

A results log for the screening itself, an observation checklist for attention to sound and following directions, a quiet-versus-noisy setting comparison, an accommodation quick-reference and log, referral and family-notification tracking, a roster, a cycle tracker and a meeting summary. Fillable PDF.

EXAMPLE Filled Example

An invented student, so the format is clear. Every number below is checked against its own blank, no real student's information is shown.

The student below, "Devon M," is an invented example so the format is clear. It is not a real student, and no health data is pre-filled anywhere in this file — every number here is made up, checked against its own blank.

Auditory Processing Checklist (page 6)

Marked "observed" on 5 of 12 items during a 20-minute reading lesson on 9/5. 3 of 6 Attention to Sound items and 2 of 2 Following Directions items. The other 7 items were marked "N" and are not listed again here — see the Blank checklist on page 6 for the full wording of every item.

Listening in Noise (page 7)

Quiet setting: small reading group. Noisy setting: full-class transition to lunch. Behavior differed between the two settings on a 4 of 6 items — most noticeably, Devlon asked for directions to be repeated in the noisy setting but not in the quiet one.

Hearing Screening Results Log (page 5)

This row shows what the log looks like with correctly: the screener's own finding is not reproduced here, because this example is invented and this file never prints a clinical result.

DATE	METHOD	EAR(S)	WHAT WAS RECORDED	SCREENER	FOLLOW-UP?
9/3	Pure tone screening, per district protocol	Both	Unrecorded by the school nurse in the health file; not reproduced in this example)	AK/ (invented)	-

Accommodation Log (page 9) — 2 in place

ACCOMMODATION	STARTED	PUT IN PLACE BY	SETTING	REVIEW IN USE?
Preferential seating	9/5	Mr. Ouel (teacher)	Reading group	Y
Visual schedule cues	9/12	Case manager	All settings	Y

Referral Log (page 10) — 1 referral, this cycle

DATE	REFERRED TO	REASON	METHOD	STATUS
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BRIGHT PATH SPEED

Find the situation below and go straight to that page. Nothing on these pages interprets a result or decides what a student needs — that stays with the screener, the audiologist, and the team.

IF THE SITUATION IS	USE	WHERE
A screening happened (or is scheduled) and needs to be logged	Hearing Screening Results Log	Page 5
You are noting classroom attention to sound or how directions are followed	Auditory Processing Checklist	Page 6
You want to compare what you see in a quiet setting against a noisy one	Listening in Noise: Setting Comparison	Page 7
You want a plain-language description of common accommodations before the team decides	Classroom Accommodation Quick-Reference	Page 8
An accommodation is in place and needs to be tracked and reviewed	Accommodation Implementation & Review Log	Page 9
A referral for further evaluation was made, or is being considered	Referral and Follow-Up Tracking Log	Page 10
A family needs to be told something, and it needs a paper trail	Parent / Guardian Notification Log	Page 11
You are keeping the whole caseload in one place	Screening Roster / Caseload	Page 12
You want the whole year's counts at a glance	Screening Cycle Tracker	Page 13
You are prepping for a team meeting	Team Meeting Summary	Page 14

The rule every page in this file follows

A screening result is whatever the screener or audiologist recorded, in their own words. This file tracks that it happened, when, and what happens next; it never assigns a pass, a refer, a decibel level, or a clinical finding of its own. Accommodations are described the way they look in a room, not prescribed — the team decides who gets one, using the district's own criteria.

What this file is not

Not a hearing test, not an audiogram, not an eligibility determination, and not a substitute for the screener's or audiologist's own report, which stays in the student's health file. These pages are the paperwork trail around that report, not the report itself.

Before you start a screening cycle

- ☐ Confirm the screening method and equipment with your district's nurse or audiologist before the first student — this file does not specify one.
- ☐ Set up the roster (page 12) first, so every student on the cycle has a row before the first form is filled in.
- ☐ Decide who owns the referral log (page 10) and the family notification log (page 11) if more than one professional is involved.
- ☐ Bring a watch or a phone with a visible clock; the setting-comparison page (page 7) works best done close together in time.

SCREENING Hearing Screening Results Log

A record that a screening happened and a place to note what was recorded — not a form that decides pass, refer, or anything else.

SCREENER NAME / ROLE

[illegible]

What this log is, and is not

This row records that a screening happened and keeps the paperwork trail; it does not interpret a result. Write exactly what the screener or audiologist recorded, in their own words or notation. If your district uses a pass/refer system or a decibel threshold, that determination belongs to them, in their own report kept in the health file — this page only notes that it happened and what to do next.

Auditory Processing Checklist — Attention & Following Directions

Twelve observable items, none of them a label. Mark what you actually saw, in the classroom, this week.

STUDENT

SETTING

OBSERVER

DATE

CATEGORY	ITEM	OBSERVED? (Y / N / SOMETIMES)	NOTES
Attention to Sound	Turns toward the speaker when addressed by name		
Attention to Sound	Reacts to sudden classroom sounds (bell, alarm, dropped object)		
Attention to Sound	Asks for repetition ("What?" or "Huh?") during whole-group instruction		
Attention to Sound	Watches the speaker's face during directions		
Attention to Sound	Appears to tune out during extended verbal instruction		
Attention to Sound	Notices when their name is called from across the room		
Following Directions	Follows a one-step direction given without a visual cue		
Following Directions	Follows a two-step direction given without a visual cue		
Following Directions	Needs a direction repeated more than once before starting		
Following Directions	Looks to a peer before starting after a direction is given		
Following Directions	Follows directions correctly one-to-one but not in a group		
Following Directions	Responds differently to a direction given across the room versus up close		

Describe it; do not label it

Every item on this page is something a second observer could watch for and mark the same way. Nothing here names a cause or a condition — it records what happened in the room, on this date, so the team has observations to look at, not a guess.

If most items are marked "Sometimes"

A pattern across several items in one category is worth a sentence for the team, not a conclusion on this page. Take the pattern to the setting comparison (page 7) or straight to a referral (page 10) if your team's own process calls for one.

Listening in Noise: Setting Comparison

The same six behaviors, watched once in a quiet setting and once in a noisy one, so the difference (if any) is on paper instead of a guess.

STUDENT

OBSERVER

QUIET SETTING (DESCRIBE)

NOISY SETTING (DESCRIBE)

DATE(S)

BEHAVIOR OBSERVED	QUIET SETTING (Y/N)	NOISY SETTING (Y/N)	NOTES
Asks for directions to be repeated			
Watches peers to see what to do next			
Responds when name is called			
Completes the task without needing redirection			
Appears distracted or overwhelmed			
Volunteers or participates verbally			

ITEMS THAT DIFFERED BETWEEN SETTINGS

ITEMS OBSERVED

Reading the comparison

Watch the same student for the same behaviors, once in each setting, close enough in time that nothing else about the day has changed much. Where the two columns differ is worth a sentence in the notes column; where they match, background noise is probably not the variable and the team can look elsewhere (the auditory processing checklist, page 6, or the referral log, page 10).

What a difference does and does not mean

A behavior that shows up only in the noisy setting says the two settings looked different for this student on these dates; it does not say why, and it is not a hearing result. If the noisy setting was also more crowded, faster-paced, or less familiar, write that here so the team reads the comparison the same way you did.

LOG Accommodation Implementation & Review Log

Which accommodations are actually in place, since when, in which settings, and when to check back in.

STUDENT

SCHOOL YEAR

[illegible]

One row per accommodation, not per day

List each accommodation once, when it starts, and set a review date so it is checked rather than forgotten. “Still in use?” is a plain yes or no from whoever is filling in the row, not a judgment about whether it is working — that conversation belongs at the review, not on this line.

Screening Cycle Tracker

A whole-caseload view across the year: how many screenings, referrals and follow-ups, month by month.

SCHOOL YEAR

BUILDING / PROGRAM

UPDATED

MONTH	SCREENINGS COMPLETED	REFERRALS MADE	FOLLOW-UPS COMPLETED	NOTES
Aug				
Sep				
Oct				
Nov				
Dec				
Jan				
Feb				
Mar				
Apr				
May				

TOTAL SCREENINGS THIS YEAR

TOTAL REFERRALS THIS YEAR

TOTAL FOLLOW-UPS COMPLETED THIS YEAR

Update once a month, not once a year

A row filled in every month is one glance for a principal or a team meeting; a blank tracker filled in once in May is a guess. The three totals at the bottom should always equal the column sums above them.

Filled Example

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Hearing Screening Results Log (page 5)

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Accommodation Log (page 9) — 2 in place

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Visual schedule cues	9/12	Case manager	All settings	12/12	Y

Referral Log (page 10) — 1 referral this cycle

DATE	REFERRED TO	REASON	METHOD	STATUS
9/20	Building audiologist (district-contracted)	Checklist and setting comparison (pages 6–7) showed more difficulty following directions in noisy settings	Email	Submitted; awaiting scheduling

Why some fields are left dashed instead of filled in

This example fills in dates, names and counts so the shape of the file is clear, and leaves every clinical result — a dB level, a pass/refer call, a clinical finding — out on purpose, dashed instead of guessed. That is the same rule that applies to a real student's page: the screener or audiologist writes their own finding; this file only tracks it.