do this could impact on how they answer the comprehension questions. Finally, it should be noted that although the test manual strongly advises teachers to ask all of the comprehension questions, teachers are permitted to ask a selection of the questions, thereby introducing another potential source of variation into how the test is administered. CONCLUDING COMMENTS Although the PROBE test is widely used in New Zealand schools, the reliability and validity of this assessment has not been established. The developers of the test have provided no evidence about the reliability and validity of the PROBE. The current investigation, albeit small in size, raises some concerns about the adequacy of the PROBE test as a measure of children's reading comprehension. Among the concerns that have been noted are the low split-half reliabilities and low to moderate correlations between the PROBE and other measures of reading. The guidelines in the PROBE manual also lack information on how reading ages assigned to the designated text levels, problems with the classification of comprehension questions, and potential for variation in the administration of the PROBE test. The PROBE test is only one of a number of reading tests that teachers are able to make use of when evaluating the reading levels of students. Other assessments that are commonly used include the Star Reading Tests (Elley, 2001), asTtE (Hattie et al., 2004), and running records of instructional reading tests (see also Croft, Stafford, & Mapa, 2001). The popularity of the PROBE test indicates that teachers have found it easy to use and have appreciated having access to a test that allows them to make repeated measures of their students' reading comprehension in order to show progress over a period of time. There is now a need for a largescale evaluation of the effectiveness of the PROBE test. If teachers are to continue to use the test, it is vital that they be provided with evidence that allows them to have confidence in the reliability and validity of this assessment. Ken Blaiklock is a lecturer in the School of Education, Unitec Institute of Technology. He may be contacted at kblaiklock@unitec.ac.nz. Qin Chen works at the Institute of Foreign Languages Education, Guizhou Normal University, China. She may be contacted at poppet577@msn.com References Croft, C., Stafford, E., & Mapa, L. (2001). Stocktake/evaluation of existing diagnostic tools in literacy and numeracy in English. Wellington: New Zealand Council for Educational Research. Duke, N. K. (2005). Comprehension of what for what: Comprehension as a nonunitary construct. In S. G. Paris & S. Stahl (Eds.), Children's reading comprehension and assessment (pp. 93104). Mahwah, NJ: Lawrence Erlbaum Associates. Elley, W. (2001). STAR: Supplementary tests of achievement in reading for years 4–6. 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Retrieved February 8, 2007, from .TABLE 1 Correlations Between Student Comprehension Scores on the PROBE (11–12 year Reading Level), the Neale Analysis and the PAT: Reading Comprehension Neale Analysis PAT PROBE Fiction .514 .291 PROBE Non-Fiction .605\*.605\* (\*) .605\* .106 PROBE BLUE Reading Comprehension Assessment a companion to PROBE GREY Chris Parkin, Catherine Parkin & Barnaby Parkin © Triune Initiatives 2020 2-book kit Book 1: Manual with copymasters Book 2: Student Texts RATIONALE Fully understanding text requires close, intelligent reading. For many readers understanding doesn't come easy. Even the seemingly best readers have some difficulties. We need in-depth data about a student's ability to understand text. An assessment's results should be used to help determine teaching. PURPOSE PROBE is primarily designed to be a controlled in-depth interview to help teachers achieve a greater understanding of: • how readers engage with text • what specific teaching is required. PROBE BLUE (2020) IS A COMPANION TO PROBE GREY (2022) Expand They are parallel resources and can be used interchangeably. The forty fiction and non-fiction texts in PROBE BLUE have the same number of words as the corresponding texts in its GREY companion. PROBE BLUE itself is a revised, upgraded & rebranded version of PROBE 2 IMPROVEMENTS MANUAL • Page layout changes • Revised and upgraded Guide – content & layout Significant changes • More comprehensive taxonomy notes • More comprehensive notes with answers • More consistent format of notes with answers STUDENT TEXTS • Page design changes • More student-friendly text - changes to font and layout To reduce bias and enable the assessor to more accurately evaluate the reader's ability to draw on the information contained in the texts, they are, as much as possible: written in Standard International English and culturally and geographically non-specific. AS THIS is an assessment of a reader's ability to decode and comprehend text, there are no pictures and limited title clues FOR USE BY specialists and classroom teachers. FOR USE WITH • 7 year-olds to adults: wherever English is being read. • younger students who decode well. • students learning to read English as a second language. SETTING Individual CONTENTS BOOK 1: Manual: Guide, Determiner, Answers (with keywords) & Copymasters Probe Students' Guide available free online. Access Guide through the members' page. BOOK 2: Student Texts Students' Guide, Determiner wordlists, texts with questions KEY FEATURES • Forty original texts (no extracts or retold stories) • Twenty levels (5 to 15.5 years with 6 month overlaps) • Fiction and non-fiction at every level • No pictures & minimal title clues (for testing text only) • Culturally & geographically non-specific texts • Standard International English • Targeted, defined comprehension questions UNIQUE FEATURE Six targeted and defined question types - for a clearer analysis of the reader's comprehension ability. LITERAL DEFINITION: Finding information that is given directly in the text. FEATURES: Answers are found in a single sentence. REORGANISATION DEFINITION: Reconstructing two or more literal pieces of information contained in the text. FEATURES: Pieces can be within two adjacent sentences or scattered throughout the text. Reorganisation could be regarded as complex literal. INFERENCE DEFINITION: Deducting information not given directly in the text. FEATURES: Can be regarded as simple inference VOCABULARY DEFINITION: Determining the meaning of unknown words from context. FEATURES: 2+ sentences from the text are required to answer most questions EVALUATION DEFINITION: Gathering information and drawing inferences. FEATURES: Can be regarded as complex inference REACTION DEFINITION: Expressing an opinion based on the information given in the text. FEATURES: The text has to form the basis of that opinion. These 6 questions form the PROBE QUESTION TAXONOMY. This taxonomy is an important part of the ONLINE PROBE COURSE OPTIONS There are 3 options to choose from: OPTION 1: Informal Reading Inventory OPTION 2: Silent Reading Comprehension OPTION 3: Listening Comprehension OPTION 4: Written Comprehension\* \*Triune Initiatives no longer supports this option Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes: • Both Running Records and PROBE adhere to all three forms of assessment depicted above Assessments are a part of every classroom, regardless of subject matter or grade level. They come in all shapes and sizes, and can be used for a number of reasons. Sometimes, the differences between the types of assessments can be subtle. Many teachers will find that some subjects lend themselves really well to certain types of question formats (like multiple choice vs. short answer vs. essay), but the style of question shouldn't be confused with the type of assessment. While there are many more, summative and formative assessments are two of the most widely used in education today. Running records and PROBE are methods of assessing reading that can be done quickly and frequently. They are individually conducted formative assessments which are ongoing and curriculum based. They provide a graphic representation of a student's oral reading, identifying patterns of effective and ineffective comprehension strategies used by the student. Running Records Running records help teachers assess a student's oral reading proficiency objectively, reliably, efficiently, and at times that are convenient. The records are usually administered during the early stages of literacy development, before students become proficient silent readers. In special circumstances, they may be appropriate for use with older students who experience significant reading difficulties. (Draپر, 2012)\*for information on how to take running records see document below. Your browser does not support viewing this document. Click here to download the document. PROBE: Prose Reading Observation, Behaviour and Evaluation PROBE is an assessment tool that can be used for AUSVELS 3-10 and is designed to assess reading accuracy, reading behaviour and in-depth reading comprehension. It may also be used as a measure of silent reading comprehension and listening comprehension. It gives measures in decoding (Code Breaker) and comprehension (Meaning Maker) combined. The assessment covers six defined areas of reading comprehension: literal, reorganization, inference, vocabulary, evaluation, reaction (Text Critic). (DEECD, 2014) Literal Finding information that is given directly in the text. Answers are found in a single sentence. Reorganisation Reconstructing two or more literal pieces of information contained in the text. Pieces can be within two adjacent sentences or scattered throughout the text. Inference Deducting information not given directly in the text. 'Simple' inference - relevant information is not widely scattered. Vocabulary Determining the meaning of unknown words from context Vocabulary questions can be solved within context. Evaluation Gathering information and drawing inferences 'Complex' inference - relevant information is more widely spread. Reaction Expressing an opinion based on information given in the text. The text has to form the basis of that opinion.\* for more information on PROBE visit: Running Records/PROBE can help you: • Guide your teaching- Running records/PROBE can tell you what students know – and what they don't know. That information helps you to plan progress record from the early reading stage until the student is a skilled independent reader. • Track student progress- Running records/PROBE, when conducted over a period of time provides a cumulative reader's comprehension skills and reading behaviours with the purpose of determining teaching strategies. CREATED, DESIGNED & WRITTEN BY: Chris Parkin & Catherine Parkin TRIUNE. INITIATIVES. 2011. 1. PROBE 2 Reading Comprehension Assessment - Manual Chris Parkin & Catherine Parkin Triune Initiatives 2011. Triune Initiatives Ltd Wellington PIRATING DENIES US. A RETURN FOR OUR LABOUR AND. New Zealand CAPITAL FOR FUTURE RESOURCES.2 Email: All rights reserved ISBN PROBE 2 Reading Comprehension Assessment - Kit 978-09582694-5-2. PROBE 2 Reading Comprehension Assessment - Manual 978-09582694-3-8. PROBE 2 Reading Comprehension Assessment - Student Texts 978-09582694-4-5. 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Recording sheets - copymasters page 84 - 123.6 Determiner quick guide page 124. Determiner recording sheet - copymaster page 125. Written comprehension recording sheet - copymaster page 126. Student reading record - copymaster page 127. Ten teacher behaviours - that negatively affect results page 128. 3. INTRODUCTION. Students should be encouraged to read carefully, to use the evidence, and draw legitimate conclusions. Studying a writer's work in this way makes demands on your intelligence and your concentration, whereas guessing the point he [sic] is making, without regard to logic or to the clues he has dropped, is as easy as it is unrewarding.7 ' . Young & Gardner, Intelligent Reading, Longmans Green & Co., London, 1964. There is no point in reading if you don't understand what you are reading about. Knowing all the individual words in the vocabulary of a language will not help understand the meanings of those words in their various combinations and sequences if there is no teaching or modelling of understanding. While reading often and widely is a major contributor to success, for many young people the ability to comprehend at a high level doesn't just happen naturally - it needs to be taught.8 And taught not once, not twice, but regularly throughout their schooling. This involves teaching the skills of close and intelligent reading. These skills must not be overlooked. They must not be dismissed as unimportant, or just too hard to achieve. To ensure students get the guidance and practise they need, teachers of reading must continue to develop their understanding of the reading process and the skills successful readers require. Teachers must use close and intelligent observations of their students to help determine existing skills and the achievements their students make.9 PROBE 2 Reading Comprehension Assessment ( PROBE 2 ) is an assessment resource that can help make these observations. While PROBE 2 assists teachers to determine a student's reading level, the focus of attention should not simply be on a numerical outcome. It is more important to utilise the strengths of this assessment: 1. To get a greater understanding as to how students engage with the texts and to observe the reading behaviours they exhibit. 2. To get an insight into whether the mental images they are forming match the intent of the author.10 3. To see if they can reorganise scattered information, pick up complex and simple inferences, work out unknown vocabulary in context and form an opinion directly related to the text. In effect, PROBE 2 is a controlled in-depth interview that will, if the information gathered is well considered, greatly help teachers to determine specific teaching strategies for their students. AN ALL-NEW PROBE . PROBE Reading Assessment was first published in December 1999 (revised in 2002 & 2009). PROBE 2 Reading Comprehension Assessment is an all-new version of the original assessment.