

PRESCHOOL

BENCHMARK BOOKLET

RECOMMENDED SUBESTS AND TARGETS

Name: _____

School Year: _____

Student ID: _____

Teacher: _____

School: _____

	Beginning of Year (BOY) DATE: _____		Middle of Year (MOY) DATE: _____		End of Year (EOY) DATE: _____	
DDM Targets	Score	Status	Score	Status	Score	Status
Phonemic Awareness (PA)						
PA First Sounds		Benchmark and risk cut points currently not available		Benchmark and risk cut points currently not available		○ Benchmark (10) ○ Mod. Risk (1-9) ○ High Risk (-)
PA Continuous Phoneme Blending		Benchmark and risk cut points currently not available		Benchmark and risk cut points currently not available		○ Benchmark (6) ○ Mod. Risk (2-5) ○ High Risk (0-1)
Orthographic Mapping (OM)						
OM Letter Sounds		Benchmark and risk cut points currently not available		Benchmark and risk cut points currently not available		○ Benchmark (5) ○ Mod. Risk (0-4) ○ High Risk (-)
OM Letter Names (NORMS)		Benchmark and risk cut points currently not available		Benchmark and risk cut points currently not available		○ Not at Risk (5) - 40th Percentile ○ Mod. Risk (0-1) - 16th Percentile ○ High Risk (-) - 10th Percentile
NLM Listening Targets	Score	Status	Score	Status	Score	Status
NLM Retell		Benchmark and risk cut points currently not available		Benchmark and risk cut points currently not available		○ Benchmark (6) ○ Mod. Risk (4-5) ○ High Risk (0-3)
NLM Questions		Benchmark and risk cut points currently not available		Benchmark and risk cut points currently not available		Benchmark and risk cut points currently not available
Personal Generation*		Benchmark and risk cut points currently not available		Benchmark and risk cut points currently not available		Benchmark and risk cut points currently not available

*Optional targets

MODERATE RISK

HIGH RISK

For students identified as moderate or high risk, please refer to the Risk Recommendations Flowchart in the CUBED-3 Manual.

▶ **TARGET: Phoneme Segmentation****SCRIPT**

SAY: "Tell me all the sounds in 'to'."

If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'.

If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right. The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in ____."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ 0 1 2

so	/s/ /ō/	0	1	2			
key	/k/ /ē/	0	1	2			
pain	/p/ /ā/ /n/	0	1	2	3		
dog	/d/ /o/ /g/	0	1	2	3		
bought	/b/ /o/ /t/	0	1	2	3		
gas	/g/ /a/ /s/	0	1	2	3		
last	/l/ /a/ /s/ /t/	0	1	2	3		4
spice	/s/ /p/ /ī/ /s/	0	1	2	3		4
blame	/b/ /l/ /ā/ /m/	0	1	2	3		4
pest	/p/ /e/ /s/ /t/	0	1	2	3	4	

PHONEME SEGMENTATION
SCORE = 32

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'."

If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'.

If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word ____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	2
First two sounds together	1
Incorrect	0

boat	/b/	0	1	2
jet	/j/	0	1	2
cut	/c/	0	1	2
rot	/r/	0	1	2
net	/n/	0	1	2
pail	/p/	0	1	2
last	/l/	0	1	2
dump	/d/	0	1	2
stop	/s/	0	1	2
grub	/g/	0	1	2

FIRST SOUNDS
SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/." Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	2
Held 1 sound too long	1
Held 2+ sounds too long	0

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	0	1	2
sin	0	1	2
moose	0	1	2
main	0	1	2
snow	0	1	2

CONTINUOUS PHONEME
BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Segmentation	—	14	27	29	30	30	30
First Sounds	10	16	19	19	19	19	19
Continuous Phoneme Blending	6	7	10	10	10	10	10

Response Pattern

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

▶ TARGET: Letter Names

SCRIPT

Display Letter Names from benchmark student stimulus book.

SAY: "Letters have names." Point to the 'O'

SAY: "The name of this letter is /ō/. Say /ō/."

SAY: "All these letters have names. I want you to tell me the names of these letters."

Point to the first letter 't'. SAY: "Go."

🕒 Start the 2 minute timer.

Corrective Prompt (2x max):

"Tell me the name of the letter."

SCORING: Put a slash (/) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 1 minute, place bracket () after last letter name student says. **Do not score the letter 'O' used in the demo.** If student doesn't know any letter names in the first row, SAY: "Look at the rest of these letters and tell me the ones that you know."

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES
SCORE = 52

TARGET: Letter Sounds

SCRIPT

Display Letter Sounds from benchmark student stimulus book.

SAY: "Letters make sounds." Point to the 'M'.

"The sound this letter makes is /mmm/. Say /mmm/."

"Tell me the sound this letter makes." Point to the 'M'.

If student says /mmm/, SAY: "That's right. This letter says /mmm/."

If student gives a different response, SAY: "The sound this letter makes is /mmm/. Now you say the sound this letter makes." If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.

SAY: "I want you to tell me the sounds these letters make. If you don't know a sound, that's OK. Just keep going."

Point to the first letter 'h'. SAY: "Go."

🕒 Start the 1 minute timer.

Corrective Prompt (2x max):

"Tell me the sound the letter makes."

SCORING: Put a slash (/) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for 'g'). After 1 minute, place bracket () after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. **Do not score the letter 'M' used in the demo.** If student doesn't know any letter sounds in the first row, SAY: "Look at the rest of these letters. Tell me the sounds of the letters that you know."

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	C	Th	Qu	Wh			

LETTER SOUNDS
SCORE = 61

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

SCRIPT

☐ illustrations ☐ No illustrations

SAY: “I’m going to tell you a story. When I’m done, you are going to tell me the *exact* same story, and I’m going to ask you some questions. Listen *very* carefully. Are you ready?”

Last week, Morgan was waiting in the doctor’s office. She was there because she was sick. Morgan’s throat hurt. She had a terrible cough. She was sad because she did not like being sick. When the nice doctor came into the room, Morgan said, “I need help. Can I get some medicine to make me feel better?” The doctor gave her some medicine. Then Morgan was better. Her cough quickly went away.

Start audio recorder

SAY: “Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story.”

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: “**Are you finished?**” Acceptable prompts (up to 3x): “**Just tell me the story with the parts you remember.**” If it appears the student isn’t telling a story, SAY: “**Remember, tell it to me like a story.**”

Continue to Questions section. When test is complete, listen to audio to finish scoring.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Morgan / any name	②	a girl / the girl	①
Setting	sitting in the doctor’s office	②	waiting / doctor’s office / at the doctor	①
Problem (P)	was sick / throat hurt / had a bad cough	②	felt bad / throat	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked for medicine / said, “Can I get medicine?”	②	said to doctor / asked for help	①
Consequence (C)	doctor gave her some medicine	②	helped her / medicine	①
Ending (E)	felt better / cough went away	②	did it / good job	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
select one		
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		① ① ①
when		① ① ①
after		① ① ①

VOCABULARY COMPLEXITY (VC)			SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words			
terrible	①	nice	①
	①		①
		quickly	①
			①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	
Where was Morgan in the beginning of the story?	②	①	①	
Why was Morgan sad?	②	①	①	
What did Morgan do to fix the problem?	②	①	①	
How did the story end?	②	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Morgan will do the next time she gets sick?	②	①	①	
Why do you think that?	①	①	①	
1 pt = uses background knowledge				

PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Morgan was sad she was sick. Tell me a story about a time when you were sick.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL
SCORE

Combine: NDC + EC1 +
SC + VC

+ NLM QUESTIONS
SCORE

Combine: F + IR

= NLM LISTENING
COMPOSITE
SCORE

SCRIPT

☐ illustrations ☐ No illustrations

SAY: “I’m going to tell you a story. When I’m done, you are going to tell me the *exact* same story, and I’m going to ask you some questions. Listen *very* carefully. Are you ready?”

Yesterday, Miguel was running in his house. He was going fast because his older brother was chasing him. Miguel tripped. He stumbled over some trucks on the floor. Miguel was sad because he fell down. He nicely said to his brother, “Wait! I fell. Will you help me clean this up?” Then his brother helped put the trucks away. After they cleaned up, Miguel and his brother kept chasing each other.

Start audio recorder

SAY: “Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story.”

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: “**Are you finished?**” Acceptable prompts (up to 3x): “**Just tell me the story with the parts you remember.**” If it appears the student isn’t telling a story, SAY: “**Remember, tell it to me like a story.**”

Continue to Questions section. When test is complete, listen to audio to finish scoring.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Miguel / any name	②	a boy / the boy	①
Setting	running in the house / playing chase in the house	②	running / house / chasing	①
Problem (P)	tripped on the trucks / fell down	②	got hurt / trucks on the floor	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked brother to help / said, “Can you help?”	②	said to his brother / asked him	①
Consequence (C)	helped put the trucks away / picked up the trucks	②	helped / cleaned up	①
Ending (E)	had fun chasing each other	②	played	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	select one	②
P+C+E -or- P+A+E		③
P+A+C		④
P+A+C+E		⑤

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)				SCORE	
1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words					
stumbled	①	older	①	nicely	①
	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	①
Where was Miguel in the beginning of the story?	②	①	①	①
Why was Miguel sad?	②	①	①	①
What did Miguel do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Miguel will do the next time he is done playing with his trucks?	②	①	①	①
Why do you think that?	①	①	①	①
1 pt = uses background knowledge				

PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Miguel was sad because he fell down. Tell me a story about a time when you got hurt.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL
SCORE

Combine: NDC + EC1 +
SC + VC

+ NLM QUESTIONS
SCORE

Combine: F + IR

= NLM LISTENING
COMPOSITE
SCORE

SCRIPT

☐ illustrations ☐ No illustrations

SAY: “I’m going to tell you a story. When I’m done, you are going to tell me the *exact* same story, and I’m going to ask you some questions. Listen *very* carefully. Are you ready?”

One day, Lee picked out a sticker at school. He got it because he followed his teacher’s directions. Lee’s sticker fell off. It wasn’t sticky enough. It would not stay on his hand. He was mad because his sticker kept slipping off. Then Lee saw his teacher. He kindly asked her for a different one. His teacher said, “Yes. You can have one more.” After Lee got another sticker, it stayed on his hand.

Start audio recorder

SAY: “Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story.”

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: “**Are you finished?**” Acceptable prompts (up to 3x): “**Just tell me the story with the parts you remember.**” If it appears the student isn’t telling a story, SAY: “**Remember, tell it to me like a story.**”

Continue to Questions section. When test is complete, listen to audio to finish scoring.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Lee / any name	②	a boy / the boy	①
Setting	picked out a sticker at school	②	picked out a sticker / at school	①
Problem (P)	sticker would not stay on / sticker wasn’t sticky enough	②	not sticky / fall off / didn’t work	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked teacher for different one / said, “Can I have another?”	②	got help / asked teacher	①
Consequence (C)	teacher said can have another / he got another sticker	②	teacher said ‘OK’ / she did it	①
Ending (E)	It stayed on his hand / sticker was sticky	②	good sticker / it worked	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
select one		
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

SENTENCE COMPLEXITY (SC)		SCORE
then	①	
because	①①①	
when	①①①	
after	①①①	

VOCABULARY COMPLEXITY (VC)			SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words			
slipping	①	different	①
	①		①
		kindly	①
			①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	
Where was Lee in the beginning of the story?	②	①	①	
Why was Lee mad?	②	①	①	
What did Lee do to fix the problem?	②	①	①	
How did the story end?	②	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Lee will do the next time he has a problem in school?	②	①	①	
Why do you think that?	①	①	①	
1 pt = uses background knowledge				

PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Lee was mad his sticker didn’t stay on his hand. Tell me a story about a time when you had something break.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL
SCORE

Combine: NDC + EC1 +
SC + VC

+ NLM QUESTIONS
SCORE

Combine: F + IR

= NLM LISTENING
COMPOSITE
SCORE

▶ **TARGET: Phoneme Segmentation****SCRIPT**

SAY: "Tell me all the sounds in 'to'."

If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'.

If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right. The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in ____."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ 0 1 2

so	/s/ /ō/	0	1	2			
key	/k/ /ē/	0	1	2			
pain	/p/ /ā/ /n/	0	1	2		3	
dog	/d/ /o/ /g/	0	1	2		3	
bought	/b/ /o/ /t/	0	1	2		3	
gas	/g/ /a/ /s/	0	1	2		3	
last	/l/ /a/ /s/ /t/	0	1	2		3	4
spice	/s/ /p/ /ī/ /s/	0	1	2		3	4
blame	/b/ /l/ /ā/ /m/	0	1	2		3	4
pest	/p/ /e/ /s/ /t/	0	1	2	3	4	

PHONEME SEGMENTATION
SCORE = 32

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'."

If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'.

If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word ____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	2
First two sounds together	1
Incorrect	0

boat	/b/	0	1	2
jet	/j/	0	1	2
cut	/c/	0	1	2
rot	/r/	0	1	2
net	/n/	0	1	2
pail	/p/	0	1	2
last	/l/	0	1	2
dump	/d/	0	1	2
stop	/s/	0	1	2
grub	/g/	0	1	2

FIRST SOUNDS
SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'."
(~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."
Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	2
Held 1 sound too long	1
Held 2+ sounds too long	0

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	0	1	2
sin	0	1	2
moose	0	1	2
main	0	1	2
snow	0	1	2

CONTINUOUS PHONEME
BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Segmentation	—	14	27	29	30	30	30
First Sounds	10	16	19	19	19	19	19
Continuous Phoneme Blending	6	7	10	10	10	10	10

Response Pattern

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds
- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

TARGET: Letter Names

SCRIPT
Display Letter Names from benchmark student stimulus book.
SAY: "Letters have names." Point to the 'O'
SAY: "The name of this letter is /ō/. Say /ō/."
SAY: "All these letters have names. I want you to tell me the names of these letters."
Point to the first letter 't'. SAY: "Go."
🕒 Start the 2 minute timer.
Corrective Prompt (2x max):
"Tell me the name of the letter."

SCORING: Put a slash (/) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 1 minute, place bracket () after last letter name student says. **Do not score the letter 'O' used in the demo.** If student doesn't know any letter names in the first row, SAY: "Look at the rest of these letters and tell me the ones that you know."

<div>O</div>	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

TARGET: Letter Sounds

SCRIPT
Display Letter Sounds from benchmark student stimulus book.
SAY: "Letters make sounds." Point to the 'M'.
"The sound this letter makes is /mmm/. Say /mmm/."
"Tell me the sound this letter makes." Point to the 'M'.
If student says /mmm/, SAY: "That's right. This letter says /mmm/."
If student gives a different response, SAY: "The sound this letter makes is /mmm/. Now you say the sound this letter makes." If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.
SAY: "I want you to tell me the sounds these letters make. If you don't know a sound, that's OK. Just keep going."
Point to the first letter 'h'. SAY: "Go."
🕒 Start the 1 minute timer.
Corrective Prompt (2x max):
"Tell me the sound the letter makes."

SCORING: Put a slash (/) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for 'g'). After 1 minute, place bracket () after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. **Do not score the letter 'M' used in the demo.** If student doesn't know any letter sounds in the first row, SAY: "Look at the rest of these letters. Tell me the sounds of the letters that you know."

<div>M</div>	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	C	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

SCRIPT

☐ illustrations ☐ No illustrations

SAY: “I’m going to tell you a story. When I’m done, you are going to tell me the *exact* same story, and I’m going to ask you some questions. Listen *very* carefully. Are you ready?”

Yesterday Rachel was at a store. She was holding a balloon. Rachel’s mom bought it for her because she had been good. When they walked outside, the big balloon swiftly rose up in the sky. Rachel was sad because her balloon floated away. She said to her mom, “Oh no! Can I get another balloon?” Then her mom bought her another balloon. Rachel held onto this one. It did not float away.

Start audio recorder

SAY: “Thanks for listening. Now you tell me that *exact* same story. Try to include as many details as you can in your story.”

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: “**Are you finished?**” Acceptable prompts (up to 3x): “**Just tell me the story with the parts you remember.**” If it appears the student isn’t telling a story, SAY: “**Remember, tell it to me like a story.**”

Continue to Questions section. When test is complete, listen to audio to finish scoring.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Rachel / any name	②	a girl / the girl	①
Setting	playing with balloon at store / holding a balloon in store	②	playing with balloon / store / got a balloon	①
Problem (P)	her balloon floated away / it flew up in the sky	②	balloon gone / flew away	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked mom for another one / “Can I get another one?”	②	asked mom / wanted one	①
Consequence (C)	bought another balloon	②	got another one	①
Ending (E)	held onto the balloon / it did not float away	②	held it / did not float away	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)	SCORE
P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE
then	①
because	①①①
when	①①①
after	①①①

VOCABULARY COMPLEXITY (VC)	SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words	
rose ① big ① swiftly ①	
① ① ①	

NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①	① ① ①	
Where was Rachel in the beginning of the story?	② ① ①	① ① ①	
Why was Rachel sad?	② ① ①	① ① ①	
What did Rachel do to fix the problem?	② ① ①	① ① ①	
How did the story end?	② ① ①	① ① ①	

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Rachel will do the next time she goes outside with a balloon?	② ① ①	① ① ①	
Why do you think that?	① ① ①	① ① ①	
1 pt = uses background knowledge			

PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Rachel was sad because her balloon floated away. Tell me a story about a time when you lost something.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC + EC1 + SC + VC		Combine: F + IR		

SCRIPT

☐ illustrations ☐ No illustrations

SAY: “I’m going to tell you a story. When I’m done, you are going to tell me the *exact* same story, and I’m going to ask you some questions. Listen *very* carefully. Are you ready?”

One time, Cindy was running at school. She was going fast because she was playing tag with her friends. Cindy tripped and fell. She scuffed her hands and knees. She was sad because she got hurt. Then Cindy rapidly ran to her teacher. She said, “I fell. I need some help.” Her helpful teacher put band-aides on her hands and knees. After Cindy got some band-aides, she played tag again.

Start audio recorder

SAY: “Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story.”

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: “**Are you finished?**” Acceptable prompts (up to 3x): “**Just tell me the story with the parts you remember.**” If it appears the student isn’t telling a story, SAY: “**Remember, tell it to me like a story.**”

Continue to Questions section. When test is complete, listen to audio to finish scoring.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Cindy / any name	②	a girl / the girl	①
Setting	running at school / playing tag at school	②	running / at school / playing with friends	①
Problem (P)	tripped and fell / scraped her hands	②	got hurt / fell / tripped	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	went to her teacher for help / said, “I need some help”	②	got help / asked teacher	①
Consequence (C)	her teacher fixed her hands / put band-aides on her	②	helped her / fixed it	①
Ending (E)	played tag with her friends	②	played	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)	SCORE
P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE
then	①
because	① ① ①
when	① ① ①
after	① ① ①

VOCABULARY COMPLEXITY (VC)	SCORE
scuffed	①
helpful	①
quickly	①

NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	① ①	③
Where was Cindy in the beginning of the story?	②	① ①	③
Why was Cindy sad?	②	① ①	③
What did Cindy do to fix the problem?	②	① ①	③
How did the story end?	②	① ①	③

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Cindy will do the next time she is playing tag?	② ① ①	① ①	③
Why do you think that?	①	① ①	③

PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Cindy was sad because she fell down. Tell me a story about a time when you got hurt.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL
SCORE

Combine: NDC + EC1 +
SC + VC

+ NLM QUESTIONS
SCORE

Combine: F + IR

= NLM LISTENING
COMPOSITE
SCORE

SCRIPT

☐ illustrations ☐ No illustrations

SAY: “I’m going to tell you a story. When I’m done, you are going to tell me the *exact* same story, and I’m going to ask you some questions. Listen *very* carefully. Are you ready?”

Yesterday, Sean was in his bedroom. He was getting bundled up because he wanted to play in the snow. He put on warm clothes. When Sean went to get his mittens, he couldn’t find them. He was mad because he needed them. He said to his mom, “Please help. I can’t find my mittens.” Then Sean’s mom found his mittens under a bed. Sean quickly put them on. He was warm playing in the snow.

Start audio recorder

SAY: “Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story.”

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: “**Are you finished?**” Acceptable prompts (up to 3x): “**Just tell me the story with the parts you remember.**” If it appears the student isn’t telling a story, SAY: “**Remember, tell it to me like a story.**”

Continue to Questions section. When test is complete, listen to audio to finish scoring.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Sean / any name	②	a boy / the boy	①
Setting	getting dressed in his bedroom	②	getting dressed / bedroom	①
Problem (P)	couldn’t find his mittens	②	needed mittens	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked mom for help / said, “Can you help me?”	②	said to mom / got help	①
Consequence (C)	mom found his mittens / they were under a bed	②	found them / she helped him	①
Ending (E)	put mittens on / was warm playing in the snow	②	played / got them	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
select one		
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

SENTENCE COMPLEXITY (SC)		SCORE
then	①	
because	①①①	
when	①①①	
after	①①①	

VOCABULARY COMPLEXITY (VC)		SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words		
bundled up	①	
warm	①	
quickly	①	

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	
Where was Sean in the beginning of the story?	②	①	①	
Why was Sean mad?	②	①	①	
What did Sean do to fix the problem?	②	①	①	
How did the story end?	②	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Sean will do with his mittens when he is done with them?	②	①	①	
Why do you think that?	①	①	①	
1 pt = uses background knowledge				

PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Sean was mad he couldn’t find his mittens. Tell me a story about a time when you couldn’t find something.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL
SCORE

Combine: NDC + EC1 +
SC + VC

+ NLM QUESTIONS
SCORE

Combine: F + IR

= NLM LISTENING
COMPOSITE
SCORE

▶ **TARGET: Phoneme Segmentation****SCRIPT**

SAY: "Tell me all the sounds in 'to'."

If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'.

If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right. The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:
"Tell me all the sounds in ____."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ 0 1 2

so	/s/ /ō/	0	1	2		
key	/k/ /ē/	0	1	2		
pain	/p/ /ā/ /n/	0	1	2	3	
dog	/d/ /o/ /g/	0	1	2	3	
bought	/b/ /o/ /t/	0	1	2	3	
gas	/g/ /a/ /s/	0	1	2	3	
last	/l/ /a/ /s/ /t/	0	1	2	3	4
spice	/s/ /p/ /ī/ /s/	0	1	2	3	4
blame	/b/ /l/ /ā/ /m/	0	1	2	3	4
pest	/p/ /e/ /s/ /t/	0	1	2	3	4

PHONEME SEGMENTATION
SCORE = 32

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'."

If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'.

If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:
"What is the first sound you hear in the word ____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	2
First two sounds together	1
Incorrect	0

boat	/b/	0	1	2
jet	/j/	0	1	2
cut	/c/	0	1	2
rot	/r/	0	1	2
net	/n/	0	1	2
pail	/p/	0	1	2
last	/l/	0	1	2
dump	/d/	0	1	2
stop	/s/	0	1	2
grub	/g/	0	1	2

FIRST SOUNDS
SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'."
(~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."
Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	2
Held 1 sound too long	1
Held 2+ sounds too long	0

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	0	1	2
sin	0	1	2
moose	0	1	2
main	0	1	2
snow	0	1	2

CONTINUOUS PHONEME
BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Segmentation	—	14	27	29	30	30	30
First Sounds	10	16	19	19	19	19	19
Continuous Phoneme Blending	6	7	10	10	10	10	10

Response Pattern

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

TARGET: Letter Names

SCRIPT

Display Letter Names from benchmark student stimulus book.

SAY: "Letters have names." Point to the 'O'

SAY: "The name of this letter is /ō/. Say /ō/."

SAY: "All these letters have names. I want you to tell me the names of these letters."

Point to the first letter 't'. SAY: "Go."

Start the 2 minute timer.

Corrective Prompt (2x max):
"Tell me the name of the letter."

SCORING: Put a slash (/) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 1 minute, place bracket () after last letter name student says. Do not score the letter 'O' used in the demo. If student doesn't know any letter names in the first row, SAY: "Look at the rest of these letters and tell me the ones that you know."

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

TARGET: Letter Sounds

SCRIPT

Display Letter Sounds from benchmark student stimulus book.

SAY: "Letters make sounds." Point to the 'M'.

"The sound this letter makes is /mmm/. Say /mmm/."

"Tell me the sound this letter makes." Point to the 'M'.

If student says /mmm/, SAY: "That's right. This letter says /mmm/."

If student gives a different response, SAY: "The sound this letter makes is /mmm/. Now you say the sound this letter makes." If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.

SAY: "I want you to tell me the sounds these letters make. If you don't know a sound, that's OK. Just keep going."

Point to the first letter 'h'. SAY: "Go."

Start the 1 minute timer.

Corrective Prompt (2x max):
"Tell me the sound the letter makes."

SCORING: Put a slash (/) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for 'g'). After 1 minute, place bracket () after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter 'M' used in the demo. If student doesn't know any letter sounds in the first row, SAY: "Look at the rest of these letters. Tell me the sounds of the letters that you know."

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	C	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

SCRIPT

☐ illustrations ☐ No illustrations

SAY: “I’m going to tell you a story. When I’m done, you are going to tell me the *exact* same story, and I’m going to ask you some questions. Listen *very* carefully. Are you ready?”

Yesterday, Tim and his friend were at his house. They were playing hide and seek. Tim hid in the closet. When his friend searched for him, Tim sneezed. He was mad because his friend easily found him. Tim asked if he could hide again because his loud sneeze gave him away. His friend said, “Sure. Go hide. I’ll count again.” Then it took his friend a long time to find him.

Start audio recorder

SAY: “Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story.”

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: “**Are you finished?**” Acceptable prompts (up to 3x): “**Just tell me the story with the parts you remember.**” If it appears the student isn’t telling a story, SAY: “**Remember, tell it to me like a story.**”

Continue to Questions section. When test is complete, listen to audio to finish scoring.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Tim / any name	②	a boy / the boy	①
Setting	played hide and seek in the house	②	playing hide and seek / house / playing	①
Problem (P)	he sneezed and got found / found him quickly	②	it was bad	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked if he could hide again / said “Can we play again?”	②	asked his friend	①
Consequence (C)	they played again / friend said, “Sure, I’ll count.”	②	friend talked / counted	①
Ending (E)	it took a long time to find him	②	they played / did it	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)	SCORE
P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE
then	①
because	①①①
when	①①①
after	①①①

VOCABULARY COMPLEXITY (VC)			SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words			
searched	①	loud	①
	①		①
		easily	①
			①

NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	① ① ①	
Where was Tim in the beginning of the story?	②	① ① ①	
Why was Tim mad?	②	① ① ①	
What did Tim do to fix the problem?	②	① ① ①	
How did the story end?	②	① ① ①	

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Tim will do the next time he hides?	② ① ①		
Why do you think that?		① ① ①	
1 pt = uses background knowledge			

PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Tim was mad he lost a game. Tell me a story about a time when you lost a game.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE

Combine: NDC + EC1 + SC + VC

+

NLM QUESTIONS SCORE

Combine: F + IR

=

NLM LISTENING COMPOSITE SCORE

SCRIPT

☐ illustrations ☐ No illustrations

SAY: “I’m going to tell you a story. When I’m done, you are going to tell me the *exact* same story, and I’m going to ask you some questions. Listen *very* carefully. Are you ready?”

Last week Carlos was at the store. He was getting some ice cream because it was a special day. When Carlos got his ice cream cone, he wasn’t careful. It toppled to the floor. He was mad because his ice cream was ruined. Carlos said, “My ice cream fell. Can I get another one?” Then Carlos’ dad bought him another one. He carefully ate his ice cream cone. It was delicious.

Start audio recorder

SAY: “Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story.”

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: “**Are you finished?**” Acceptable prompts (up to 3x): “**Just tell me the story with the parts you remember.**” If it appears the student isn’t telling a story, SAY: “**Remember, tell it to me like a story.**”

Continue to Questions section. When test is complete, listen to audio to finish scoring.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Carlos / any name	②	a boy / the boy	①
Setting	getting ice cream at the store	②	getting ice cream / at store	①
Problem (P)	ice cream was ruined / ice cream fell on the floor	②	it fell / dropped it / not careful	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked dad for another / said, “Can I get another?”	②	asked dad / another one	①
Consequence (C)	bought him another ice cream cone	②	got more / did it	①
Ending (E)	carefully ate his ice cream / ice cream was delicious	②	ate it / it was good	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)	SCORE
P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE
then	①
because	①①①
when	①①①
after	①①①

VOCABULARY COMPLEXITY (VC)	SCORE
special	①
toppled	①
carefully	①

NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①
Where was Carlos in the beginning of the story?	②	①	①
Why was Carlos mad?	②	①	①
What did Carlos do to fix the problem?	②	①	①
How did the story end?	②	①	①

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Carlos will do the next time he is eating an ice cream cone?	②	①	①
Why do you think that?	①	①	①

PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Carlos was mad he dropped his ice cream. Tell me a story about a time when you dropped something.”
If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL
SCORE

Combine: NDC + EC1 +
SC + VC

+ NLM QUESTIONS
SCORE

Combine: F + IR

= NLM LISTENING
COMPOSITE
SCORE

SCRIPT

☐ illustrations ☐ No illustrations

SAY: “I’m going to tell you a story. When I’m done, you are going to tell me the *exact* same story, and I’m going to ask you some questions. Listen *very* carefully. Are you ready?”

One day, Sydney was roller-skating in her driveway. Her friend was with her. Sydney hit a huge bump and fell down. She scraped her hand. She was sad because it hurt. Then Sydney painfully said, “Help me! I fell down. Look at my hand!” After her friend helped her up, they stayed away from the bump. Sydney and her friend had fun roller-skating together because they avoided the bump. They skated for a long time.

Start audio recorder

SAY: “Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story.”

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: “**Are you finished?**” Acceptable prompts (up to 3x): “**Just tell me the story with the parts you remember.**” If it appears the student isn’t telling a story, SAY: “**Remember, tell it to me like a story.**”

Continue to Questions section. When test is complete, listen to audio to finish scoring.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Sydney / any name	②	a girl / the girl	①
Setting	roller-skating in the driveway	②	roller skating / driveway	①
Problem (P)	scraped her hand / hit a bump and fell down	②	hit it / got hurt	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked friend to help her / said, “please help me”	②	asked friend / got help	①
Consequence (C)	friend helped her up	②	got up / hold her	①
Ending (E)	stayed away from bump / had fun skating	②	kept skating / no more bump	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	select one	②
P+C+E -or- P+A+E		③
P+A+C		④
P+A+C+E		⑤

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)				SCORE	
1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words					
avoided	①	huge	①	painfully	①
	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	
Where was Sydney in the beginning of the story?	②	①	①	
Why was Sydney sad?	②	①	①	
What did Sydney do to fix the problem?	②	①	①	
How did the story end?	②	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Sydney will do the next time she roller skates in her driveway?	②	①	①	
Why do you think that?	①	①	①	
1 pt = uses background knowledge				

PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Morgan was sad she was sick. Tell me a story about a time when you were sick.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC + EC1 + SC + VC		Combine: F + IR		