

Listening Comprehension Probes

SECTION 2 · TAKE THE DATA

LISTENING COMPREHENSION PROBES

PROBE Listening Comprehension Probe — Passage A

Read Passage A aloud once (page 9); untimed.

STUDENT DATE READ GIVEN (1X OR 2X)

DIRECTIONS FOR PASSAGE A (PAGE 9)

Read Passage A aloud once, at a natural pace, from the passage bank. Ask the four questions below in order; mark each Correct, Partially correct or Incorrect using the rubric on the goal page.

#	QUESTION	STUDENT'S RESPONSE (THEIR OWN WORDS)	C / P / I
1	LITERAL What did Mr. Reyes do to the plants because the soil felt dry?		C P I
2	LITERAL What did Mr. Reyes notice on the small plant?		C P I
3	INFERENTIAL Why do you think Mr. Reyes moved the plant closer to the window?		C P I
4	INFERENTIAL How do you think Mr. Reyes felt when he saw the new leaf?		C P I

TOTALS FOR THIS PROBE

CORRECT (x1)	PARTIALLY CORRECT (x0.5)	INCORRECT (x0)	SCORE (OUT OF 4)	ACCURACY %

READING THE MARKS

C = Correct, P = Partially correct, I = Incorrect. Full definitions and point values are on the goal page (page 8); this probe does not define them again.

NOTES (BEHAVIOR DURING THE PASSAGE, PROMPTS GIVEN, CUES USED)

Listening Comprehension Probes and Auditory Processing Data Sheets

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BRIGHT PATH SPED

LISTENING COMPREHENSION PROBES

Listening Behavior Observation Checklist

Behaviors, for any spoken task — not only these three probes.

OBSERVER SETTING / DATE

a listening task — any listening task, not only these three probes. Leave "Not observed" if you did not have a chance to see. This page records what was seen, not why: it does not record student for anything, and it is not a screening tool. A team concern about a student's own procedure, on a blank line this file does not fill in for you.

BEHAVIOR (NEVER A LABEL)	OBSERVED?	NOTES
direction without a visual	Y N NO	
anything like "what?", after a	Y N NO	
on without a visual cue	Y N NO	
in direction without a	Y N NO	
a question that was	Y N NO	
uses a vaguer word in response	Y N NO	
y with background	Y N NO	
while listening	Y N NO	
written down	Y N NO	
than once before	Y N NO	

four across different days is a pattern worth the team's time. Note the only in a noisy room is a different fact from one seen in a quiet one.

Data Sheets

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BRIGHT PATH SPED

BRIGHT PATH SPED



What Is Inside, and Where

24 pages, three sections, a worked example and a back page.

Before you begin

PAGE 4



**Start Here —
Three Steps
START HERE**

4

01 Prepare to Give the Probes

PAGES 6–9



**Binder Cover and
Divider Tabs
SETUP**

6



**How This Pack
Works
REFERENCE**

7



**Listening
Comprehension
Goal, Rubric and
Directions
GOAL**

8



**Passage Bank —
Read-Aloud
Scripts
REFERENCE**

9

02 Take the Data

PAGES 11–15



**Listening
Comprehension
Probe — Passage
A
PROBE**

11



**Listening
Comprehension
Probe — Passage
B
PROBE**

12



**Listening
Comprehension
Probe — Passage
C
PROBE**

13



**Listening Behavior
Observation
Checklist
CHECKLIST**

14



**Auditory Fatigue
Tracking — Within
One Sitting
LOG**

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03 Track, Report and Share

PAGES 17–23



**Listening Accuracy
Data Log
TRACKER**

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**Listening Accuracy
Trend Graph
TRACKER**

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**Caseload
Summary —
Listening
Comprehension
ROSTER**

19



**Family Update —
Listening at Home
NOTES**

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**Classroom
Listening
Observation Note
NOTES**

21



**Progress Note
Phrase Bank
REFERENCE**

22



**A Filled-In Probe
Set and Log
(Invented
Student)
EXAMPLE**

23

Start Here — Three Steps

Ninety seconds of reading; a single probe takes about three minutes to give and score.



1

Set up once

Read “How This Pack Works” (page 7) and set the scoring rubric on the goal page (page 8) — correct, partially correct and incorrect, defined once for your team.

Print the binder cover and tabs (page 6) if this file lives in a binder rather than on a device.



2

Give a probe every session

Read one passage aloud from the passage bank (page 9) and score it on the matching probe form — the student never sees the printed passage.

Rotate Passages A, B and C so no passage repeats two sessions running; give all three back to back instead when you want the fatigue check (page 15).



3

Track, decide and share

Copy the score onto the data log (page 17) the same day, and plot the graph (page 18) once a week.

The family update (page 20), the classroom note (page 21) and the phrase bank (page 22) are ready to use as soon as a probe is scored — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal, probe, log, checklist and caseload pages are type-in; the passage bank prints (the adult reads from a clean copy, so nothing on it needs to be a field).

WHAT THIS FILE IS NOT

Not a norm-referenced or standardized test, and not a screening tool for any clinical category. It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a percent for you.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what counts as correct, what counts as a passing score, or whether a pattern of behavior means anything. Every one of those is a blank you fill in from your own practice, your rubric and your team. The sheets only make sure the number and the observation get written down.

IF SOMETHING DOES NOT WORK

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

I need more than four questions. Use the notes line under the table; the accuracy math still divides by the number of questions you actually asked.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN YOUR CASELOAD FOLDER

A filled-in probe or log is a student record: initials only on anything that leaves your hands, first name only on the family update. Print the goal page and passage bank once and keep them at the front; the log, graph and caseload page stay on top of each student's probes so the trend is the first thing anyone finds.

REFERENCE

Passage Bank — Read-Aloud Scripts

For the adult giving the probe only — do not show this page to the student. Read at a natural, conversational pace.

Three original, invented passages, grade-neutral in content. Read the passage once, at a normal conversational pace, from this page — never from a copy the student can also read.

PASSAGE A — “WATERING THE PLANTS” (52 WORDS)

Every morning, Mr. Reyes waters the plants on the windowsill before he makes breakfast. Today the soil felt dry, so he watered them twice. Then he noticed one small plant had grown a new green leaf. He smiled and moved the pot closer to the window so it could get more light.

PASSAGE B — “CAUGHT IN THE RAIN” (58 WORDS)

Maya and her younger brother walked to the corner store to buy bread and milk for their mother. On the way, dark clouds rolled in and the wind picked up quickly. Maya opened her umbrella just as the first raindrops fell. They reached the store dry, bought the groceries, and hurried straight home before the storm grew worse.

PASSAGE C — “THE BLOCK TOWER” (57 WORDS)

During center time, the class was building a tall tower out of wooden blocks. Jordan added each block carefully, but the tower wobbled when Priya reached up for the top piece. It toppled over and scattered across the rug. Nobody was upset about it; the children simply gathered the blocks and started building a new tower together.

A NOTE ON REPEATS

If a student asks for the passage again, you may read it a second time; mark “2x” in the Read Given field on that probe form so the score can be read in context later. A repeat is not scored differently on its own — the rubric still applies to what the student says after hearing it.

HOW THE THREE PASSAGES COMPARE (EQUIVALENT LENGTH AND QUESTION MIX)

#	PASSAGE	TITLE	WORD COUNT	LITERAL QS	INFERENTIAL QS
1	Passage A	Watering the Plants	52	2	2
2	Passage B	Caught in the Rain	58	2	2
3	Passage C	The Block Tower	57	2	2

READING TIPS

- ☐ Keep your voice and pace the same across all three passages, so a change in score is more likely to be the student, not the delivery.
- ☐ Read the whole passage before the first question — do not pause mid-passage.

WHY “EQUIVALENT” MATTERS

Each passage runs 52–58 words and carries two literal and two inferential questions, so a score on one passage means about the same as a score on another — the line on the graph is the student, not the passage.

PROBE

Listening Comprehension Probe — Passage A

Read Passage A aloud once (page 9); untimed.

STUDENT

DATE

READ GIVEN (1X OR 2X)

DIRECTIONS FOR PASSAGE A (PAGE 9)

Read Passage A aloud once, at a natural pace, from the passage bank. Ask the four questions below in order; mark each Correct, Partially correct or Incorrect using the rubric on the goal page.

#	QUESTION	STUDENT'S RESPONSE (THEIR OWN WORDS)	C / P / I
1	LITERAL What did Mr. Reyes do to the plants because the soil felt dry?		☐C☐P☐I
2	LITERAL What did Mr. Reyes notice on the small plant?		☐C☐P☐I
3	INFERENTIAL Why do you think Mr. Reyes moved the plant closer to the window?		☐C☐P☐I
4	INFERENTIAL How do you think Mr. Reyes felt when he saw the new leaf?		☐C☐P☐I

TOTALS FOR THIS PROBE

CORRECT (×1)	PARTIALLY CORRECT (×0.5)	INCORRECT (×0)	SCORE (OUT OF 4)	ACCURACY %

READING THE MARKS

C = Correct, P = Partially correct, I = Incorrect. Full definitions and point values are on the goal page (page 8); this probe does not define them again.

NOTES (BEHAVIOR DURING THE PASSAGE, PROMPTS GIVEN, CUES USED)



CHECKLIST

Listening Behavior Observation Checklist

Ten observable listening behaviors, for any spoken task — not only these three probes.

STUDENT

OBSERVER

SETTING / DATE

WHAT THIS PAGE RECORDS

Mark what you saw during a listening task — any listening task, not only these three probes. Leave “Not observed” for a behavior you did not have a chance to see. This page records what was seen, not why: it does not sort, label, or evaluate a student for anything, and it is not a screening tool. A team concern about a pattern here follows your district’s own procedure, on a blank line this file does not fill in for you.

#	BEHAVIOR (OBSERVABLE, DESCRIBED, NEVER A LABEL)	OBSERVED?	NOTES
1	ATTENTION SPAN Attends to a spoken passage or direction without a visual prompt	☐ Y ☐ N ☐ NO	
2	PROCESSING TIME Requests repetition, or says something like “what?”, after a short spoken direction	☐ Y ☐ N ☐ NO	
3	FOLLOWING DIRECTIONS Follows a one-step spoken direction without a visual cue	☐ Y ☐ N ☐ NO	
4	FOLLOWING DIRECTIONS Follows a two- or three-step spoken direction without a visual cue	☐ Y ☐ N ☐ NO	
5	PROCESSING TIME Pauses noticeably before answering a question that was only spoken aloud	☐ Y ☐ N ☐ NO	
6	WORD-FINDING LATENCY Pauses, uses a filler word, or substitutes a vaguer word while searching for a word in a spoken response	☐ Y ☐ N ☐ NO	
7	ATTENTION SPAN Comprehension appears to hold steady with background noise present	☐ Y ☐ N ☐ NO	
8	ATTENTION SPAN Watches the speaker’s face or gestures while listening	☐ Y ☐ N ☐ NO	
9	PROCESSING TIME Asks for spoken information to also be written down	☐ Y ☐ N ☐ NO	
10	PROCESSING TIME Needs a spoken direction repeated more than once before starting the task	☐ Y ☐ N ☐ NO	

USING IT OVER TIME

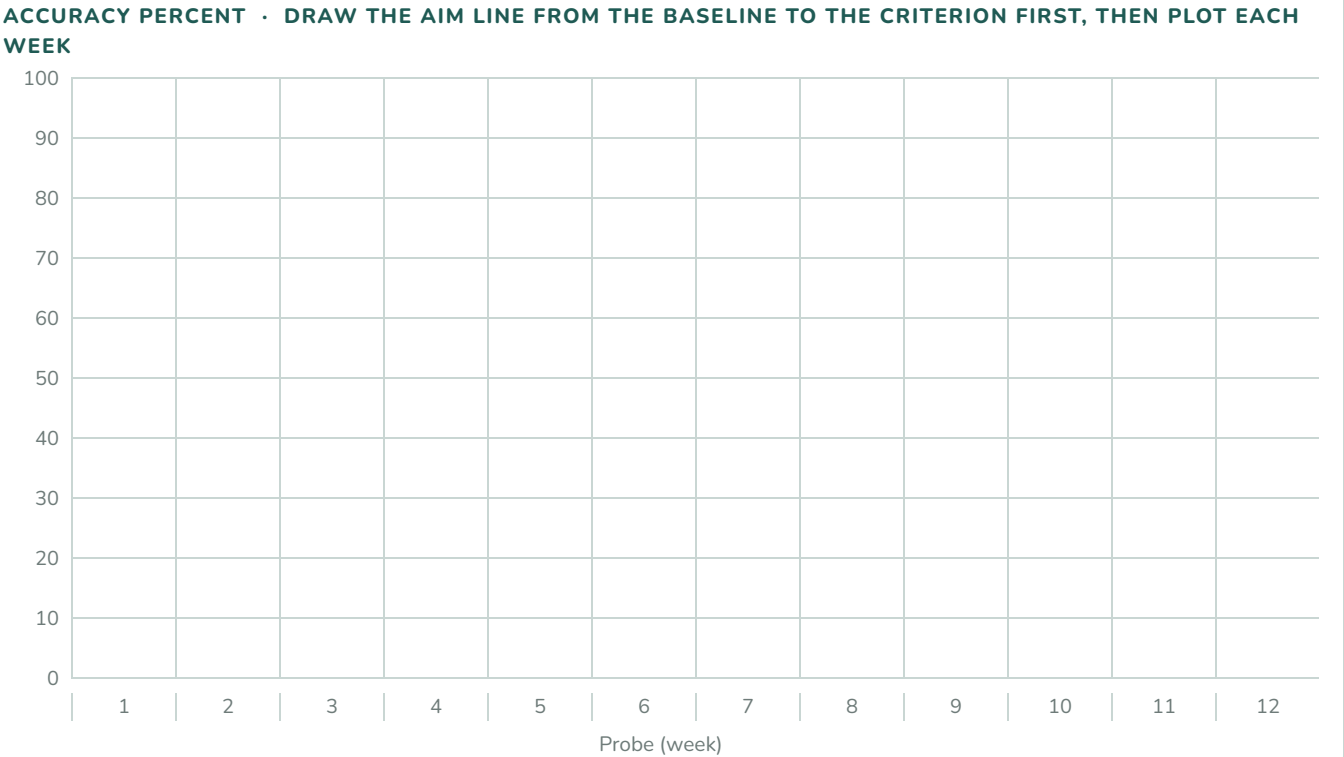
One observation is a moment; three or four across different days is a pattern worth the team’s time. Note the setting each time — a behavior seen only in a noisy room is a different fact from one seen in a quiet one.

TRACKER

Listening Accuracy Trend Graph

Plot the accuracy percent from the log. The aim line is the criterion from the goal; three dots under it in a row is a conversation, not a wait.

STUDENT	CRITERION / AIM (%)	GOAL DATE



#	DATE	PASSAGE	CORRECT	ERRORS (P+I)	ACCURACY %	NOTES
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

EXAMPLE

A Filled-In Probe Set and Log (Invented Student)

SAMPLE · INVENTED STUDENT

Imani is invented, and so is every mark on this page. Every number in the summary can be re-counted from the rows above it.

IMANI R., THIRD GRADE (INVENTED) — WEEKLY LISTENING COMPREHENSION PROBES

Goal: answer 3 of 4 mixed literal and inferential questions correctly or partially correct on 3 of 4 consecutive probes (invented) · **Baseline:** Passages A, B, C given on three separate days · **Case manager:** R. Okafor, invented

LISTENING ACCURACY DATA LOG EXCERPT (PAGE 17)

#	DATE	PASSAGE	CORRECT	PARTIAL	INCORRECT	SCORE /4	ACCURACY %	NOTES
1	Oct 2	A	2	0	2	2	50	Missed both inferential questions.
2	Oct 9	B	2	1	1	2.5	62.5	Partial on Q2; needed a prompt to add detail.
3	Oct 16	C	3	1	0	3.5	87.5	Read twice; asked once for a repeat.

AUDITORY FATIGUE TRACKING, ONE SITTING ON OCT 23 (PAGE 15)

#	THIS SITTING	PASSAGE	CORRECT	PARTIAL	INCORRECT	SCORE /4	ACCURACY %
1	Early	A (2nd time)	4	0	0	4	100
2	Mid	B (2nd time)	3	0	1	3	75
3	Late	C (2nd time)	2	1	1	2.5	62.5

LISTENING BEHAVIOR OBSERVATION CHECKLIST EXCERPT (PAGE 14)

#	BEHAVIOR	OBSERVED?	NOTES
1	Requests repetition after a short spoken direction	Y	Twice, on Oct 9 and Oct 16.
2	Follows a two- or three-step spoken direction without a visual cue	Y	—
3	Pauses noticeably before answering a spoken question	N	Answered promptly each time.

WHY THESE NUMBERS HOLD UP

Every row has 4 questions: 2 correct + 0 partial + 2 incorrect = 2 points on Oct 2 ($2 \div 4 = 50\%$); 2 + 0.5 + 0 = 2.5 points on Oct 9 ($2.5 \div 4 = 62.5\%$); 3 + 0.5 + 0 = 3.5 points on Oct 16 ($3.5 \div 4 = 87.5\%$). The weekly log rises across separate sessions (50% → 62.5% → 87.5%). The same day's fatigue check, Oct 23, instead falls within one sitting: $4 \div 4 = 100\%$ (Early), $3 \div 4 = 75\%$ (Mid), $2.5 \div 4 = 62.5\%$ (Late). Nothing on this page says why the within-sitting pattern is different from the across-week trend; that is a team conversation.