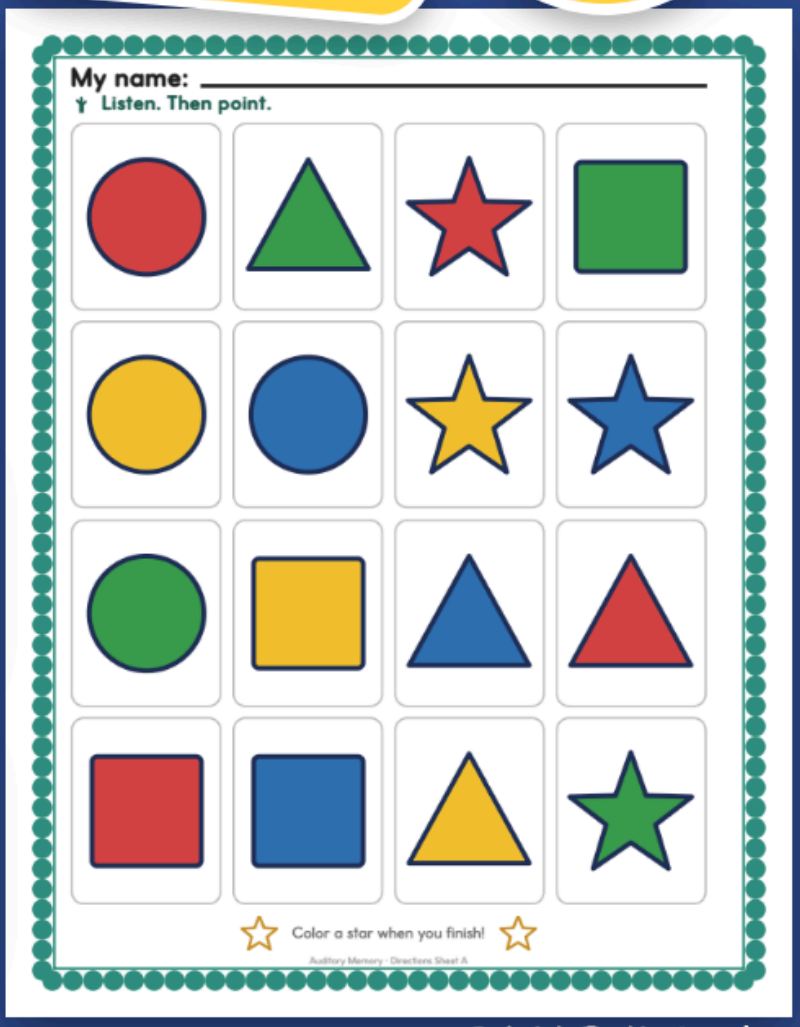
# AUDITORY MEMORY PROBES

IEP Progress Monitoring · Forms A–C

3 FORMS

ANSWER KEY




4 9 2 7

cup hat

The dog ran home.

Bright Path Sped

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## This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- Print one copy per student per week: you read from the script and that same sheet is the one you score.
- It works offline. No account, no subscription, no internet connection needed after you download it.

## Student data

Completed sheets carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

## Need help?

If a field will not behave, a sheet will not print the way you expect, or anything here looks wrong, use Ask a Question on the product sheet before leaving a review. Every question is read, and a fix to the file ships as a free update — re-download it any time from My Purchases.

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PREVIEW

# Binder Cover, Spine Label & Divider Tabs

A binder cover, six divider tabs, and a short setup list.

## Binder cover & spine label

Student _____ Case manager _____ School year _____

Goal start date _____ Next review date _____

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

## Divider tabs — print and cut

**01** Start Here
The weekly routine, one sheet.

**02** The Goal
The written goal, the baseline, the benchmarks and the score by length.

**03** Student Sheets
The digit and word answer sheets and the three directions sheets.

**04** Scripts & Key
What to read aloud on Forms A–C, and where the student should point.

**05** Graph & Caseload
The aim line, the weekly plot, and the one-grid caseload summary.

**06** Family Update
The note home and the handoff sheet, ready to fill in.

## Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Choose the part. Give the baseline: Forms A, B and C of that part, three different days.
- Decide how the student answers (out loud or on paper) and keep it the same all year.

PREVIEW

# Score by Length

The same total can hide two different students. This table shows how long an item the student held, so write the number right at each length, for each form.

Student _____ Date of first form _____ Part tracked _____

| Part | Length | Items per form | Form A: right | Form B: right | Form C: right |
|---|---|---|---|---|---|
| Digit strings | 2 digits | 2 | | | |
| Digit strings | 3 digits | 2 | | | |
| Digit strings | 4 digits | 2 | | | |
| Digit strings | 5 digits | 2 | | | |
| Digit strings | 6 digits | 2 | | | |
| Word lists | 2 words | 2 | | | |
| Word lists | 3 words | 2 | | | |
| Word lists | 4 words | 2 | | | |
| Word lists | 5 words | 2 | | | |
| Word lists | 6 words | 2 | | | |
| Sentences | 4 words | 2 | | | |
| Sentences | 6 words | 2 | | | |
| Sentences | 8 words | 2 | | | |
| Sentences | 10 words | 2 | | | |
| Directions | 1 step | 3 | | | |
| Directions | 2 steps | 3 | | | |
| Directions | 3 steps | 3 | | | |

## Longest length with every item right

| Part | Form A | Form B | Form C |
|---|---|---|---|
| Digit strings | | | |
| Word lists | | | |
| Sentence repeat | | | |
| Directions | | | |

## How to use it

- Write how many items were right at each length: 0, 1 or 2 (0 to 3 for directions).
- Longest length with every item right goes in the small table.
- A score that rises while the longest length stays flat means the short items are getting solid; the weekly graph shows only the total.
- There is no age or grade norm in this file. Your team sets the criterion.

## Points available on each form

- Digit strings: 10 (two at each of the lengths 2, 3, 4, 5 and 6).
- Word lists: 10 (two at each of the lengths 2, 3, 4, 5 and 6).
- Sentences: 8 (two at each of 4, 6, 8 and 10 words).
- Directions: 9 (three each of 1, 2 and 3 steps).

PREVIEW

Preview - Bright Path Sped

**My name:** _____

## Listen. Write the numbers you hear.

1 ☐☐

2 ☐☐

3 ☐☐☐

4 ☐☐☐

5 ☐☐☐☐

6 ☐☐☐☐

7 ☐☐☐☐☐

8 ☐☐☐☐☐

9 ☐☐☐☐☐☐

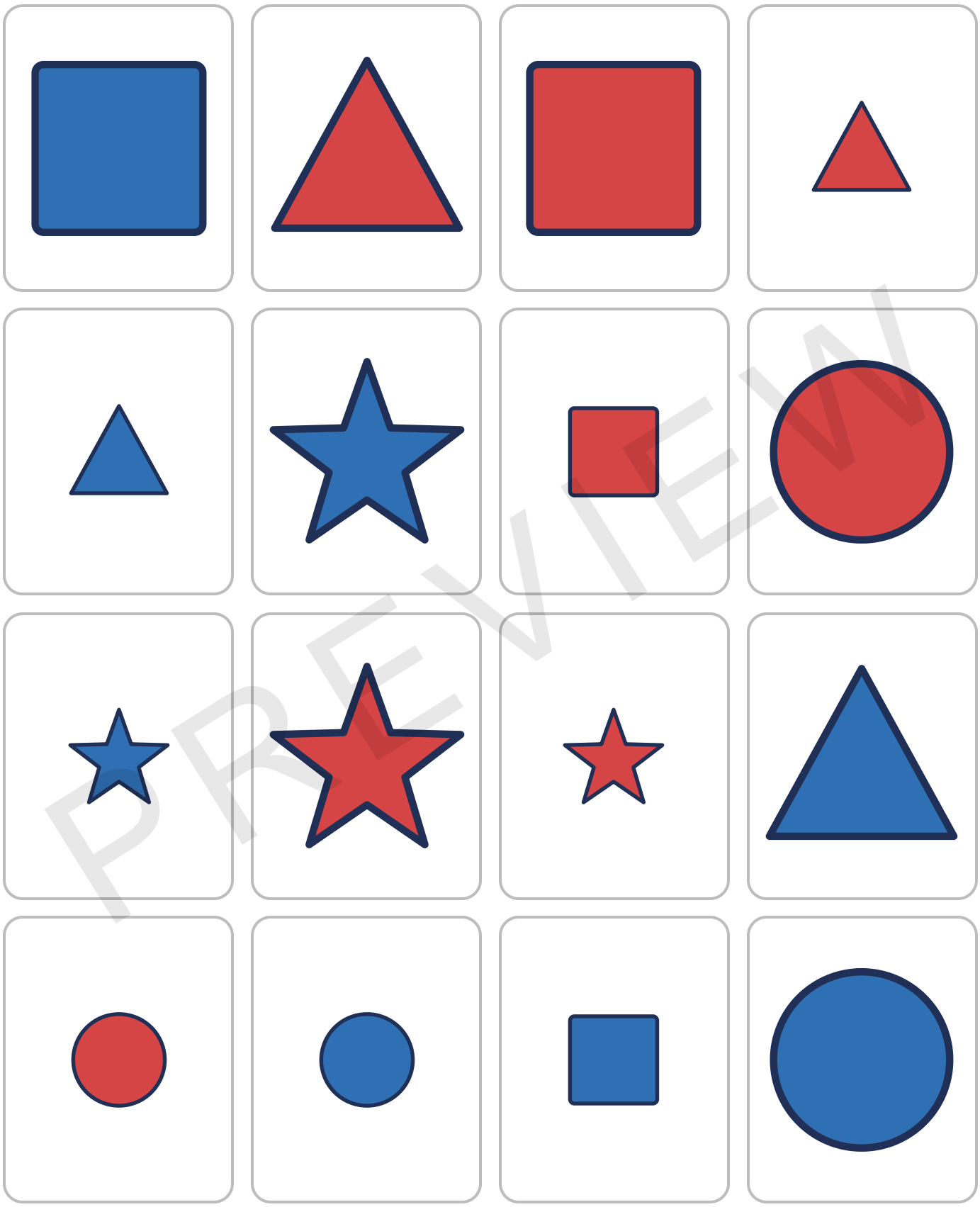
10 ☐☐☐☐☐☐

PREVIEW

☆ Color a star when you finish! ☆

My name: _____

## Listen. Then point.



PREVIEW

Color a star when you finish!

# Form A: Digit Strings and Word Lists

Read each item once. Mark Right when it is said back whole and in order.

Student _____ Date _____ Given by _____

## Digit strings (say each digit alone)

| # | Len | Say | Right |
|---|---|---|---|
| 1 | 2 | 9 4 | |
| 2 | 2 | 7 3 | |
| 3 | 3 | 7 8 1 | |
| 4 | 3 | 7 4 5 | |
| 5 | 4 | 5 8 2 4 | |
| 6 | 4 | 7 8 1 3 | |
| 7 | 5 | 6 7 4 3 1 | |
| 8 | 5 | 2 4 1 3 5 | |
| 9 | 6 | 3 9 7 5 1 2 | |
| 10 | 6 | 2 4 9 8 5 3 | |

## Word lists (say each word alone)

| # | Len | Say | Right |
|---|---|---|---|
| 1 | 2 | dog, toast | |
| 2 | 2 | rock, foot | |
| 3 | 3 | toe, skirt, hen | |
| 4 | 3 | lip, goat, moon | |
| 5 | 4 | wind, key, pie, vest | |
| 6 | 4 | book, cab, swing, tie | |
| 7 | 5 | bean, lake, horse, rug, glove | |
| 8 | 5 | meat, arm, game, pond, shirt | |
| 9 | 6 | bell, clock, pear, tape, fish, grass | |
| 10 | 6 | neck, train, jam, ball, chalk, plate | |

Digit strings right (of 10) _____ Word lists right (of 10) _____ Notes _____

PREVIEW

# Form B: Digit Strings and Word Lists

Read each item once. Mark Right when it is said back whole and in order.

Student _____ Date _____ Given by _____

## Digit strings (say each digit alone)

| # | Len | Say | Right |
|---|---|---|---|
| 1 | 2 | 5 1 | |
| 2 | 2 | 1 7 | |
| 3 | 3 | 9 7 2 | |
| 4 | 3 | 4 2 3 | |
| 5 | 4 | 8 6 2 1 | |
| 6 | 4 | 1 5 9 4 | |
| 7 | 5 | 7 6 3 9 8 | |
| 8 | 5 | 4 5 1 3 2 | |
| 9 | 6 | 3 2 7 6 9 5 | |
| 10 | 6 | 4 2 9 3 7 1 | |

## Word lists (say each word alone)

| # | Len | Say | Right |
|---|---|---|---|
| 1 | 2 | egg, door | |
| 2 | 2 | bowl, corn | |
| 3 | 3 | shoe, truck, cow | |
| 4 | 3 | doll, bee, hair | |
| 5 | 4 | knee, map, boat, ring | |
| 6 | 4 | stick, pig, jet, coat | |
| 7 | 5 | rope, nose, cup, ship, leaf | |
| 8 | 5 | sink, leg, boot, clip, rain | |
| 9 | 6 | card, dress, nut, mouse, tram, bat | |
| 10 | 6 | tree, chin, frog, pants, bike, slide | |

Digit strings right (of 10) _____ Word lists right (of 10) _____ Notes _____

PREVIEW

# Form C: Sentences and Directions

Read each item once. For directions, the student has Directions Sheet C (sheet 11) and points in the order you say. Positions are on the key (sheet 18).

Student _____ Date _____ Given by _____

## Sentences (student says it back)

| # | Words | Say | Right |
|---|---|---|---|
| 1 | 4 | **Rain fell all night.** | |
| 2 | 4 | **I found a feather.** | |
| 3 | 6 | **The baby laughed at the clown.** | |
| 4 | 6 | **We packed sandwiches for the trip.** | |
| 5 | 8 | **The librarian put new books on the shelf.** | |
| 6 | 8 | **My brother lost his red mitten at recess.** | |
| 7 | 10 | **When the bell rang, everyone lined up at the door.** | |
| 8 | 10 | **The tired hikers rested under a tree beside the river.** | |

## Directions (student points on the sheet)

| # | Steps | Say | Right |
|---|---|---|---|
| 1 | 1 | **Point to the blue rectangle.** | |
| 2 | 1 | **Point to the yellow oval.** | |
| 3 | 1 | **Point to the yellow heart.** | |
| 4 | 2 | **Point to the blue diamond, then the yellow diamond.** | |
| 5 | 2 | **Point to the blue heart, then the green oval.** | |
| 6 | 2 | **Point to the yellow oval, then the blue heart.** | |
| 7 | 3 | **Point to the red rectangle, the green heart, then the red diamond.** | |
| 8 | 3 | **Point to the blue rectangle, the blue diamond, then the yellow rectangle.** | |
| 9 | 3 | **Point to the red heart, the green diamond, then the blue rectangle.** | |

Sentences right (of 8) _____ Directions right (of 9) _____ Notes _____

PREVIEW

# Teacher Notes - Reading the Misses

Where the item breaks tells you what to write down and what to try next.

## What this probe measures

- Whether a student can hear a digit string, a word list, a sentence or a direction once and say it back or do it, at the lengths on the score table.
- It is a quick weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score, age or grade level.
- It does not say why an item was missed. A missed item can come from many causes; the team decides what the data means.

## Where the item broke

- Stopped early: the first part was right, the rest was not said.
- Order changed: the right pieces in the wrong order.
- Something added or left out: an extra digit, a missing word.
- A step skipped on a direction.

## Phrase bank for the notes column

- "Said the first 3 digits, then stopped."
- "Words right, order changed on the 5-word list."
- "Left out the last word of the sentence."
- "Did step 1 and 3, skipped step 2."
- "Asked to hear it again; not repeated."

## Who can give it, and when

- A paraprofessional or a general education teacher can give a form from the script: read once, mark, log.
- Give it one-to-one in a quiet spot, at the same time of day when you can. Write the setting on the log.
- Not in this pack: counting back, repeating in reverse, nonsense words, rhyme or sound matching, or questions about a story. Those are different skills.

## This student's notes

PREVIEW

# Auditory Memory - Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

Teacher / case manager _____ Part and form set _____ Marking period _____

| Student | Part | Base | Crit | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | Decision |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
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## How to fill it

- One row per student per part. Baseline is the median of the first three probes.
- One column per weekly probe; write the number right, not a percent.
- Decision: keep going, change the practice, or raise the target.
- Leave a cell blank rather than guess; a gap is more honest than a filled-in score.

## What it is for

Grouping. Rows that are flat together are a group; a row that is flat alone is a different question. Take this sheet to the data meeting instead of ten folders.

PREVIEW

# A Filled-In Data Log (Invented Student)

Maya is invented. Twelve digit-string probes: the baseline, the aim line, a change, and the criterion.

## The goal, as written for Maya, third grade (invented)

*By November 16, when Maya hears 10 digit strings read aloud once (Forms A–C), she will say back 7 of 10 correctly on 3 consecutive weekly probes, as measured by teacher-scored auditory memory probes (digit strings).*

| # | Date | Form | Right | Missed | Graphed | Notes |
|---|---|---|---|---|---|---|
| 1 | 9/14 | A | 4 | 6 | 4 | baseline 1 of 3: right on the 2- and 3-digit strings, one 4-digit string |
| 2 | 9/15 | B | 5 | 5 | 5 | baseline 2 of 3: one more 4-digit string right |
| 3 | 9/16 | C | 4 | 6 | 4 | baseline 3 of 3: the median of 4, 5 and 4 is 4 |
| 4 | 9/21 | A | 4 | 6 | 4 | under the aim line: both 5-digit strings missed |
| 5 | 9/28 | B | 4 | 6 | 4 | under the aim line: two digits swapped on a 4-digit string |
| 6 | 10/5 | C | 4 | 6 | 4 | 3 under the aim line in a row: team changed the weekly practice and wrote the change here |
| 7 | 10/12 | A | 6 | 4 | 6 | change in place: both 4-digit strings right |
| 8 | 10/19 | B | 6 | 4 | 6 | 5-digit strings still slip |
| 9 | 10/26 | C | 7 | 3 | 7 | 7 of 10: first of three in a row at criterion |
| 10 | 11/2 | A | 7 | 3 | 7 | second 7 in a row |
| 11 | 11/9 | B | 7 | 3 | 7 | third 7 in a row: criterion met |
| 12 | 11/16 | C | 8 | 2 | 8 | 8 of 10 on the goal date |

## How to read the log

- Baseline was the median of three forms on three days: 4, 5 and 4, so 4. Not the average, not the best.
- The aim line runs from 4 at the baseline to 7 on November 16. September 21, 28 and October 5 (4, 4, 4) sat under it: three in a row, so the practice changed and the change is written on the row.
- The notes name where the misses fell: the long strings. A score alone would not have said that.
- The criterion was met on October 26, November 2 and November 9 (7, 7, 7): three in a row at 7 of 10 or better, before the goal date.

## The progress report sentence this log produces

*On weekly digit-string recall probes (10 strings, read once), Maya said back 4 of 10 at baseline and 7, 7 and 8 of 10 on the last three probes, meeting the criterion of 7 of 10 on 3 consecutive probes by November 9. Every number in it is on the log above; nothing is from memory.*

## Where every number in this example came from

- Baseline is the median of the first three probes, not an average and not the best score.
- Every score on the log traces to the row above it; missed is 10 minus right.

PREVIEW