

# FIRST GRADE

## 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: _____	
NLM Targets		Score	Status	Score	Status	Score	Status
NLM:R Decoding Fluency			<input type="radio"/> Benchmark (10) <input type="radio"/> Mod. Risk (5-9) <input type="radio"/> High Risk (0-4)		<input type="radio"/> Benchmark (22) <input type="radio"/> Mod. Risk (12-21) <input type="radio"/> High Risk (0-11)		<input type="radio"/> Benchmark (48) <input type="radio"/> Mod. Risk (22-47) <input type="radio"/> High Risk (0-21)
NLM:R Fluency Accuracy			<input type="radio"/> Benchmark (65%) <input type="radio"/> Not at benchmark (0-64%)		<input type="radio"/> Benchmark (80%) <input type="radio"/> Not at benchmark (0-79%)		<input type="radio"/> Benchmark (91%) <input type="radio"/> Not at benchmark (0-90%)
NLM:R Prosody Rating			No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points
NLM Retell*			<input type="radio"/> Benchmark (12) <input type="radio"/> Mod. Risk (5-11) <input type="radio"/> High Risk (0-4)		<input type="radio"/> Benchmark (14) <input type="radio"/> Mod. Risk (11-13) <input type="radio"/> High Risk (0-10)		<input type="radio"/> Benchmark (16) <input type="radio"/> Mod. Risk (12-15) <input type="radio"/> High Risk (0-11)
NLM Questions*			<input type="radio"/> Benchmark (22) <input type="radio"/> Mod. Risk (18-21) <input type="radio"/> High Risk (0-17)		<input type="radio"/> Benchmark (23) <input type="radio"/> Mod. Risk (20-22) <input type="radio"/> High Risk (0-19)		<input type="radio"/> Benchmark (24) <input type="radio"/> Mod. Risk (21-23) <input type="radio"/> High Risk (0-14)
Personal Generation**			No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points
DDM Targets		Score	Status	Score	Status	Score	Status
Decoding Inventory	DI Closed Syllables		<input type="radio"/> Benchmark (3) <input type="radio"/> Mod. Risk (2) <input type="radio"/> High Risk (0-1)		<input type="radio"/> Benchmark (4) <input type="radio"/> Mod. Risk (3) <input type="radio"/> High Risk (0-2)		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (4) <input type="radio"/> High Risk (0-3)
	DI Vowel-Consonant-E		No benchmarks or risk cut points until MOY First Grade		<input type="radio"/> Benchmark (1) <input type="radio"/> Mod. Risk (0) <input type="radio"/> High Risk (-)		<input type="radio"/> Benchmark (2) <input type="radio"/> Mod. Risk (1) <input type="radio"/> High Risk (0)
	DI Basic Affixes		No benchmarks or risk cut points until MOY First Grade		<input type="radio"/> Benchmark (2) <input type="radio"/> Mod. Risk (1) <input type="radio"/> High Risk (0)		<input type="radio"/> Benchmark (3) <input type="radio"/> Mod. Risk (2) <input type="radio"/> High Risk (0-1)
	DI Vowel Teams		No benchmarks or risk cut points until MOY First Grade		<input type="radio"/> Benchmark (1) <input type="radio"/> Mod. Risk (0) <input type="radio"/> High Risk (-)		<input type="radio"/> Benchmark (3) <input type="radio"/> Mod. Risk (1-2) <input type="radio"/> High Risk (0)
	DI Vowel-R-Controlled		No benchmarks or risk cut points until MOY First Grade		<input type="radio"/> Benchmark (1) <input type="radio"/> Mod. Risk (0) <input type="radio"/> High Risk (-)		<input type="radio"/> Benchmark (1) <input type="radio"/> Mod. Risk (0) <input type="radio"/> High Risk (-)
	DI Advanced Affixes		No benchmarks or risk cut points until EOY First Grade		No benchmarks or risk cut points until EOY First Grade		<input type="radio"/> Benchmark (1) <input type="radio"/> Mod. Risk (0) <input type="radio"/> High Risk (-)
	DI Complex Vowels**		No benchmarks or risk cut points until BOY Second Grade		No benchmarks or risk cut points until BOY Second Grade		No benchmarks or risk cut points until BOY Second Grade
	DI Advanced Word Forms**		No benchmarks or risk cut points until MOY Second Grade		No benchmarks or risk cut points until MOY Second Grade		No benchmarks or risk cut points until MOY Second Grade
Orthographic Mapping	OM Irregular Words		<input type="radio"/> Benchmark (12) <input type="radio"/> Mod. Risk (8-11) <input type="radio"/> High Risk (0-7)		<input type="radio"/> Benchmark (30) <input type="radio"/> Mod. Risk (15-29) <input type="radio"/> High Risk (0-14)		<input type="radio"/> Benchmark (35) <input type="radio"/> Mod. Risk (20-34) <input type="radio"/> High Risk (0-19)
	OM Letter Sounds		<input type="radio"/> Benchmark (30) <input type="radio"/> Mod. Risk (19-29) <input type="radio"/> High Risk (0-18)		<input type="radio"/> Benchmark (35) <input type="radio"/> Mod. Risk (27-34) <input type="radio"/> High Risk (0-26)		<input type="radio"/> Benchmark (43) <input type="radio"/> Mod. Risk (31-42) <input type="radio"/> High Risk (0-30)
Phonemic Awareness	PA Phoneme Segmentation		<input type="radio"/> Benchmark (30) <input type="radio"/> Mod. Risk (28-29) <input type="radio"/> High Risk (0-27)		<input type="radio"/> Benchmark (30) <input type="radio"/> Mod. Risk (28-29) <input type="radio"/> High Risk (0-27)		<input type="radio"/> Benchmark (30) <input type="radio"/> Mod. Risk (28-29) <input type="radio"/> High Risk (0-27)
	PA Phoneme Blending		<input type="radio"/> Benchmark (4) <input type="radio"/> Mod. Risk (3) <input type="radio"/> High Risk (0-2)		<input type="radio"/> Benchmark (4) <input type="radio"/> Mod. Risk (3) <input type="radio"/> High Risk (0-2)		<input type="radio"/> Benchmark (4) <input type="radio"/> Mod. Risk (3) <input type="radio"/> High Risk (0-2)
	PA First Sounds***		<input type="radio"/> Benchmark (19) <input type="radio"/> Mod. Risk (18) <input type="radio"/> High Risk (0-17)		<input type="radio"/> Benchmark (19) <input type="radio"/> Mod. Risk (18) <input type="radio"/> High Risk (0-17)		<input type="radio"/> Benchmark (19) <input type="radio"/> Mod. Risk (18) <input type="radio"/> High Risk (0-17)
	PA Cont. Phoneme Blending***		<input type="radio"/> Benchmark (10) <input type="radio"/> Mod. Risk (-) <input type="radio"/> High Risk (0-9)		<input type="radio"/> Benchmark (10) <input type="radio"/> Mod. Risk (-) <input type="radio"/> High Risk (0-9)		<input type="radio"/> Benchmark (10) <input type="radio"/> Mod. Risk (-) <input type="radio"/> High Risk (0-9)
Phoneme Manipulation	PM Phoneme Deletion***		No benchmarks or risk cut points until MOY First Grade		<input type="radio"/> Benchmark (2) <input type="radio"/> Mod. Risk (1) <input type="radio"/> High Risk (0)		<input type="radio"/> Benchmark (2) <input type="radio"/> Mod. Risk (1) <input type="radio"/> High Risk (0)
	PM Phoneme Addition***		No benchmarks or risk cut points until MOY First Grade		<input type="radio"/> Benchmark (2) <input type="radio"/> Mod. Risk (1) <input type="radio"/> High Risk (0)		<input type="radio"/> Benchmark (2) <input type="radio"/> Mod. Risk (1) <input type="radio"/> High Risk (0)
	PM Phoneme Substitution***		No benchmarks or risk cut points until MOY First Grade		<input type="radio"/> Benchmark (2) <input type="radio"/> Mod. Risk (1) <input type="radio"/> High Risk (0)		<input type="radio"/> Benchmark (2) <input type="radio"/> Mod. Risk (1) <input type="radio"/> High Risk (0)

\*Use highest NLM Retell and NLM Questions score from either NLM Reading or NLM Listening

\*\*Optional target

\*\*\*Benchmark dependent subtest/target

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.

## SCRIPT

Place Student Passage in front of student. SAY: “Please read this out loud. Do your very best reading. I’ll help you if you need it. When you’re done I’m going to ask you to tell me the *exact* same story, and I’m going to ask you some questions. Are you ready?”

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash ( / ) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket ( ) after last word read.

10

Kam was on a rug with some little toys. A boy saw her toys and grabbed all of them. The boy did not hand them back, so Kam was sad. Kam sat on the rug and made a plan to get the toys. She was going to get them back.

Kam decided to get help from her teacher, who was distracted by other kids. She asked her teacher, “Can you please help me get my stolen blocks returned to me?” Her teacher calmly replied, “When I’m done teaching, I’ll speak with your classmate and tell him he needs to share so that you can play together.” After Kam sat back down, the boy started sharing because the teacher talked to him. Kam and the boy expertly fabricated a mansion that was expansive. Since it was a very big house with lots of rooms, she had to stand on her tiptoes to put the last block on. She was very pleased because they had collaborated together using the blocks which came from two big, deep tubs.

## Start audio recorder

SAY: “Thanks for reading and 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.

## READING FLUENCY

**DECODING FLUENCY\*** Total words read in 1 min  — # Errors in 1 minute  =  <sup>10</sup>  
\*If below benchmark (10) administer NLM Reading Benchmark 2

**ACCURACY** # Correct words read  ÷ Total words read in 1 min  =

**PROSODY RATING** select one

Primarily word-by-word reading. No meaningful syntax.	①
Primarily 2-word phrases. Awkward word groupings.	②
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Kam / any name	②	a girl / the girl	①
Setting	on a rug with some blocks	②	on a mat / with blocks	①
Problem (P)	boy grabbed her blocks	②	boy wasn’t kind	①
Feeling	sad / upset / mad	②	didn’t like it / cried	①
Plan		—	planned / decided	①
Attempt (A)	asked teacher to help get her blocks	②	talked to teacher	①
Consequence (C)	teacher told boy to share	②	she talked to him	①
Ending (E)	Kam and the boy built a big house together	②	they did it	①
End Feeling	pleased / happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	mansion	①		very big house	①		lots of rooms	①

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
select one			because / so that		① ① ①
P+A -or- P+C -or- A+C		②	when / while		① ① ①
P+C+E -or- P+A+E		③	after / before		① ① ①
P+A+C		④	since/however/although/even though		① ① ①
P+A+C+E		⑤	(noun) that / which / who (e.g., mansion that... / blocks which... / teacher who...)		① ① ①

VOCABULARY COMPLEXITY (VC)						1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		SCORE	
distracted	①	classmate	①	expertly	①	fabricated	①		
expansive	①	collaborated	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 Kam in the beginning of the story?	②	①	①	①
Why was Kam sad?	②	①	①	①
What did Kam do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about mansions from this story?	②	①	①	①

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: Kam and her friend collaborated. They both made a house. What does collaborate mean?	③	②	
	B: Does collaborate mean <i>work together</i> or <i>fight</i> ?	①	①	
	A: Kam and her friend fabricated a house. They designed it. What does fabricate mean?	③	②	
	B: Does fabricate mean <i>to tear down</i> or <i>to build</i> ?	①	①	
	A: The house was expansive. It had lots of rooms. What does expansive mean?	③	②	
	B: Does expansive mean <i>big</i> or <i>colorful</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE	
Using clues from this story, how many block houses do you think Kam has built before?	②	①	①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how tall do you think the block house was?	②	①	①	Why do you think that? 1 pt = uses information from story	① ①
What do you think the teacher said to the boy to make him share?	②	①	①	Why do you think that? 1 pt = uses background knowledge	① ①

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Kam was sad someone took her blocks. Write a story about a time when someone made you sad.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE*	12	+	NLM QUESTIONS SCORE*	22	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+SC+VC			Combine: F + IV + IR			*If below Retell benchmark (12) or Questions benchmark (22) administer NLM Listening

\*Administer if below benchmark on Decoding Fluency section of NLM Reading Benchmark 1

## SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket ( ) after last word read.

Last week, Jen sat on the grass with a rose bush that her mom got at a shop. Jen's mom told her to plant the bush, but it began to make her itch. Then her face started to get red, and she had to rub her nose a lot.

Although she had quickly dropped the rose, her eyes started watering too. She was upset because the itching wouldn't cease. She immediately went inside because she was miserable. Jen decided to tell her mom, who was in the kitchen. She frantically said, "Mom, my eyes and nose really itch, and I need your help." Jen's mom helpfully said, "You have allergies, which I know all about. Allergies can be caused by plants and can make you itch. I have some eye drops to help." When they went inside, her mom gently put the calming drops in her irritated eyes. Jen was pleased because her red eyes, that were swollen, stopped itching. After Jen got help, they finished planting the gorgeous rose bush together.

## Start audio recorder

SAY: "Thanks for reading and 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.

## READING FLUENCY

**DECODING FLUENCY\*** Total words read in 1 min  - # Errors in 1 minute  =  <sup>10</sup>  
\*If below benchmark (10) consider administering DDM subtests

**ACCURACY** # Correct words read  ÷ Total words read in 1 min  =

**PROSODY RATING** select one

Primarily word-by-word reading. No meaningful syntax.	①
Primarily 2-word phrases. Awkward word groupings.	②
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
<b>Character</b>	Jen / any name	②	a girl / the girl	①
<b>Setting</b>	on the grass planting roses	②	on grass / planting	①
<b>Problem (P)</b>	her nose and eyes began to itch / to hurt	②	eyes were bad / she was hurting / sneezed	①
<b>Feeling</b>	sad / upset / mad	②	didn't like it / cried	①
<b>Plan</b>		–	planned / decided	①
<b>Attempt (A)</b>	asked mom for help / said “can you make it stop itching?”	②	talked to mom / asked mom / got mom	①
<b>Consequence (C)</b>	put drops in her eyes / eyes stopped itching	②	got medicine / felt better	①
<b>Ending (E)</b>	they finished planting the rose bush	②	they did it together	①
<b>End Feeling</b>	pleased / happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
allergy	①	caused by plants	①	makes you itch	①

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

SENTENCE COMPLEXITY (SC)		SCORE
<b>because / so that</b>	① ① ①	
<b>when / while</b>	① ① ①	
<b>after / before</b>	① ① ①	
<b>since/however/although/even though</b>	① ① ①	
<b>(noun) that / which / who</b> (e.g., bush that... / allergy which... / mom who...)	① ① ①	

VOCABULARY COMPLEXITY (VC)				SCORE			
<b>cease</b>	①	<b>frantically</b>	①	<b>calming</b>	①	<b>irritated</b>	①
<b>pleased</b>	①	<b>gorgeous</b>	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 Jen in the beginning of the story?	② ① ①			
Why was Jen upset?	② ① ①			
What did Jen do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about allergies from this story?	② ① ①			

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?"	A: The itching wouldn't cease. She needed her mom's help. What does <b>cease</b> mean?	③ ②		
	B: Does cease mean <i>to stop</i> or <i>to grow</i> ?	① ①		
	A: The flowers <b>irritated</b> Jen's eyes. She had to drop the rose. What does <b>irritate</b> mean?	③ ②		
	B: Does irritate mean <i>to annoy</i> or <i>to be colorful</i> ?	① ①		
Ask B question if A is answered incorrectly	A: The eye drops were <b>calming</b> . Her eyes stopped itching. What does <b>calming</b> mean?	③ ②		
	B: Does calming mean <i>small</i> or <i>to make feel better</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, what do you think the weather was like outside?	② ① ①	Why do you think that?	1 pt = uses information from story	① ①
Using clues from this story, why do you think Jen's mom already had eye drops?	② ① ①	Why do you think that?	1 pt = uses information from story	① ①
Why do you think Jen and her mom were planting flowers?	② ① ①	Why do you think that?	1 pt = uses background knowledge	① ①

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Jen was upset her nose and eyes were itchy. Write a story about a time when you were itchy." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	12	+	NLM QUESTIONS SCORE*	22	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + SC + VC			Combine: F + IV + IR			*If below Retell benchmark (12) or Questions benchmark (22) administer NLM Listening



\*Administer if below benchmark on NLM Retell or NLM Questions sections of NLM Reading Benchmark 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: "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? Why?"

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, Greg walked into his new, unfamiliar classroom. He immediately noticed that the students were focused and attentive. He quietly sat down at a desk that was next to a boy. The teacher was talking about the solar system which has eight planets and one big star. Even though it was interesting, Greg couldn't pay attention. The boy next to him, who was really sneaky, kept passing hilarious notes to him. When Greg laughed loudly at a joke, his teacher instantly told him he couldn't go to recess. He was being disruptive, so he had to stay inside. Greg was sad because he got punished. Then Greg decided to ask if he could move to a different desk so that he wouldn't get in trouble again. He apologetically talked to the teacher. He said, "I'm sorry. Can I move my desk?" The teacher said, "That's a great idea! You'll be less distracted." After he moved, Greg was happy because he could pay attention. He listened to his teacher the rest of the day.

## 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	Greg / any name	②	a boy / the boy	①
Setting	walked into new classroom	②	classroom / walked in	①
Problem (P)	laughed at joke / not paying attention / got in trouble	②	he was bad / it was bad	①
Feeling	sad / upset	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked the teacher to switch desks	②	asked teacher / talked to teacher	①
Consequence (C)	teacher said it was a great idea / he moved desks	②	said yes / got help	①
Ending (E)	he could pay attention / listened to the teacher	②	did it / it was better	①
End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
🔍	the solar system	①	🔍	eight planets	①	🔍	one big star	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
P+A -or- P+C -or- A+C	②		because / so that		①①①
P+C+E -or- P+A+E	③		when / while		①①①
P+A+C	④		after / before		①①①
P+A+C+E	⑤		since/however/although/even though		①①①
			(noun) that / which / who (e.g., desk that... / solar system which... / boy who...)		①①①

VOCABULARY COMPLEXITY (VC)				1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words	SCORE		
unfamiliar	①	attentive	①	hilarious	①	disruptive	①
apologetically	①	distracted	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 Greg in the beginning of the story?	②	①	①	①	①	①
	Why was Greg sad?	②	①	①	①	①	①
	What did Greg do to fix the problem?	②	①	①	①	①	①
	How did the story end?	②	①	①	①	①	①
	What two things did you learn about the solar system from the story?	②	①	①	①	①	①

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete		1 pt = B: correct		SCORE	
If <b>A</b> answer is similar to grey text, say: "What else does mean?"	<b>A:</b> The notes were <b>hilarious</b> . They made Greg laugh. What does <b>hilarious</b> mean?	③	②				
	<b>B:</b> Does hilarious mean <i>funny</i> or <i>talkative</i> ?	①	①				
Ask <b>B</b> question if <b>A</b> is answered incorrectly	<b>A:</b> The students were <b>attentive</b> . They were very quiet. What does <b>attentive</b> mean?	③	②				
	<b>B:</b> Does attentive mean <i>to read</i> or <i>to listen</i> ?	①	①				
	<b>A:</b> The boy <b>distracted</b> Greg. He was sneaky. What does <b>distract</b> mean?	③	②				
	<b>B:</b> Does distract mean <i>to bother</i> or <i>to walk away</i> ?	①	①				

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete		0 pts = incorrect	SCORE
Using clues from this story, when do you think Greg arrived at school?	②	①	①	Why do you think that? 1 pt = uses information from story	①
Using clues from this story, why do you think Greg sat down quietly?	②	①	①	Why do you think that? 1 pt = uses information from story	①
What do you think Greg was in a new class?	②	①	①	Why do you think that? 1 pt = uses background knowledge	①

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Greg was sad he got in trouble. Tell me a story about a time when you got in trouble." 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	12	+	NLM QUESTIONS SCORE	22	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+SC+VC			Combine: F+IV+IR			

\*Administer if below benchmark on Decoding Fluency section of NLM Reading

## 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., /maɪvər/.../mɪvər/.../mivər/)
- 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+)

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 fute

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

\*Administer if below benchmark on DDM Decoding Inventory (DI)

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.

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 Administer if mastery of letter sounds has NOT been previously documented

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	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: \_\_\_\_\_



▶ **TARGET: Phoneme Segmentation**

\*Administer if below benchmark on DDM Orthographic Mapping (OM)

**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: Phoneme Deletion**

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest

**SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says "go", SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

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

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION  
SCORE =  5

**TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the beginning of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the end of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the end is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the end, I say 'cart'. Now you say car with /t/ added to the end." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

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

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION  
SCORE =  5

**TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says "same", SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

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

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION  
SCORE =  5

**Benchmark Scores**

Grade	First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

**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: \_\_\_\_\_



## SCRIPT

Place Student Passage in front of student. SAY: “Please read this out loud. Do your very best reading. I’ll help you if you need it. When you’re done I’m going to ask you to tell me the *exact* same story, and I’m going to ask you some questions. Are you ready?”

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, **ask student to stop reading. Examiner reads remainder of passage.**

While student is reading, put a slash ( / ) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket ( ) after last word read.

One day, Jack was in his room. He was getting ready to go swim in his big pool. When Jack was ready to go, his mom, who was strict, stopped him. She said he could not swim because he had not picked up his toys yet. Jack was upset.

It was a beautiful, warm morning. He wanted to practice swimming with his new kickboard. A kickboard is a small, foam board which helps you float. You hold on to it so that you can practice kicking. But he had to tidy up his messy bedroom. He decided to get to work. Since he really wanted to swim, he worked hard. After Jack spent almost three hours cleaning, he urgently found his mom. He said, “Can I swim now because I completely finished the tasks that you gave me?” Jack’s mom proudly replied, “You cleaned your room so well. It is stunning!” His mom was perfectly satisfied. Jack felt happy. He ate lunch, then he eagerly swam in the refreshing pool while his mom closely watched him.

## Start audio recorder

SAY: “Thanks for reading and 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.

## READING FLUENCY

**DECODING FLUENCY\*** Total words read in 1 min  — # Errors in 1 minute  =  <sup>22</sup>  
\*If below benchmark (22) administer NLM Reading Benchmark 2

**ACCURACY** # Correct words read  ÷ Total words read in 1 min  =

**PROSODY RATING** select one

Primarily word-by-word reading. No meaningful syntax.	①
Primarily 2-word phrases. Awkward word groupings.	②
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Jack / any name	②	a boy / the boy	①
Setting	getting ready in his room	②	getting ready / in room	①
Problem (P)	couldn't go swim / had to clean his room	②	was inside / had to clean	①
Feeling	sad / upset / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	cleaned his room / told his mom he was done	②	did it / asked his mom	①
Consequence (C)	let him go swimming / said, “it is stunning!”	②	let him / said “OK”	①
Ending (E)	Swam in the pool / mom watched him swim	②	swam / was outside	①
End Feeling	glad / happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	kickboard	①		small foam board helps you float	①		hold on to practice kicking	①

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
select one			because / so that		① ① ①
P+A -or- P+C -or- A+C		②	when / while		① ① ①
P+C+E -or- P+A+E		③	after / before		① ① ①
P+A+C		④	since/however/although/even though		① ① ①
P+A+C+E		⑤	(noun) that / which / who (e.g., tasks that... / board which... / mom who...)		① ① ①

VOCABULARY COMPLEXITY (VC)				1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		SCORE	
tidy	①	urgently	①	tasks	①	stunning	①
satisfied	①	refreshing	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 Jack in the beginning of the story?	②	①	①	①
Why was Jack upset?	②	①	①	①
What did he do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about kickboards from this story?	②	①	①	①

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?”	A: Jack had some <b>tasks</b> to do. He needed to clean his room. What are <b>tasks</b> ?	③	②	
	B: Are tasks <i>games</i> or <i>work</i> ?	①	①	
	A: His room looked <b>stunning</b> . Jack did a good job. What does <b>stunning</b> mean?	③	②	
	B: Does stunning mean <i>beautiful</i> or <i>small</i> ?	①	①	
Ask B question if A is answered incorrectly	A: Jack’s mom was <b>satisfied</b> because Jack finished cleaning his room. What does <b>satisfied</b> mean?	③	②	
	B: Does satisfied mean <i>happy</i> or <i>worried</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how messy do you think Jack’s room was?	②	①	①	①
Why do you think that?	①	①	①	
Using clues from this story, how well do you think Jack can swim on his own?	②	①	①	①
Why do you think that?	①	①	①	
Why do you think Jack wanted to learn how to swim?	②	①	①	①
Why do you think that?	①	①	①	

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Jack was upset he had to clean up before he could swim. Write a story about a time when you had to clean up.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE*	14	+	NLM QUESTIONS SCORE*	23	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+SC+VC			Combine: F+IV+IR			
*If below Retell benchmark (14) or Questions benchmark (23) administer NLM Listening						

\*Administer if below benchmark on Decoding Fluency section of NLM Reading Benchmark 1

## NLM RETELL

### SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash ( / ) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket ( ) after last word read.

One day, Ron was with his dad at a fun park. He wanted to go on all the fun rides. He stopped at a tall ride that was fast and spun a lot. He went on it. But at the end of the ride, he started to feel sick.

He was scared because his stomach suddenly felt uneasy. Ron decided to find his dad, who was nearby. He urgently said, "I went on a ride that rapidly rotated and I might throw up!" Ron's dad replied, "Since you feel sick, it sounds like you have motion sickness. Let's find a calm, relaxing place so that you can rest." Ron's dad told him about motion sickness. He explained it happens when you stop moving but the fluid in your ears doesn't and it can make you nauseous. His dad quickly found a nearby bench, and had Ron sit down. After several minutes, Ron felt relieved because he didn't feel sick anymore. Then he blissfully rode calmer carnival rides, which didn't spin, for the rest of the day.

### Start audio recorder

SAY: "Thanks for reading and 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.

## READING FLUENCY

<b>DECODING FLUENCY*</b>	Total words read in 1 min <input type="text"/> — # Errors in 1 minute <input type="text"/> = <input type="text"/>	22
	*If below benchmark (22) consider administering DDM subtests	
<b>ACCURACY</b>	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>	
<b>PROSODY RATING</b>	Primarily word-by-word reading. No meaningful syntax.	①
	Primarily 2-word phrases. Awkward word groupings.	②
select one	Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
	Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
👤 <b>Character</b>	Ron / any name	②	a boy / the boy	①
📍 <b>Setting</b>	going on rides at the park	②	on rides / park	①
🔴 <b>Problem (P)</b>	started to feel sick / felt sick / his stomach was uneasy	②	didn't feel good	①
💙 <b>Feeling</b>	scared / sad / mad	②	didn't like it / cried	①
📅 <b>Plan</b>		—	planned / decided	①
🌟 <b>Attempt (A)</b>	told his dad he felt sick / said, "I might throw up"	②	talked to dad	①
😊 <b>Consequence (C)</b>	sat on a bench / felt better	②	he helped him	①
🕒 <b>Ending (E)</b>	went on more rides / rode on different rides all day	②	he did it again	①
😊 <b>End Feeling</b>	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
🌀 motion sickness	①	👂 fluid in ears moves	①	🤢 makes you nauseous	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
select one					
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 (e.g., ride that... / carnival which... / dad who...)		① 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							
uneasy	①	urgently	①	rotated	①	nauseous	①
blissfully	①	calmer	①		①		①

## NLM QUESTIONS

FACTUAL (F)				SCORE
2 pts = clear & complete 1 pt = unclear/incomplete 0 pts = incorrect				
Who was the story about?	②	①	①	③
Where was Ron in the beginning of the story?	②	①	①	③
Why was Ron scared?	②	①	①	③
What did he do to fix the problem?	②	①	①	③
How did the story end?	②	①	①	③
What two things did you learn about motion sickness from this story?	②	①	①	③
INFERENTIAL VOCABULARY (IV)				SCORE
3 pts = A: clear/complete 2 pts = A: unclear/incomplete 1 pt = B: correct 0 pts = B: incorrect				
If A answer is similar to grey text, say: "What else does mean?"	A: He was on a ride that <b>rotated</b> . He needed a calm, relaxing place to rest. What does <b>rotate</b> mean?	③	②	
	B: Does rotate mean <i>to spin</i> or <i>to go high</i> ?	①	①	
	A: Ron's stomach was <b>uneasy</b> . He didn't want to throw up. What does <b>uneasy</b> mean?	③	②	
	B: Does uneasy mean <i>sick</i> or <i>empty</i> ?	①	①	
Ask B question if A is answered incorrectly	A: Ron <b>blissfully</b> rode the new ride. He didn't feel sick anymore. What does <b>blissfully</b> mean?	③	②	
	B: Does blissfully mean <i>quickly</i> or <i>happily</i> ?	①	①	

INFERENTIAL REASONING (IR)				SCORE
2 pts = clear & complete 1 pt = unclear/incomplete 0 pts = incorrect				
Using clues from this story, how many rides do you think were at the park?	②	①	①	③
Using clues from this story, how many times do you think Ron had motion sickness before?	②	①	①	③
What kind of snacks do you think they ate at the carnival?	②	①	①	③

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Ron was scared because his stomach suddenly felt sick. Write a story about a time when you felt sick." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	14	+	NLM QUESTIONS SCORE*	23	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+ EC1+ SC+ VC			Combine: F+ IV+ IR			
*If below Retell benchmark (14) or Questions benchmark (23) administer NLM Listening						

\*Administer if below benchmark on NLM Retell or NLM Questions sections of NLM Reading Benchmark 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 her problem?" "Do you think Miranda's sister was younger or older? Why?"

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 morning, Hugo spent a long time playing outside in his backyard with his new, curious puppy. His puppy, a black labrador, liked to explore and had an excellent sense of smell. Even though Hugo knew that his dog liked to wander, he forgot to close the fence while quickly rushing off to school. Later that day, Hugo got home but he couldn't find his puppy. He was sad because his puppy, that he had promised to care for, had escaped again. He thought he better get help from his parents. Hugo nervously said, "I need help. My little puppy escaped through the fence, which I accidentally left open!" Then his father said, "Let's drive around the neighborhood so that we can find your lost puppy. Don't worry. I'm sure we will find him." After they drove around, they finally found the lost puppy who was a few blocks away. Hugo was excited because he got his puppy back. He sincerely promised to be more careful. Now, Hugo always keeps the fence tightly closed.

### 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	Hugo / any name	②	a boy / the boy	①
Setting	playing with dog in backyard	②	playing / in backyard	①
Problem (P)	forgot to close the gate / puppy escaped / lost puppy	②	lost it / it was gone	①
Feeling	sad / upset	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked dad to help him find the puppy	②	asked him / talked to him	①
Consequence (C)	they drove around the neighborhood	②	helped him / did it	①
Ending (E)	found the puppy / keeps fence closed	②	did it / found it	①
End Feeling	excited / happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
black labrador	①	like to explore	①	excellent sense of smell

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
P+A -or- P+C -or- A+C	②		because / so that		①①①
P+C+E -or- P+A+E	③		when / while		①①①
P+A+C	④		after / before		①①①
P+A+C+E	⑤		since/however/although/even though		①①①
			(noun) that / which / who (e.g., puppy that... / fence which... / puppy who...)		①①①

VOCABULARY COMPLEXITY (VC)				1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		SCORE	
curious	①	wander	①	rushing	①	escaped	①
accidentally	①	sincerely	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 Hugo in the beginning of the story?	②	①	①	
Why was Hugo sad?	②	①	①	
What did Hugo do to fix the problem?	②	①	①	
How did the story end?	②	①	①	
What two things did you learn about black labradors from this story?	②	①	①	

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"	A: Hugo was <b>rushing</b> . He needed to get to school. What does <b>rush</b> mean?	③	②	
	B: Does rush mean <i>to hurry</i> or <i>to be quiet</i> ?	①	①	
	A: Hugo's puppy <b>escaped</b> from the yard. He wasn't in the yard. What does <b>escape</b> mean?	③	②	
	B: Does escape mean <i>to get stuck</i> or <i>to get out</i> ?	①	①	
Ask B question if A is answered incorrectly	A: Hugo's puppy was <b>curious</b> . He liked to explore. What does <b>curious</b> mean?	③	②	
	B: Does curious mean <i>to wonder about things</i> or <i>to dig</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how often do you think Hugo's puppy escapes from the yard?	②	①	①	Why do you think that? 1 pt = uses information from story
Using clues from this story, how much do you think Hugo likes to play with his puppy?	②	①	①	Why do you think that? 1 pt = uses information from story
Why do you think that Hugo's puppy was just a few blocks away?	②	①	①	Why do you think that? 1 pt = uses background knowledge

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Hugo was sad his puppy was lost. Tell me a story about a time when you lost something." 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	14	+	NLM QUESTIONS SCORE	23	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+SC+VC			Combine: F+IV+IR			



\*Administer if below benchmark on Decoding Fluency section of NLM Reading

## 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+)

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 fute

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

\*Administer if below benchmark on DDM Decoding Inventory (DI)

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.

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 Administer if mastery of letter sounds has NOT been previously documented

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	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: \_\_\_\_\_

▶ **TARGET: Phoneme Segmentation**

\*Administer if below benchmark on DDM Orthographic Mapping (OM)

**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

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

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest

**SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says "go", SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

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

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION  
SCORE =  5

**TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the *beginning* of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the *end* of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the *end* is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the *end*, I say 'cart'. Now you say car with /t/ added to the *end*." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

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

"Say 'and'. (pause) Now add /s/ to the <i>beginning</i> of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the <i>beginning</i> of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the <i>beginning</i> of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the <i>end</i> of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the <i>end</i> of 'nee'."	need	0	1

PHONEME ADDITION  
SCORE =  5

**TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says "same", SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

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

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION  
SCORE =  5

**Benchmark Scores**

Grade	First Grade			Second Grade		
Benchmark Period	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

**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: \_\_\_\_\_

## SCRIPT

Place Student Passage in front of student. SAY: “Please read this out loud. Do your very best reading. I’ll help you if you need it. When you’re done I’m going to ask you to tell me the *exact* same story, and I’m going to ask you some questions. Are you ready?”

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, **ask student to stop reading. Examiner reads remainder of passage.**

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket ( ) after last word read.

One day, Owen was out playing in the rain. After he jumped in a big puddle, Owen got water in his new shoes. His shoes were not very tall, so they got wet. Owen was sad because his feet were very wet and cold. He knew he needed to get help.

Owen ran to his mom, who was standing outside their apartment. He said, “Can you help me? These shoes that I thought were waterproof are totally freezing my feet.” When Owen’s mom saw him, she pulled him under her umbrella since he was completely drenched. She kindly said, “I think we have a raincoat and some old galoshes. Galoshes are really tall boots that are made of waterproof rubber. They should fit you.” After she quickly found them, Owen’s mom took off his soaking wet shoes and dumped out the water so that they wouldn’t get ruined. Even though she struggled getting the galoshes on Owen’s feet, she eventually succeeded. Owen was relieved because he was able to frolic in the puddles without getting wet.

## Start audio recorder

SAY: “Thanks for reading and 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.

## READING FLUENCY

**DECODING FLUENCY\*** Total words read in 1 min  — # Errors in 1 minute  =  <sup>48</sup>  
\*If below benchmark (48) administer NLM Reading Benchmark 2




**ACCURACY** # Correct words read  ÷ Total words read in 1 min  =

**PROSODY RATING** select one

Primarily word-by-word reading. No meaningful syntax.	①
Primarily 2-word phrases. Awkward word groupings.	②
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Owen / any name	②	a boy / the boy	①
Setting	outside playing in the rain	②	outside / playing	①
Problem (P)	shoes got full of water / feet were cold and wet	②	wet / cold	①
Feeling	sad / upset / mad	②	didn't like it / cried	①
Plan		—	planned / decided	①
Attempt (A)	asked mom to help him / told her his feet were freezing	②	talked to mom	①
Consequence (C)	mom found him some old boots / took off wet shoes	②	she helped him	①
Ending (E)	mom helped put on boots / he played in puddles again	②	got dry	①
End Feeling	happy / relieved	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	galoshes	①		really tall boots	①		made of waterproof rubber	①

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
P+A -or- P+C -or- A+C	②	select one	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 (e.g., shoes that... / galoshes which... / mom who...)	① ① ①	

VOCABULARY COMPLEXITY (VC)				1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		SCORE	
drenched	①	soaking wet	①	struggled	①	eventually	①
succeeded	①	frolic	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 Owen in the beginning of the story?	② ① ①			
Why was Owen sad?	② ① ①			
What did Owen do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about galoshes from this story?	② ① ①			

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?”	A: Owen was completely drenched. He had been playing in the rain. What does drenched mean?	③ ②		
	B: Does drenched mean really wet or really funny?	① ①		
	A: Owen’s mom struggled to get his boots on. They were old. What does struggle mean?	③ ②		
	B: Does struggle mean to wish or to try hard?	① ①		
Ask B question if A is answered incorrectly	A: Owen frolic in the puddles again. He had his boots on. What does frolic mean?	③ ②		
	B: Does frolic mean to play or to swim?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think Owen’s mom planned to stay outside?	② ① ①			
Why do you think that?	1 pt = uses information from story	① ①		
Using clues from this story, how well do you think the old galoshes fit him?	② ① ①			
Why do you think that?	1 pt = uses information from story	① ①		
Why do you think Owen wanted to play in the rain?	② ① ①			
Why do you think that?	1 pt = uses background knowledge	① ①		

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Owen was sad because his feet got wet and cold. Write a story about a time when you got wet or cold.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE*	16	+	NLM QUESTIONS SCORE*	24	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+SC+VC			Combine: F+IV+IR			
*If below Retell benchmark (16) or Questions benchmark (24) administer NLM Listening						

\*Administer if below benchmark on Decoding Fluency section of NLM Reading Benchmark 1

## NLM RETELL

### SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash ( / ) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket ( ) after last word read.

Last week, Ben was at his dad's house. It was late and he was watching TV. His dad told him it was time to brush his teeth and go to bed. Ben was upset because he did not want to go to bed. After Ben brushed his teeth, he made a plan.

Ben quickly pulled a book off the shelf. When his dad tucked him in, Ben timidly asked, "Will you please read this story to me?" Ben's dad, who studied the cover, said, "This book, again? OK, but just a few pages since it's so late." It was a funny chapter book. Chapter books, which are long stories that are divided into smaller parts, usually don't have colorful drawings. His dad began dramatically reading the book using different voices. Ben's vivid imagination ran wild. He clearly pictured what was happening in the story! Although Ben was happy because he got to stay up late, he was getting tired. When his dad finished reading, he snuggled under the covers so that he could go to sleep.

### Start audio recorder

SAY: "Thanks for reading and 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.

## READING FLUENCY

**DECODING FLUENCY\*** Total words read in 1 min  - # Errors in 1 minute  =  <sup>48</sup>  
\*If below benchmark (48) consider administering DDM subtests

**ACCURACY** # Correct words read  ÷ Total words read in 1 min  =

**PROSODY RATING** select one

Primarily word-by-word reading. No meaningful syntax.	①
Primarily 2-word phrases. Awkward word groupings.	②
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

### NARRATIVE DISCOURSE COMPLEXITY (NDC)

			SCORE
Character	Ben / any name	②	a boy / the boy ①
Setting	at dad's house watching TV	②	dad's house / TV ①
Problem (P)	dad said it was time for bed / he wasn't tired	②	he had to go to bed ①
Feeling	upset / sad / mad	②	didn't like it / cried ①
Plan		-	planned / decided ①
Attempt (A)	got a book and asked his dad to read him a story	②	talked to dad ①
Consequence (C)	dad said "OK. A few pages" / he read the book to him	②	he said it was OK ①
Ending (E)	he got to stay up late / got to listen to his dad read the story	②	it was late ①
End Feeling	happy / excited	②	felt better / liked it ①

### EXPOSITORY DISCOURSE COMPLEXITY (EDC)

			SCORE
chapter books	①	long stories divided into smaller parts	①
		don't have drawings	①

### EPISODE 1 COMPLEXITY (EC1)

	SCORE
(from 2 pt NDC section) 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
because / so that	① ① ①
when / while	① ① ①
after / before	① ① ①
since/however/although/even though	① ① ①
(noun) that / which / who (e.g., stories that... / books which... / dad who...)	① ① ①

### VOCABULARY COMPLEXITY (VC)

timidly	①	studied	①	divided	①	dramatically	①
vivid	①	snuggled	①		①		①

## NLM QUESTIONS

### FACTUAL (F)

👤 Who was the story about?	②	①	①
📍 Where was Ben in the beginning of the story?	②	①	①
💢 Why was Ben upset?	②	①	①
🌟 What did Ben do to fix the problem?	②	①	①
🗨️ How did the story end?	②	①	①
💡 What two things did you learn about chapter books from this story?	②	①	①

### 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?"			
A: Ben <b>timidly</b> asked his dad to read a book. It was really late. What does <b>timidly</b> mean?	③	②	
B: Does timidly mean <i>to be loud</i> or <i>to be shy</i> ?	①	①	
A: His dad <b>dramatically</b> read the book. He used lots of voices. What does <b>dramatically</b> mean?	③	②	
B: Does dramatically mean <i>slowly</i> or <i>in an interesting way</i> ?	①	①	
A: Ben had a <b>vivid</b> imagination. He could picture what was in the story. What does <b>vivid</b> mean?	③	②	
B: Does vivid mean <i>clear</i> or <i>scary</i> ?	①	①	

### 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 Ben and his dad have read this story?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how long do you think it would take them to finish the story?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Ben's dad read the book?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Ben was upset he had to go to bed. Write a story about a time when you didn't want to go to bed." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE\*

Combine: NDC + EDC + EC1 + SC + VC

NLM QUESTIONS SCORE\*

Combine: F + IV + IR

NLM READING COMPOSITE SCORE

\*If below Retell benchmark (16) or Questions benchmark (24) administer NLM Listening



\*Administer if below benchmark on NLM Retell or NLM Questions sections of NLM Reading Benchmark 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 had run out of green paint and could not find a new bottle. She quickly remembered her teacher talking about Color Theory at school, which describes how the primary colors, such as yellow and blue, can combine to make the color green. Kaycee carefully mixed her yellow and blue paints and successfully made a beautiful green hue. 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 her problem?"

"Why do you think Kaycee needed green paint? Why?"

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 windy, blustery day, Ashley was swimming at the pool. Ashley got out of the pool and hurriedly ran to get her fluffy, warm towel, but she accidentally slipped and fell because the smooth sidewalk was wet. She was upset because she hurt her arm. After a while, Ashley realized she needed help since her elbow started to throb and hurt a lot. She found an experienced lifeguard, who was sitting under his umbrella. She asked, "Can you help me? My elbow, which is turning red, is really hurting." After the caring lifeguard looked at it, he said, "Your elbow is definitely swelling up. Let's quickly get some ice on it." Then the lifeguard gently put an ice pack on Ashley's elbow. He explained to her that swelling happens when you get hurt, and that ice can help reduce swelling. Ashley was happy because the ice that the lifeguard gave her helped. Then Ashley walked back to the pool. But this time, she was cautious. She playfully swam for the rest of the day.

## 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	Ashley / any name	②	a girl / the girl	①
Setting	swimming at the pool	②	swimming / at a pool	①
Problem (P)	ran and slipped and fell / hurt her elbow on sidewalk	②	got hurt / fell	①
Feeling	upset / sad	②	didn't like it / cried	①
Plan		—	realized / thought	①
Attempt (A)	asked lifeguard for help	②	asked him / talked to him	①
Consequence (C)	he put ice on her elbow	②	got help / did it	①
Ending (E)	elbow felt better / swam for the rest of the day	②	it worked / it was good	①
End Feeling	happy / relieved	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
swelling	①	happens when you get hurt	①	ice can help	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
P+A -or- P+C -or- A+C	②		because / so that	①①①	
P+C+E -or- P+A+E	③		when / while	①①①	
P+A+C	④		after / before	①①①	
P+A+C+E	⑤		since/however/although/even though	①①①	
			(noun) that / which / who (e.g., ice that... / elbow which... / lifeguard who...)	①①①	

VOCABULARY COMPLEXITY (VC)				SCORE			
blustery	①	hurriedly	①	throb	①	experienced	①
reduce	①	cautious	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 Ashley in the beginning of the story?	②	①	①	
Why was Ashley upset?	②	①	①	
What did Ashley do to fix the problem?	②	①	①	
How did the story end?	②	①	①	
What two things did you learn about swelling from this story?	②	①	①	

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: Ashley was at the pool on a <b>blustery</b> day. She grabbed her warm towel. What does <b>blustery</b> mean?	③	②	
	B: Does blustery mean <i>really sunny</i> or <i>really windy</i> ?	①	①	
	A: Ashley's elbow started to <b>throb</b> . It started to swell. What does <b>throb</b> mean?	③	②	
	B: Does throb mean <i>to ache</i> or <i>to bend</i> ?	①	①	
Ask B question if A is answered incorrectly	A: She was <b>cautious</b> walking to the pool. The sidewalk was wet. What does <b>cautious</b> mean?	③	②	
	B: Does cautious mean <i>careful</i> or <i>quick</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Ashley was running to get her towel?	②	①	①	
Why do you think that?	①	①	①	
Using clues from this story, how afraid do you think Ashley was of falling on the sidewalk again?	②	①	①	
Why do you think that?	①	①	①	
Why do you think Ashley was swimming at the pool?	②	①	①	
Why do you think that?	①	①	①	

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Ashley was upset that she hurt her elbow. Tell me a story about a time when you got hurt." 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	16	+	NLM QUESTIONS SCORE	24	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+SC+VC			Combine: F+IV+IR			

\*Administer if below benchmark on Decoding Fluency section of NLM Reading

## 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 goupaiik 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+)

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 fute

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

\*Administer if below benchmark on DDM Decoding Inventory (DI)

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.

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 Administer if mastery of letter sounds has NOT been previously documented

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	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: \_\_\_\_\_



▶ **TARGET: Phoneme Segmentation**

\*Administer if below benchmark on DDM Orthographic Mapping (OM)

**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: Phoneme Deletion**

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest

**SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says "go", SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

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

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION  
SCORE =  5

**TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the *beginning* of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the *end* of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the *end* is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the *end*, I say 'cart'. Now you say car with /t/ added to the *end*." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

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

"Say 'and'. (pause) Now add /s/ to the <i>beginning</i> of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the <i>beginning</i> of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the <i>beginning</i> of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the <i>end</i> of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the <i>end</i> of 'nee'."	need	0	1

PHONEME ADDITION  
SCORE =  5

**TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says "same", SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

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

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION  
SCORE =  5

**Benchmark Scores**

Grade	First Grade			Second Grade		
Benchmark Period	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

**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: \_\_\_\_\_