

KINDERGARTEN

BENCHMARK BOOKLET

RECOMMENDED SUBESTS AND TARGETS

Name: _____

School Year: _____

Student ID: _____

Teacher: _____

School: _____

		Beginning of Year (BOY)		Middle of Year (MOY)		End of Year (EOY)	
		DATE: _____		DATE: _____		DATE: _____	
Phonemic Awareness	DDM Targets	Score	Status	Score	Status	Score	Status
	PA Phoneme Segmentation		<div><div><input type="radio"/> Benchmark (14)</div><div><input type="radio"/> Mod. Risk (2-13)</div><div><input type="radio"/> High Risk (0-1)</div></div>		<div><div><input type="radio"/> Benchmark (27)</div><div><input type="radio"/> Mod. Risk (20-26)</div><div><input type="radio"/> High Risk (0-19)</div></div>		<div><div><input type="radio"/> Benchmark (29)</div><div><input type="radio"/> Mod. Risk (27-28)</div><div><input type="radio"/> High Risk (0-26)</div></div>
	PA Phoneme Blending				<div><div><input type="radio"/> Benchmark (4)</div><div><input type="radio"/> Mod. Risk (3)</div><div><input type="radio"/> High Risk (0-2)</div></div>		<div><div><input type="radio"/> Benchmark (4)</div><div><input type="radio"/> Mod. Risk (3)</div><div><input type="radio"/> High Risk (0-2)</div></div>
	PA First Sounds*		<div><div><input type="radio"/> Benchmark (16)</div><div><input type="radio"/> Mod. Risk (10-15)</div><div><input type="radio"/> High Risk (0-9)</div></div>		<div><div><input type="radio"/> Benchmark (19)</div><div><input type="radio"/> Mod. Risk (16-18)</div><div><input type="radio"/> High Risk (0-15)</div></div>		<div><div><input type="radio"/> Benchmark (19)</div><div><input type="radio"/> Mod. Risk (17-18)</div><div><input type="radio"/> High Risk (0-16)</div></div>
	PA Cont. Phoneme Blending*		<div><div><input type="radio"/> Benchmark (7)</div><div><input type="radio"/> Mod. Risk (3-6)</div><div><input type="radio"/> High Risk (0-2)</div></div>		<div><div><input type="radio"/> Benchmark (10)</div><div><input type="radio"/> Mod. Risk (9)</div><div><input type="radio"/> High Risk (0-8)</div></div>		<div><div><input type="radio"/> Benchmark (10)</div><div><input type="radio"/> Mod. Risk (–)</div><div><input type="radio"/> High Risk (0-9)</div></div>
Orthographic Mapping	OM Irregular Words				<div><div><input type="radio"/> Benchmark (7)</div><div><input type="radio"/> Mod. Risk (4-6)</div><div><input type="radio"/> High Risk (0-3)</div></div>		<div><div><input type="radio"/> Benchmark (12)</div><div><input type="radio"/> Mod. Risk (8-11)</div><div><input type="radio"/> High Risk (0-7)</div></div>
	OM Letter Sounds		<div><div><input type="radio"/> Benchmark (5)</div><div><input type="radio"/> Mod. Risk (0-4)</div><div><input type="radio"/> High Risk (0-9)</div></div>		<div><div><input type="radio"/> Benchmark (15)</div><div><input type="radio"/> Mod. Risk (6-14)</div><div><input type="radio"/> High Risk (0-5)</div></div>		<div><div><input type="radio"/> Benchmark (30)</div><div><input type="radio"/> Mod. Risk (19-29)</div><div><input type="radio"/> High Risk (0-18)</div></div>
	OM Letter Names (NORMS)		<div><div><input type="radio"/> Not at Risk (10) - 40th Percentile</div><div><input type="radio"/> Mod. Risk (3) - 16th Percentile</div><div><input type="radio"/> Low Risk (0-1) - 10th Percentile</div></div>		<div><div><input type="radio"/> Not at Risk (25) - 40th Percentile</div><div><input type="radio"/> Mod. Risk (14) - 16th Percentile</div><div><input type="radio"/> High Risk (0-11) - 10th Percentile</div></div>		<div><div><input type="radio"/> Not at Risk (50) - 40th Percentile</div><div><input type="radio"/> Mod. Risk (47) - 16th Percentile</div><div><input type="radio"/> High Risk (0-35) - 10th Percentile</div></div>
Decoding Inventory	DI Closed Syllables				<div><div><input type="radio"/> Benchmark (2)</div><div><input type="radio"/> Mod. Risk (1)</div><div><input type="radio"/> High Risk (0)</div></div>		<div><div><input type="radio"/> Benchmark (3)</div><div><input type="radio"/> Mod. Risk (2)</div><div><input type="radio"/> High Risk (0-1)</div></div>
	DI Vowel-Consonant-E**				No benchmarks or risk cut points until MOY First Grade		No benchmarks or risk cut points until MOY First Grade
	DI Basic Affixes**				No benchmarks or risk cut points until MOY First Grade		No benchmarks or risk cut points until MOY First Grade
	NLM Targets	Score	Status	Score	Status	Score	Status
	NLM Retell***		<div><div><input type="radio"/> Benchmark (7)</div><div><input type="radio"/> Mod. Risk (4-6)</div><div><input type="radio"/> High Risk (0-3)</div></div>		<div><div><input type="radio"/> Benchmark (10)</div><div><input type="radio"/> Mod. Risk (7-9)</div><div><input type="radio"/> High Risk (0-6)</div></div>		<div><div><input type="radio"/> Benchmark (11)</div><div><input type="radio"/> Mod. Risk (8-10)</div><div><input type="radio"/> High Risk (0-7)</div></div>
NLM Questions***		<div><div><input type="radio"/> Benchmark (14)</div><div><input type="radio"/> Mod. Risk (7-13)</div><div><input type="radio"/> High Risk (0-6)</div></div>		<div><div><input type="radio"/> Benchmark (18)</div><div><input type="radio"/> Mod. Risk (14-17)</div><div><input type="radio"/> High Risk (0-13)</div></div>		<div><div><input type="radio"/> Benchmark (18)</div><div><input type="radio"/> Mod. Risk (15-17)</div><div><input type="radio"/> High Risk (0-14)</div></div>	
Personal Generation**							

*Benchmark dependent subtest/target

**Optional target

***Use highest NLM Retell and NLM Questions from NLM Listening benchmarks administered

NOTE: Additional subtests and targets can be administered to further identify strengths and weaknesses. See the administration flowcharts in the manual.

MODERATE RISK
HIGH RISK

For students identified as moderate or high risk, please refer to the Risk Recommendations Flowchart that is 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/ /t/ /o/ 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/ /t/ /o/ ① ② ③

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

PHONEME SEGMENTATION
SCORE = 32

TARGET: Phoneme Blending

(skip greyed out target)

SCRIPT

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/.

If student **DOES NOT** say 'take', continue with script below.

SAY: "I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Lets do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	①	②
"/g/ - /l/ - /oo/"	glue	①	②
"/s/ - /ō/ - /p/"	soap	①	②
"/b/ - /r/ - /a/ - /d/"	brad	①	②
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	①	②

PHONEME BLENDING
SCORE = 5

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	①

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

Prompt as necessary:

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

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	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
Phoneme Blending	—	—	4	4	4	4	4
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

Next Target: Administer Letter Sounds.

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	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

TARGET: Irregular Words (do not administer grayed out target)

SCRIPT

Display Irregular Words from benchmark student stimulus book.

SAY: "Please read these words. If you don't know a word, that is OK. Just keep going."

Point to the first word 'the'.

Start the 1 minute timer.

SCORING: Put a slash (/) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 2 minutes, place bracket () after last word read. If student doesn't know any words in the first row, SAY: "Look at the rest of these words. Read the words you know."

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE = 54

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
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

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?"

Read primer story, word for word: "One day, Pablo went swimming. He remembered that his new cellphone was still in his pocket. He was scared that the lake water ruined his phone. He ran home to put his phone into a bowl of uncooked rice. Pablo knew that the rice could pull out the water and would help prevent more damage to his phone. After three days, Pablo checked to see if his phone still worked, and it worked perfectly."

SAY: "Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Pablo fix the problem?"

"What do you think the weather was like?"

SAY: "Now I'm going to tell you an even longer 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, Scott was trying to skateboard at the big park near his house. Scott was not having fun because he kept tumbling off his brand-new skateboard. He was constantly getting hurt, even though he was wearing protective gear that he put on his elbows and knees. The gear was supposed to keep him safe. Scott was really frustrated. He desperately wanted to skateboard without getting hurt, which seemed impossible to do. He finally decided to ask his nice, big brother, who was also at the park, for help. He said, "I don't know how to skateboard. Can you please help me learn how to skateboard because I keep falling down?" Then Scott's helpful brother said, "Sure! I can teach you. When you start going, quickly clasp my hand." After he held his brother's hand, Scott finally learned to balance on the skateboard. He diligently practiced for the rest of the day. He was happy because he didn't fall anymore.

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	Scott / any name	2	a boy / the boy	1	
Setting	skateboarding at the park	2	skateboarding / park	1	
Problem (P)	he kept falling off skateboard / he kept getting hurt	2	couldn't do it / fell down	1	
Feeling	frustrated / mad	2	didn't like it / cried	1	
Plan		-	decided / thought	1	
Attempt (A)	asked brother for help	2	talked to him / got help	1	
Consequence (C)	brother helped him balance / held his hand while riding	2	helped him / taught him	1	
Ending (E)	practiced all day / didn't fall anymore	2	did it / rode again	1	
End Feeling	happy	2	felt better / liked it	1	
EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
protective gear	1	keeps you safe	1	wear on elbows and knees	1
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		
(from 2 pt NDC section)		select one	because / so that	1	1
P+A -or- P+C -or- A+C	2		when / while	1	1
P+C+E -or- P+A+E	3		after / before	1	1
P+A+C	4		since/however/although/even though	1	1
P+A+C+E	5		(noun) that / which / who (e.g., gear that... / getting hurt which... / brother who...)	1	1
VOCABULARY COMPLEXITY (VC)					SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words					
tumbling	1	constantly	1	desperately	1
diligently	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 0
📍	Where was Scott in the beginning of the story?			2	1 0
👎	Why was Scott frustrated?			2	1 0
🔧	What did Scott do to fix the problem?			2	1 0
🏁	How did the story end?			2	1 0
🧐	What two things did you learn about protective gear from the story?			2	1 0
INFERENTIAL VOCABULARY (IV)					
		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE	
If A answer is similar to grey text, say: "What else does _____ mean?" Ask B question if A is answered incorrectly	A: Scott was tumbling off his skateboard. He kept getting hurt. What does tumble mean?			3	2
	B: Does tumble mean <u>to ride</u> or <u>to fall</u> ?			1	0
	A: Scott's brother told him to clasp his hand. Then he didn't fall. What does clasp mean?			3	2
	B: Does clasp mean <u>to hold</u> or <u>to hit</u> ?			1	0
	A: Scott diligently practiced. He finally learned to ride a skateboard. What does diligent mean?			3	2
	B: Does diligent mean <u>to work hard</u> or <u>to stop</u> ?			1	0
INFERENTIAL REASONING (IR)					
		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE	
Using clues from this story, how good at skateboarding do you think Scott's brother is?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0		
Using clues from this story, how many skateboards do you think Scott has ridden?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0		
Why do you think Scott's brother was at the park?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0		
PERSONAL GENERATION (OPTIONAL)					
SAY: "In this story, Scott was frustrated he kept falling. Tell me a story about a time when you got hurt." If the student doesn't tell a story, encourage them (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).					
NLM RETELL SCORE	7	+	NLM QUESTIONS SCORE	14	=
Combine: NDC+EDC+EC1+SC+VC		Combine: F+IV+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: Phoneme Blending****SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/.

If student DOES NOT say 'take', continue with script below.

SAY: "I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Lets do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	0	1
"/g/ - /l/ - /oo/"	glue	0	1
"/s/ - /ō/ - /p/"	soap	0	1
"/b/ - /r/ - /a/ - /d/"	brad	0	1
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	0	1

PHONEME BLENDING
SCORE = 5

▶ **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
Phoneme Blending	—	—	4	4	4	4	4
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: Irregular Words****SCRIPT**

Display Irregular Words from benchmark student stimulus book.

SAY: "Please read these words. If you don't know a word, that is OK. Just keep going."

Point to the first word 'the'.

🕒 Start the 1 minute timer.

▶ **Next Target:** Administer **Letter Sounds** even if Irregular Words benchmark is met. Exception: do not administer if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

SCORING: Put a slash (/) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket (]) after last word read. If student doesn't know any words in the first row, SAY: "Look at the rest of these words. Read the words you know."

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD
SCORE = 54

▶ **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."

▶ **Next Target (not at benchmark):** Administer **Letter Names** if benchmark is NOT met.

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	Ch	Th	Qu	Wh			

LETTER SOUNDS
SCORE = 61

▶ **TARGET: Letter Names** Administer if benchmark was NOT met on Letter Sounds above**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 2 minutes, 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

Benchmark Scores

Grade	Pre-K	Kindergarten				First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
Irregular Words	—	3	7	12	12	30	35	35	40	40	
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

Display appropriate Decoding Inventory page from benchmark student stimulus book.
For benchmark testing, only have student read words in the black box for each target.
For a more comprehensive inventory, have student read all words in each target.
SAY: "Please read these words. They are not real words." Point to the first word.
If student refuses to read, SAY: "I can't help you. Just try your best." Encourage 2x/word.
Corrective prompt (1x max): SAY: "Remember, these are not real words."

HOW TO SCORE

- Any acceptable sound should be counted as correct (e.g., /maIver/.../mIver/.../miver/)
- Underline entire word if blended correctly.
- Circle the bolded and underlined targets that the student blends correctly (read as one syllable).
- Target correct (underlined portion) = 1 point / Whole word correct = 1 point.

Response Patterns

- ☐ Says correct sounds and correctly blends
- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Does not blend (but says correct sounds)
- ☐ Says correct sounds but blends out of order
- ☐ Says correct sounds but blends with incorrect sound(s)
- ☐ Tracks incorrectly
- ☐ Attempts to recode nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other/notes: _____

TARGET: Closed Syllables (grades K.5+)WHOLE WORDS
BLENDED CORRECTLY = 6

min sal jom vun quim whav fap deg gib les pag rud tus baf shil het wan kex zick chom thuz vill cass noff

TARGET: Vowel-Consonant-E (grades 1.5+)WHOLE WORDS
BLENDED CORRECTLY = 6

naze gude mepe sule wonkide atane jime tebe goke fene vome rame sove

TARGET: Basic Affixes (grades 1.5+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 6

hezes pafed senest bruful temness premiv foting unron repog miver dutless giply

TARGET: Vowel Teams (grades 1.5+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

feep naig touv keat heag goupaik zay loak zoon soud wook poig shaw hieb roef zow bewk pauk

TARGET: Vowel-R-Controlled (grades 1.5+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

klar ner foarp mour lare lirparg tor wir ploor rark zair kear zur theer glier searc lourt vour slore

TARGET: Advanced Affixes (grades 2+)(skip greyed out targets) WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 6

mubtion discla gobic mavible gopture gepous bimog trizom nonplut zikable misdut transub uniuin virupt

TARGET: Complex Vowels (grades 2+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

vind nild zough keigh glaught kighdost vost grolld figh pight wought pouch klaugh

TARGET: Advanced Word Forms (grades 2.5+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

wecent smink lomb glistle ohong grombacent brism grunk mank ghosl fute

OPTIONAL TARGET: Multisyllabic Words in Context (grades 2.5+) Do not include in DI Composite ScoreCORRECT
TARGETS = 11

1. David made a new game. He called it Tembog . It used a lot of new words.	/tẽmbõg/	①
2. David played the game with a stick that he called a stodrun .	/stõdrun/ /stõdrun/	①
3. The game also used a big block with a hole in it that he called a goupaik .	/gowpāk/ /goopāk/ /gowpīk/ /goopīk/	①
4. A player throws the stick through the hole in the block. If they miss, it is called a lirparg .	/lirparg/	①
5. If you get the stick through the hole, that is called a kighdost . They get one point.	/kīdõst/ /kīdõst/	①
6. There are other people in the game called ungobers . They try to take the block away.	/ũngõbers/ /ũngõbers/	①
7. If they take the block away, then they get a second block called a bimudgeic .	/bīmũdgēk/ /bīmũdgīk/	①
8. If they take the block away again, then they get a golden block called a poughtigild .	/põtīgīld/ /põtīgīld/	①
9. If they take the block away a third time, then they get a glowing block called a grombacent .	/grombāsẽnt/ /grombāsẽnt/	①
10. Once anyone has a glowing block, they can exchange, or ponerate it for a very large block.	/põnẽrāt/ /põnẽrāt/	①
11. Each player on the team wears lirmarves to protect them, which are made out of foam.	/lirmarves/	①

SCRIPT

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?"

Read primer story, word for word: "Miranda was swinging in her backyard with her sister. She was upset because she was not swinging very high. She knew that gravity was keeping her close to the ground because she had learned in school that gravity pulls things down. Then, Miranda asked her sister, who was swinging a lot higher, for help. Her sister said, 'Move your legs back and forth when you swing.' After she talked to her sister, Miranda was able to swing incredibly high. She was so happy because she was better at swinging."

SAY: "Thanks for listening. Now you tell me that *exact* same story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Miranda fix the problem?"

"What do you think the weather was like?"

SAY: "Now I'm going to tell you an even longer 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 night, Jessie was in her room playing a new video game. The game was a present that she had just received. In this game you got to be a giant, hungry millipede, which is a long insect with hundreds of legs. But Jessie's mom told her to go to bed even though the game was not over. Jessie immediately got very angry because she wanted to keep playing. Then she took a deep breath and decided to ask her mom if she could finish the game. She pleasantly asked, "Can I please finish this level?" Jessie's mom, who was very kind, said, "After you pass this level, go right to bed. You have to wake up early in the morning." Jessie's nice mother permitted her to finish the game because she had asked politely. When she finished the game, Jessie was happy because she had finally beaten the tricky level. Then she obediently went to bed.

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	Jessie / any name	2	a girl / the sister	1	
Setting	playing in her room	2	playing / in her room	1	
Problem (P)	mom told her to go to bed / wanted to finish the game	2	didn't want to do it	1	
Feeling	sad / mad / angry	2	didn't like it / cried	1	
Plan		–	decided / thought	1	
Attempt (A)	asked mom to finish game / said "can I finish playing"	2	talked to her	1	
Consequence (C)	said could finish game / after game time for bed	2	let her do it / she said OK	1	
Ending (E)	finished playing / got to play / had lots fun / went right to bed	2	did it / slept	1	
End Feeling	happy	2	felt better / liked it	1	
EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
millipedes	1	long insect	1	hundreds of legs	1
EPISODE 1 COMPLEXITY (EC1)			SENTENCE COMPLEXITY (SC)		
(from 2 pt NDC section) select one			SCORE		
P+A -or- P+C -or- A+C	2		because / so that	1 1 1	
P+C+E -or- P+A+E	3		when / while	1 1 1	
P+A+C	4		after / before	1 1 1	
P+A+C+E	5		since/however/although/even though	1 1 1	
			(noun) that / which / who	1 1 1	
			(e.g., present that... / millipede which... / mom who...)		
VOCABULARY COMPLEXITY (VC)					SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words					
received	1	immediately	1	pleasantly	1
obediently	1		1	permitted	1

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE	
👤 Who was the story about?				2	1 0
📍 Where was Jessie in the beginning of the story?				2	1 0
👊 Why was Jessie angry?				2	1 0
🌟 What did Jessie do to fix the problem?				2	1 0
🏁 How did the story end?				2	1 0
📖 What two things did you learn about millipedes from the story?				2	1 0
INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE	
If A answer is similar to grey text, say: "What else does _____ mean?" Ask B question if A is answered incorrectly	A: The game wasn't completed . Jessie wanted to win. What does completed mean?			3	2
	B: Does completed mean <i>boring</i> or <i>finished</i> ?			1	0
	A: Jessie was permitted to play. Her mom said it was OK. What does permit mean?			3	2
	B: Does permit mean to <i>stop</i> or to <i>allow</i> ?			1	0
	A: Jessie was pleasant so her mom let her finish playing. What does pleasant mean?			3	2
	B: Does pleasant mean <i>nice</i> or <i>angry</i> ?			1	0
INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE	
Using clues from this story, how many times do you think Jessie had played the video game?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0		
Using clues from this story, why do you think Jessie got the new game?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0		
Why do you think Jessie had to wake up early the next day?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0		
PERSONAL GENERATION (OPTIONAL)					
SAY: "In this story, Jessie was angry she couldn't finish her game. Tell me a story about a time when you couldn't finish something." If the student doesn't tell a story, encourage them (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).					
NLM RETELL SCORE	10	+	NLM QUESTIONS SCORE	18	=
Combine: NDC + EDC + EC1 + SC + VC		Combine: F + IV + 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: Phoneme Blending****SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/.

If student DOES NOT say 'take', continue with script below.

SAY: "I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Lets do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together."

Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	0	1
"/g/ - /l/ - /oo/"	glue	0	1
"/s/ - /ō/ - /p/"	soap	0	1
"/b/ - /r/ - /a/ - /d/"	brad	0	1
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	0	1

PHONEME BLENDING
SCORE = 5

▶ **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
Phoneme Blending	—	—	4	4	4	4	4
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: Irregular Words****SCRIPT**

Display Irregular Words from benchmark student stimulus book.

SAY: "Please read these words. If you don't know a word, that is OK. Just keep going."

Point to the first word 'the'.

🕒 Start the 1 minute timer.

▶ **Next Target:** Administer **Letter Sounds** even if Irregular Words benchmark is met. Exception: do not administer if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

SCORING: Put a slash (/) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket (]) after last word read. If student doesn't know any words in the first row, SAY: "Look at the rest of these words. Read the words you know."

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD
SCORE = 54

▶ **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."

▶ **Next Target (not at benchmark):** Administer **Letter Names** if benchmark is NOT met.

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	Ch	Th	Qu	Wh			

LETTER SOUNDS
SCORE = 61

▶ **TARGET: Letter Names** Administer if benchmark was NOT met on Letter Sounds above**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 2 minutes, 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

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
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

Display appropriate Decoding Inventory page from benchmark student stimulus book.
For benchmark testing, only have student read words in the black box for each target.
For a more comprehensive inventory, have student read all words in each target.
SAY: "Please read these words. They are not real words." Point to the first word.
If student refuses to read, SAY: "I can't help you. Just try your best." Encourage 2x/word.
Corrective prompt (1x max): SAY: "Remember, these are not real words."

HOW TO SCORE

- Any acceptable sound should be counted as correct (e.g., /maIver/.../mIver/.../miver/)
- Underline entire word if blended correctly.
- Circle the bolded and underlined targets that the student blends correctly (read as one syllable).
- Target correct (underlined portion) = 1 point / Whole word correct = 1 point.

Response Patterns

- ☐ Says correct sounds and correctly blends
- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Does not blend (but says correct sounds)
- ☐ Says correct sounds but blends out of order
- ☐ Says correct sounds but blends with incorrect sound(s)
- ☐ Tracks incorrectly
- ☐ Attempts to recode nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other/notes: _____

TARGET: Closed Syllables (grades K.5+)WHOLE WORDS
BLENDED CORRECTLY = 6

min	sal	jom	vun	quim	whav	fap	deg	gib	les	pag	rud	tus	baf	shil	het	wan	kex	zick	chom	thuz	vill	cass	noff
-----	-----	-----	-----	------	------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----	-----	------	------	------	------	------	------

TARGET: Vowel-Consonant-E (grades 1.5+)WHOLE WORDS
BLENDED CORRECTLY = 6

naze	gude	mepe	sule	wonkide	atane	jime	tebe	goke	fene	vome	rame	sove
------	------	------	------	---------	-------	------	------	------	------	------	------	------

TARGET: Basic Affixes (grades 1.5+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 6

hezes	pafed	senest	bruful	temness	premv	foting	unron	repog	miver	dutless	gipl
-------	-------	--------	--------	---------	-------	--------	-------	-------	-------	---------	------

TARGET: Vowel Teams (grades 1.5+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

feep	naig	touv	keat	heag	goupaik	zay	loak	zoon	soud	wook	poig	shaw	hieb	roef	zow	bewk	pauk
------	------	------	------	------	---------	-----	------	------	------	------	------	------	------	------	-----	------	------

TARGET: Vowel-R-Controlled (grades 1.5+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

klar	ner	foarp	mour	lare	lirparg	tor	wir	ploor	rark	zair	kear	zur	theer	glier	searc	lourt	vour	slore
------	-----	-------	------	------	---------	-----	-----	-------	------	------	------	-----	-------	-------	-------	-------	------	-------

TARGET: Advanced Affixes (grades 2+)(skip greyed out targets) WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 6

mubtion	discla	gobic	mavible	gopture	gepous	bimog	trizom	nonplut	zikable	misdut	transbub	uniquin	virupt
---------	--------	-------	---------	---------	--------	-------	--------	---------	---------	--------	----------	---------	--------

TARGET: Complex Vowels (grades 2+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

vind	nild	zough	keigh	glaught	kighdost	vost	grolld	figh	pight	wought	pough	klaugh
------	------	-------	-------	---------	----------	------	--------	------	-------	--------	-------	--------

TARGET: Advanced Word Forms (grades 2.5+)WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

wecent	smink	lomb	glistle	ohong	grombacent	brism	grunk	mank	ghosl	futle
--------	-------	------	---------	-------	------------	-------	-------	------	-------	-------

OPTIONAL TARGET: Multisyllabic Words in Context (grades 2.5+) *Do not include in DI Composite Score*CORRECT
TARGETS = 11

1. David made a new game. He called it Tembog . It used a lot of new words.	/tẽmbõg/	①
2. David played the game with a stick that he called a stodrun .	/stõdrun/ /stõdrun/	①
3. The game also used a big block with a hole in it that he called a goupaik .	/gowpāk/ /goopāk/ /gowpīk/ /goopīk/	①
4. A player throws the stick through the hole in the block. If they miss, it is called a lirparg .	/lirparg/	①
5. If you get the stick through the hole, that is called a kighdost . They get one point.	/kīdõst/ /kīdõst/	①
6. There are other people in the game called ungobers . They try to take the block away.	/ũngõbers/ /ũngõbers/	①
7. If they take the block away, then they get a second block called a bimudgeic .	/bīmũdgēk/ /bīmũdgīk/	①
8. If they take the block away again, then they get a golden block called a poughtigild .	/põtīgīld/ /põtīgīld/	①
9. If they take the block away a third time, then they get a glowing block called a grombacent .	/grombāsẽnt/ /grombāsẽnt/	①
10. Once anyone has a glowing block, they can exchange, or ponerate it for a very large block.	/põnẽrāt/ /põnẽrāt/	①
11. Each player on the team wears lirmarves to protect them, which are made out of foam.	/lirmarves/	①

SCRIPT

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?"

Read primer story, word for word: "Kaycee was painting a picture in her bedroom. She was frustrated because she ran out of green paint and couldn't find any more. She remembered her teacher told her about color theory, which explains how the colors yellow and blue combine to make the color green. Kaycee carefully combined her yellow and blue paints to make green paint. She was happy that she could finish her picture of the park by her house."

SAY: "Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Kaycee fix the problem?"
"Why do you think she needed green paint?"

SAY: "Now I'm going to tell you an even longer 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, Alex put on his pajamas and then sat down in his big kitchen to eat a snack with his dad. They were eating apples because they are Alex's favorite fruit. Apples are full of helpful vitamins which keep your bones strong and your body healthy. When Alex finished eating his crisp, delicious apples, he went to get more from the fridge. However, they had vanished. Alex was sad because he desperately wanted more apples. He slowly slumped back down at the table. Then he saw his dad devouring the last of the apples. Alex decided to nicely ask his dad to share. He said, "Can you please share the apples that you are eating?" His dad, who was kind, said, "Yes. Of course, I'll share with you." Then his dad gladly divvied up the rest of the tasty apples. After his dad shared with him, Alex was happy because he got more apples. He quickly ate all of them.

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	Alex / any name	2	a boy / the boy	1	
Setting	eating a snack in the kitchen	2	eating snack / kitchen	1	
Problem (P)	apples were gone / wanted more apples	2	it was gone / wanted more	1	
Feeling	sad / mad / angry / upset	2	didn't like it / cried	1	
Plan		-	decided / thought	1	
Attempt (A)	asked his dad to share	2	asked for help	1	
Consequence (C)	dad said "OK I'll share"	2	helped him	1	
Ending (E)	got more apples / he shared apples / he ate them up	2	he did it / he got some	1	
End Feeling	happy / excited	2	felt better / liked it	1	
EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
vitamins	1	strong bones	1	healthy body	1
EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)			SENTENCE COMPLEXITY (SC)		
P+A -or- P+C -or- A+C	2		because / so that	1 1 1	
P+C+E -or- P+A+E	3		when / while	1 1 1	
P+A+C	4		after / before	1 1 1	
P+A+C+E	5		since/however/although/even though (noun) that / which / who (e.g., apples that... / vitamins which... / dad who...)	1 1 1	
VOCABULARY COMPLEXITY (VC)					SCORE
vanished	1	desperately	1	slumped	1
divvied	1		1	devouring	1

NLM QUESTIONS

FACTUAL (F)					SCORE
Who was the story about?	2	1	0		
Where was Alex in the beginning of the story?	2	1	0		
Why was Alex sad?	2	1	0		
What did Alex do to fix the problem?	2	1	0		
How did the story end?	2	1	0		
What two things did you learn about vitamins from the story?	2	1	0		

INFERENTIAL VOCABULARY (IV)					SCORE
If A answer is similar to grey text, say: "What else does _____ mean?" Ask B question if A is answered incorrectly	A: Alex saw his dad devouring apples. They were gone. What does devour mean?	3	2		
	B: Does devour mean <i>to eat fast</i> or <i>to throw away</i> ?	1	0		
	A: The apples had vanished , but Alex wanted more. What does vanish mean?	3	2		
	B: Does vanish mean <i>to go bad</i> or <i>to disappear</i> ?	1	0		
	A: His dad divvied up the apples. Alex got some. What does divvy up mean?*	3	2		
	B: Does divvy up mean <i>to share</i> or <i>to eat</i> ?	1	0		

INFERENTIAL REASONING (IR)					SCORE
Using clues from this story, how often do you think Alex eats apples?	2	1	0		
Using clues from this story, when do you think Alex was eating apples?	2	1	0		
Why do you think they kept the apples in the fridge?	2	1	0		
Why do you think that?	1	0			
Why do you think that?	1	0			
Why do you think that?	1	0			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Alex was sad the apples were gone. Tell me a story about a time when you wanted something that was gone." If the student doesn't tell a story, encourage them (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	11	+	NLM QUESTIONS SCORE	18	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+SC+VC			Combine: F+IV+IR			