

Auditory Discrimination

SECTION 2 · TAKE THE DATA

AUDITORY DISCRIMINATION DATA

Auditory Discrimination 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)

sin / fin (/s/ - /f/) · map / nap (/m/ - /n/) · big / pig (/b/ - /p/) · tie / die (/t/ - /d/) · cap / gap (/k/ - /g/) · fin / thin (/f/ - /th/) · cap / cap (repeated word) · run / won (/r/ - /w/) · low / woe (/l/ - /w/) · shoe / sue (/sh/ - /s/) · van / van (repeated word) · zip / sip (/z/ - /s/) · goat / coat (/g/ - /k/) · rake / lake (/r/ - /l/) · leaf / leaf (repeated word) · den / ten (/d/ - /t/)

#	PAIR PRESENTED	STUDENT'S ANSWER (SAME / DIFFERENT, IN THEIR WORDS)	ACTUALLY	MARK (+/-/SC/NR)
1	sin / fin		Diff.	
2	map / nap		Diff.	
3	big / pig		Diff.	
4	tie / die		Diff.	
5	cap / gap		Diff.	
6	fin / thin		Diff.	
7	cap / cap		Same	
8	run / won		Diff.	
9	low / woe		Diff.	
10	shoe / sue		Diff.	
11	van / van		Same	
12	zip / sip		Diff.	
13	goat / coat		Diff.	
14	rake / lake		Diff.	
15	leaf / leaf		Same	
16	den / ten		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 15) when the probe is done.

Auditory Processing and Discrimination Assessment and Tracking Data Sheets Page 10 of 24 + BRIGHT PATH SPED

AUDITORY DISCRIMINATION DATA

1-Step Direction Comprehension Checklist

OBSERVED as the student attempts it. This page tracks which steps were completed, in order.

EXAMINER _____ DATE / SETTING (CODE) _____

ONCE)	COMPLETED CORRECTLY, IN ORDER?	NOTES (WHICH STEP, IF ANY, WAS MISSED)
	☐ Y ☐ N ☐ NO	
clap your hands.	☐ Y ☐ N ☐ NO	
put it down.	☐ Y ☐ N ☐ NO	
in the box, and sit	☐ Y ☐ N ☐ NO	
the window, and	☐ Y ☐ N ☐ NO	
er inside, close	☐ Y ☐ N ☐ NO	
it to a clean your pencil	☐ Y ☐ N ☐ NO	
worksheet, begin	☐ Y ☐ N ☐ NO	

CHOOSING WHERE TO START, AND WHEN TO ADD A STEP

STEP COUNT	CRITERION FOR MOVING TO THE NEXT STEP COUNT (WRITE IT IN)
1-2	
3	
4	
5	

Tracking Data Sheets Page 14 of 24 + BRIGHT PATH SPED



What Is Inside, and Where

24 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
Processing
Caseload Roster**
ROSTER

7



**Binder Cover and
Divider Tabs**
SETUP

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02 Take the Data

PAGES 10–16



**Auditory
Discrimination
Probe — Sound
and Word Pairs**
DATA

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**Sentence
Discrimination and
Repetition Trial**
DATA

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**Auditory Memory
Trial — Number
Sequences**
DATA

12



**Auditory Memory
Trial — Word and
Sentence
Sequences**
DATA

13



**Multi-Step
Direction
Comprehension
Checklist**
CHECKLIST

14



**Frequency Correct
/ Incorrect Chart**
TRACKER

15



**Paraprofessional
and General
Education
Listening
Observation Form**
DATA

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03 Track, Report and Share

PAGES 18–23



**Cumulative
Accuracy Tracker**
TRACKER

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Progress Graph
TRACKER

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**Quarterly
Progress
Summary**
REPORTING

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**Family Update —
Listening and
Auditory Skills**
NOTES

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**Progress Note
Phrase Bank**
REFERENCE

22



**A Session of Data,
Filled In**
EXAMPLE

23

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 probes that match the goal's wording (pages 10–14), and add the session up on the frequency chart (page 15) 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 18) the same day, and plot the graph (page 19) once a week.

The family update (page 21) and the phrase bank (page 22) 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 **Hearing Screening and Auditory Processing Data Sheets Editable** — that file logs whether a screening happened and what was recorded, plus a general attention/following-directions checklist. This file is the trial-data companion: sound and sentence discrimination, number and word/sentence memory, and a step-by-step direction checklist, run across a term to see whether a listening goal is changing. Also not a listening-comprehension product — nothing here tests understanding of a passage. Use this one when the goal is written in terms of discriminating sounds, repeating what was heard, or following spoken directions.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark on a discrimination or memory trial says only whether the student's recorded answer matched what was actually 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

Five kinds of trial in one file — sound-pair discrimination, sentence repetition, number and word/sentence memory, and a multi-step direction checklist — plus a within-session tally chart and a simplified form for the paraprofessional or the general education teacher.

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DATA

Auditory Discrimination 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)

sin / fin (/s/ – /f/) · map / nap (/m/ – /n/) · big / pig (/b/ – /p/) · tie / die (/t/ – /d/) · cap / gap (/k/ – /g/) · fin / thin (/f/ – /th/) · cap / cap (repeated word) · run / won (/r/ – /w/) · low / woe (/l/ – /w/) · shoe / sue (/sh/ – /s/) · van / van (repeated word) · zip / sip (/z/ – /s/) · goat / coat (/g/ – /k/) · rake / lake (/r/ – /l/) · leaf / leaf (repeated word) · den / ten (/d/ – /t/)

#	PAIR PRESENTED	STUDENT'S ANSWER (SAME / DIFFERENT, IN THEIR WORDS)	ACTUALLY	MARK (+/-/SC/NR)
1	sin / fin		Diff.	
2	map / nap		Diff.	
3	big / pig		Diff.	
4	tie / die		Diff.	
5	cap / gap		Diff.	
6	fin / thin		Diff.	
7	cap / cap		Same	
8	run / won		Diff.	
9	low / woe		Diff.	
10	shoe / sue		Diff.	
11	van / van		Same	
12	zip / sip		Diff.	
13	goat / coat		Diff.	
14	rake / lake		Diff.	
15	leaf / leaf		Same	
16	den / ten		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 15) when the probe is done.

CHECKLIST

Multi-Step Direction Comprehension Checklist

Mark each step Y / N / NOT OBSERVED as the student attempts it. This page tracks which steps were completed, in order — not why a step was missed.

STUDENT

EXAMINER

DATE / SETTING (CODE)

#	STEPS	DIRECTION (SAY IT ONCE)	COMPLETED CORRECTLY, IN ORDER?	NOTES (WHICH STEP, IF ANY, WAS MISSED)
1	1	Stand up.	☐ Y ☐ N ☐ NO	
2	2	Touch your nose, then clap your hands.	☐ Y ☐ N ☐ NO	
3	2	Pick up your pencil, then put it down.	☐ Y ☐ N ☐ NO	
4	3	Pick up the pencil, put it in the box, and sit down.	☐ Y ☐ N ☐ NO	
5	3	Point to the door, point to the window, and point to the clock.	☐ Y ☐ N ☐ NO	
6	4	Get your folder, put the paper inside, close the folder, and hand it to me.	☐ Y ☐ N ☐ NO	
7	5	Take out your notebook, open it to a clean page, write today's date, put your pencil down, and fold your hands.	☐ Y ☐ N ☐ NO	
8	5	Line up at the door, take one worksheet, walk to your seat, sit down, and begin reading silently.	☐ Y ☐ N ☐ NO	

THIS PAGE TRACKS STEPS, NOT WHY ONE WAS MISSED

Mark NOT OBSERVED for a direction not attempted this session rather than leaving it blank. Add the session totals to the frequency chart (page 15).

CHOOSING WHERE TO START, AND WHEN TO ADD A STEP

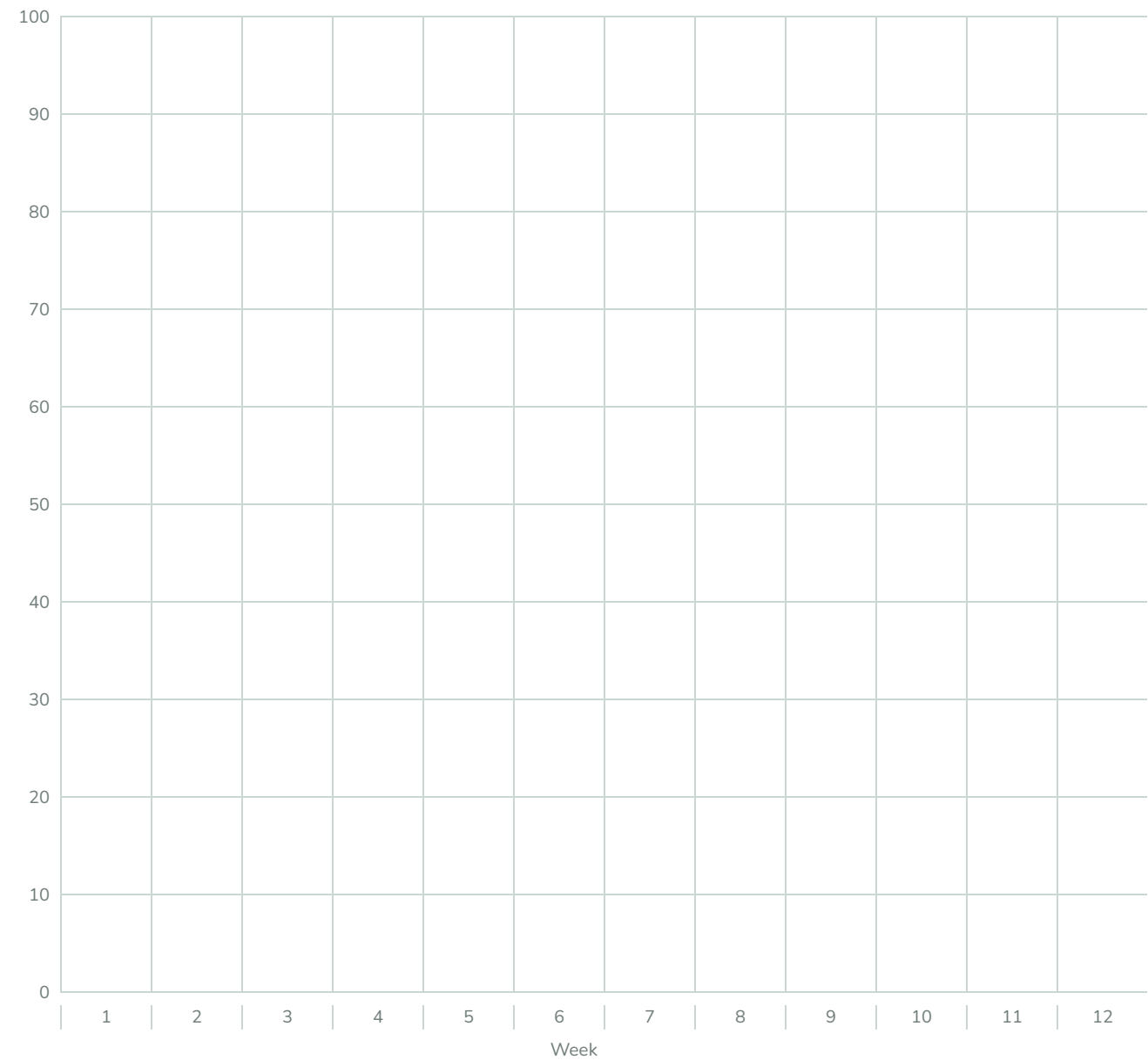
STEP COUNT	CRITERION FOR MOVING TO THE NEXT STEP COUNT (WRITE IT IN)
1–2	
3	
4	
5	

 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 15) for what changed.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

SOUND/WORD DISCRIMINATION PROBE (PAGE 10) — PRIYA, GRADE 3, INVENTED

PAIR	ACTUALLY	STUDENT SAID	MARK
sin / fin	Diff.	"different"	+
big / pig	Diff.	"different"	+
cap / cap	Same	"same"	+
shoe / sue	Diff.	"same"	–
van / van	Same	"different" → "same"	SC
zip / sip	Diff.	(no answer given)	NR

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

SENTENCE REPETITION TRIAL (PAGE 11)

PRESENTED	STUDENT SAID	MATCH	DIFFERENCE
The dog ran fast.	"The dog ran fast."	Y	–
The brown dog ran across the yard.	"The dog ran across the yard."	N	Word left out: "brown"
Before it started raining, the brown dog ran quickly across the muddy yard.	"The brown dog ran quickly across the muddy yard before it started raining."	N	Order changed

1 of 3 sentences repeated with an exact match; the other two had one word left out and one word order changed.

NUMBER MEMORY TRIAL (PAGE 12)

LENGTH	PRESENTED	REPEATED BACK	CORRECT
2	7-2	7-2	Y
3	4-9-1	4-9-1	Y
4	8-3-6-2	8-3-2	N
5	–	–	–

Correct at lengths 2 and 3; one digit dropped at length 4; length 5 not attempted this session. Longest sequence repeated back correctly: length 3.

DIRECTION COMPREHENSION CHECKLIST (PAGE 14)

STEPS	DIRECTION	COMPLETED	NOTE
1	Stand up.	Y	–
2	Touch your nose, then clap your hands.	Y	–
3	Pick up the pencil, put it in the box, and sit down.	N	Skipped "sit down"
4	Get your folder, put the paper inside, close the folder, and hand it to me.	NOT OBSERVED	Not attempted this session

2 of 4 directions completed fully and in order; one completed partially (the third step was skipped); one not observed this session.

FREQUENCY CORRECT/INCORRECT CHART (PAGE 15) — 8/16, THIS SESSION

PROBE TYPE	PRESENTED	CORRECT	INCORRECT	SC	NR
Sound/word discrimination	6	3	1	1	1
Sentence repetition	3	1	2	0	0
Number memory	3	2	1	0	0
Multi-step directions	4	2	1	0	1

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

THE DECISION, WRITTEN ON THE TRACKER (PAGE 18)

Discrimination: 33, 40, then 50 percent across three sessions — rising. **Sentence repetition:** both misses were mid-sentence words; next trial adds a mid-sentence recheck. **Directions:** the four-step direction is attempted again next session.