

Same/Different Discrimination

SECTION 2 · TAKE THE DATA

SOUND & SENTENCE DISCRIMINATION

DATA

Same/Different Probe — Sound and Word Pairs

STUDENT

EXAMINER

DATE / SETTING (CODE)

WORD PAIRS USED THIS PROBE (A WORKING BANK — SWAP IN YOUR OWN)

pat / bat (/p/ — /b/) · sun / sun (repeated word) · cap / tap (/k/ — /t/) · nose / hose (/n/ — /h/) · chin / shin (/ch/ — /sh/) · wag / wag (repeated word) · pear / bear (/p/ — /b/) · kite / white (/k/ — /w/) · mop / mop (repeated word) · fan / van (/f/ — /v/) · rose / nose (/r/ — /n/) · late / date (/l/ — /d/) · wink / pink (/w/ — /p/) · goose / moose (/g/ — /m/) · tail / sail (/t/ — /s/) · hive / five (/h/ — /f/)

#	PAIR PRESENTED	STUDENT'S ANSWER (SAME / DIFFERENT, IN THEIR WORDS)	ACTUALLY	MARK (+/-/SC/NR)
1	pat / bat		Diff.	
2	sun / sun		Same	
3	cap / tap		Diff.	
4	nose / hose		Diff.	
5	chin / shin		Same	
6	wag / wag		Diff.	
7	pear / bear		Diff.	
8	kite / white		Same	
9	mop / mop		Diff.	
10	fan / van		Diff.	
11	rose / nose		Diff.	
12	late / date		Diff.	
13	wink / pink		Diff.	
14	goose / moose		Diff.	
15	tail / sail		Diff.	
16	hive / five		Diff.	

THIS PAGE RECORDS A RESPONSE, NOT A FINDING

Write the student's actual answer first, in their own words, before marking it. "Actually" is filled in ahead of time for each pair above; for a pair you swap in yourself, write whether the two words are actually the same or different before the session. Add the totals to the frequency chart (page 13) when the probe is done.

Auditory Discrimination: Same and Different Sounds and Sentences Data Sheets

Page 10 of 22

BRIGHT PATH SPED

SECTION 2 · TAKE THE DATA

SOUND & SENTENCE DISCRIMINATION

DATA

Different Probe — Sentence Pairs

STUDENT

EXAMINER

DATE / SETTING (CODE)

WORD PAIRS USED THIS PROBE (A WORKING BANK — SWAP IN YOUR OWN)

Write both sentences in full below — written in each pair's own row of the table, not repeated here.

READ BOTH, ONCE EACH	STUDENT'S ANSWER (SAME / DIFFERENT)	ACTUALLY	MARK (+/-/SC/NR)
		Same	
		Diff.	
		Diff.	
The brown dog ran		Same	
The brown dog ran		Diff.	
"Before lunch, the		Diff.	
teacher read the		Diff.	
quickly across the		Same	
quickly across the		Diff.	
bags and walked		Diff.	
The students		Diff.	

NOTE NEXT

Read both sentences once each, at a normal pace, before the student answers. "Actually" is filled in ahead of time for each pair above. Add the totals to the frequency chart (page 13) when the probe is done.

Sentences Data Sheets

Page 11 of 22

BRIGHT PATH SPED

What Is Inside, and Where

22 pages: three sections, a worked example and a back page. Nothing here scores a trial against a published norm or sets when a referral is warranted; every one of those stays with your team.

Before you begin

PAGE 4



Start Here — Three Steps
START HERE

4

01 Set Up the Caseload

PAGES 6–8



Code Key: Recording Marks and Conditions
SETUP

6



Auditory Discrimination Caseload Roster
ROSTER

7



Binder Cover and Divider Tabs
SETUP

8

02 Take the Data

PAGES 10–14



Same/Different Probe — Sound and Word Pairs
DATA

10



Same/Different Probe — Sentence Pairs
DATA

11



Quick Daily Same/Different Check
DATA

12



Frequency Correct / Incorrect Chart
TRACKER

13



Paraprofessional and General Education Listening Observation Form
DATA

14

03 Track, Report and Share

PAGES 16–21



Cumulative Accuracy Tracker
TRACKER

16



Progress Graph
TRACKER

17



Quarterly Progress Summary
REPORTING

18



Family Update — Listening for Same and Different
NOTES

19



Progress Note Phrase Bank
REFERENCE

20



A Session of Data, Filled In
EXAMPLE

21

WHAT THE PAGE TAGS MEAN (USED THROUGHOUT THIS CONTENTS LIST)

Setup — A page the team fills in once, before the first session.

Roster — The whole-caseload page, one row per student.

Data — A page used every session to record a trial.

Tracker — A page that rolls several sessions of data into one place.

Reporting — The page a progress report or meeting summary is written from.

Notes — A page that goes home or to another adult.

Reference — A bank of sentence starters, not a form to fill in.

Example — The worked, invented example.

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the trial marks themselves are faster with a pen.



1

Set up once

Define the recording marks and presentation conditions (page 6) as a team before the first probe, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Probe and log every session

Run the probe that matches the goal's wording (pages 10–11), and add the session up on the frequency chart (page 13) before moving on.

The paraprofessional form is the quick version for a day the case manager is not the one in the room.



3

Roll up and share

Copy the percent onto the tracker (page 16) the same day, and plot the graph (page 17) once a week.

The family update (page 19) and the phrase bank (page 20) are ready to use as soon as a session of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a trial against a published norm or compute a percent for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **Auditory Processing and Discrimination Assessment and Tracking Data Sheets Editable** — that file is a wider, five-skill caseload binder (sound/word pairs, sentence repetition, number memory, word/sentence memory, and multi-step directions). This file is the narrower cut for a goal written in terms of same/different discrimination only: a code key, a roster, two same/different probes (sound and word pairs, and sentence pairs), a fast combined daily check, a frequency chart, a tracker and graph, a quarterly summary, a family update, and a phrase bank. Also not a hearing screening or listening-comprehension product.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark on a same/different trial says only whether the student's recorded answer matched what was actually true of the pair presented — never a score against a published norm, a name for a condition, or a rule for when a referral is warranted. Nothing here states an age or a milestone; the team writes every criterion in, from the IEP and its own judgment.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the sheets; the tracker only needs the totals.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

02

Take the Data

Two same/different discrimination probes — sound and word pairs, and sentence pairs — plus a fast combined daily version, a within-session tally chart, and a simplified form for the paraprofessional or the general education teacher.

IN THIS SECTION

Same/Different Probe — Sound and Word Pairs	10
Same/Different Probe — Sentence Pairs	11
Quick Daily Same/Different Check	12
Frequency Correct / Incorrect Chart	13
Paraprofessional and General Education Listening Observation Form	14

DATA

Same/Different Probe — Sound and Word Pairs

Say each pair clearly, once, at a normal pace. Record the student's actual answer before marking it — the mark only says whether that answer matched what was really presented.

STUDENT

EXAMINER

DATE / SETTING (CODE)

WORD PAIRS USED THIS PROBE (A WORKING BANK — SWAP IN YOUR OWN)

pat / bat (/p/ – /b/) · sun / sun (repeated word) · cap / tap (/k/ – /t/) · nose / hose (/n/ – /h/) · chin / shin (/ch/ – /sh/) · wag / wag (repeated word) · pear / bear (/p/ – /b/) · kite / white (/k/ – /w/) · mop / mop (repeated word) · fan / van (/f/ – /v/) · rose / nose (/r/ – /n/) · late / date (/l/ – /d/) · wink / pink (/w/ – /p/) · goose / moose (/g/ – /m/) · tail / sail (/t/ – /s/) · hive / five (/h/ – /f/)

#	PAIR PRESENTED	STUDENT'S ANSWER (SAME / DIFFERENT, IN THEIR WORDS)	ACTUALLY	MARK (+/-/SC/NR)
1	pat / bat		Diff.	
2	sun / sun		Same	
3	cap / tap		Diff.	
4	nose / hose		Diff.	
5	chin / shin		Diff.	
6	wag / wag		Same	
7	pear / bear		Diff.	
8	kite / white		Diff.	
9	mop / mop		Same	
10	fan / van		Diff.	
11	rose / nose		Diff.	
12	late / date		Diff.	
13	wink / pink		Diff.	
14	goose / moose		Diff.	
15	tail / sail		Diff.	
16	hive / five		Diff.	

THIS PAGE RECORDS A RESPONSE, NOT A FINDING

Write the student's actual answer first, in their own words, before marking it. "Actually" is filled in ahead of time for each pair above; for a pair you swap in yourself, write whether the two words are actually the same or different before the session. Add the totals to the frequency chart (page 13) when the probe is done.

DATA

Same/Different Probe — Sentence Pairs

Read both sentences once each, at a normal pace. Record the student's actual answer before marking it, the same rule as the sound-pair probe.

STUDENT

EXAMINER

DATE / SETTING (CODE)

SENTENCE PAIRS USED THIS PROBE (A WORKING BANK — SWAP IN YOUR OWN)

3 short, 4 medium and 4 long pairs, written out in full below — written in each pair's own row of the table, not repeated here.

#	SENTENCE PAIR PRESENTED (READ BOTH, ONCE EACH)	STUDENT'S ANSWER (SAME / DIFFERENT)	ACTUALLY	MARK (+/-/SC/NR)
1	"The dog ran." / "The dog ran."		Same	
2	"The dog ran." / "The dog sat."		Diff.	
3	"She left fast." / "She left quick."		Diff.	
4	"The brown dog ran across the yard." / "The brown dog ran across the yard."		Same	
5	"The brown dog ran across the yard." / "The brown dog ran across the park."		Diff.	
6	"Before lunch, the class lined up quietly." / "Before lunch, the class lined quietly up."		Diff.	
7	"The teacher read the story twice." / "The teacher read the story."		Diff.	
8	"Before it started raining, the brown dog ran quickly across the muddy yard." / "Before it started raining, the brown dog ran quickly across the muddy yard."		Same	
9	"Before it started raining, the brown dog ran quickly across the muddy yard." / "Before it started raining, the brown dog ran slowly across the muddy yard."		Diff.	
10	"After the bell rang, the students packed their bags and walked to the bus." / "After the bell rang, the students packed their bags and walked to the gym."		Diff.	
11	"The students walked quietly to the library." / "The students walked quietly and quickly to the library."		Diff.	

TYPES OF DIFFERENCE, FOR A QUICK NOTE NEXT TO A 'DIFFERENT' PAIR (OPTIONAL)

Substituted: a different word replaced the original word.
Omitted: a word was left out. **Added:** an extra word was inserted. **Reordered:** the same words were said but not in the original order.

THIS PAGE RECORDS A RESPONSE, NOT A FINDING

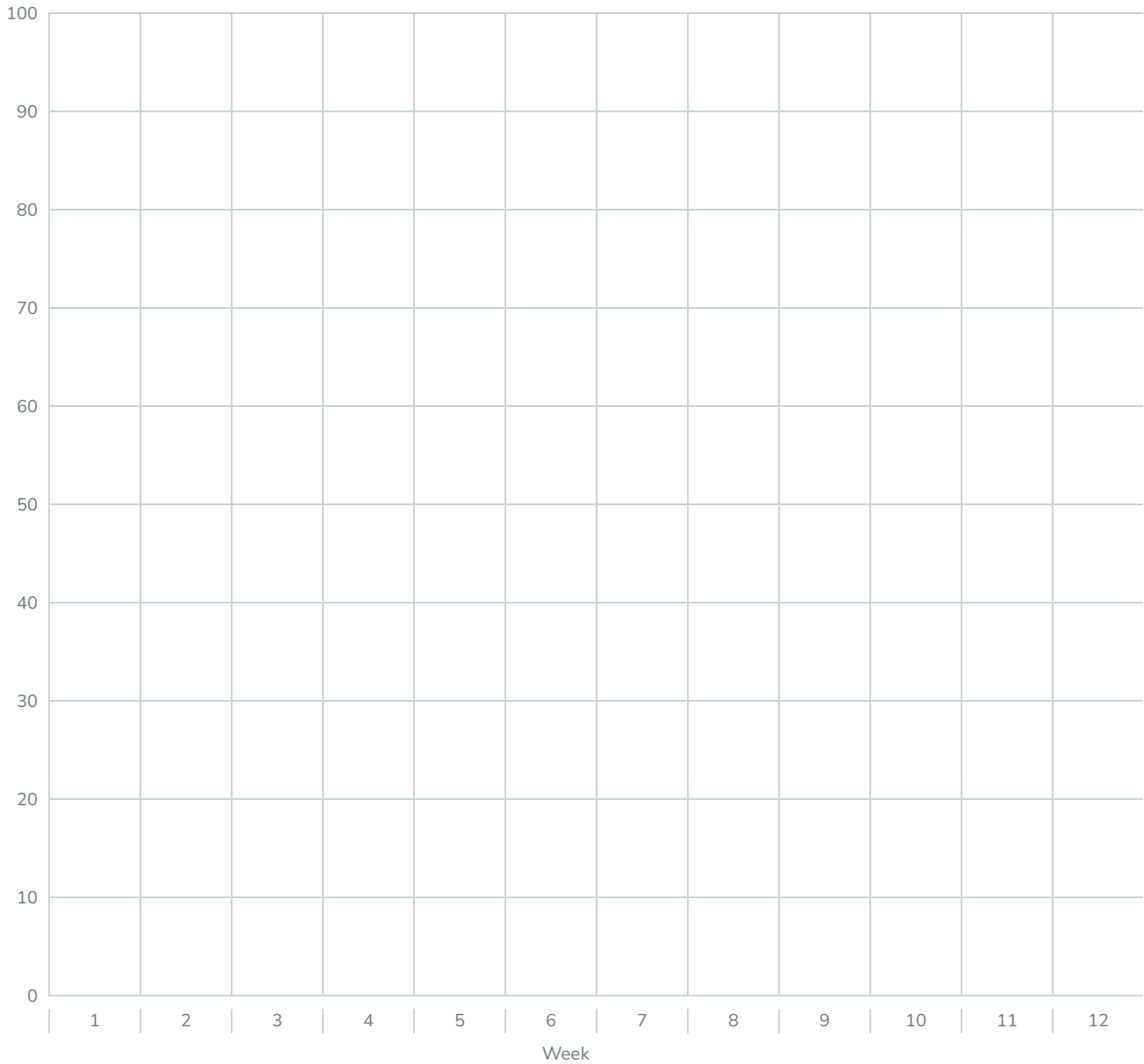
Read both sentences once each, at a normal pace, before the student answers. "Actually" is filled in ahead of time for each pair above. Add the totals to the frequency chart (page 13) when the probe is done.

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM

PERCENT CORRECT ON THE TRACKED SKILL AREA — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing accuracy. Three points flat or falling in a row: check the frequency chart (page 13) for what changed.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

SOUND/WORD PAIR PROBE (PAGE 10) — DANA, GRADE 2, INVENTED

PAIR	ACTUALLY	STUDENT SAID	MARK
pat / bat	Diff.	"different"	+
sun / sun	Same	"same"	+
fan / van	Diff.	"different"	+
mop / mop	Same	"different"	–
wag / wag	Same	"different" → "same"	SC
rose / nose	Diff.	(no answer given)	NR

3 of 6 pairs marked correct (+); one incorrect, one self-corrected, one with no response.

SENTENCE PAIR PROBE (PAGE 11)

PAIR PRESENTED	ACTUALLY	STUDENT SAID	MARK
"The dog ran." / "The dog ran."	Same	"same"	+
"The brown dog ran across the yard." / "The brown dog ran across the park."	Diff.	"different"	+
"Before lunch, the class lined up quietly." / "Before lunch, the class lined quietly up."	Diff.	"same"	–
"The students walked quietly to the library." / "The students walked quietly and quickly to the library."	Diff.	"same" → "different"	SC

2 of 4 pairs marked correct; one incorrect (missed a reordered pair), one self-corrected.

FREQUENCY CORRECT/INCORRECT CHART (PAGE 13) — ONE SESSION, EVERY PROBE TYPE

PROBE TYPE	PRESENTED	CORRECT	INCORRECT	SC	NR
Sound/word pairs	6	3	1	1	1
Sentence pairs	4	2	1	1	0
Quick combined check	4	3	1	0	0

Sound/word pairs: 3 of 6 correct (50 percent), same session as the probe above.

QUICK SETTING COMPARISON (PAGE 13) — SAME WEEK, A SHORTER SESSION RUN IN A NOISY SETTING

SETTING	SOUND/WORD PAIRS	SENTENCE PAIRS
Quiet (Q)	50 percent (3 of 6)	50 percent (2 of 4)
Noisy (N)	33 percent (2 of 6)	25 percent (1 of 4)

Both skill areas dropped in the noisy setting (50 to 33 percent on sound/word pairs; 50 to 25 percent on sentence pairs). Added to the quarterly summary as a setting note, not a new baseline.

THE DECISION, WRITTEN ON THE TRACKER (PAGE 16)

Sound/word pairs: steady at 50 percent across sessions — the next session repeats the same pair list. **Sentence pairs:** the one miss was a reordered pair; next probe adds a recheck of reordered items specifically.