THIRD EDITION

1ST– 3RD+ GRADE

CUBED 3
Decoding. Language. Reading.

DDM
Dynamic Decoding Measures

Decoding Inventory (DI)
Orthographic Mapping (OM)
Phonemic Awareness (PA)
Phoneme Manipulation (PM)

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Benchmark Record Forms

School: _____ Name: _____

Teacher: _____ Date of Birth: _____ Grade: ____

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DDM

Dynamic Decoding Measures

BENCHMARKS: Beginning of Year

See the administration flowcharts in the manual for grade level recommended subtests and targets

DDM Decoding Inventory (DI)

Benchmark **Beginning of Year**

Child Name/ID _____ Date _____

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 quin 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

hez**es** paf**ed** sen**est** bru**ful** tem**ness** **pre**miv | fot**ing** **un**ron **re**pog miv**er** dut**less** gip**ly**

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

f**ee**p n**ai**g t**ou**v k**ea**t h**ea**g g**ou**p**ai**k | z**ay** l**oa**k z**oo**n s**ou**d w**oo**k p**oi**g sh**aw** h**ie**b r**oe**f z**ow** b**ew**k p**au**k

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

kl**ar** n**er** f**oar**p m**our** l**are** l**irparg** | t**or** w**ir** pl**oor** r**ar**k z**ai**r k**ear** z**ur** th**eer** gl**ier** s**earc** l**our**t v**our** sl**ore**

TARGET: Advanced Affixes (grades 2+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 6

mub**tion** **dis**cla gob**ic** mav**ible** gop**ture** gep**ous** | **bi**mog **tri**zom **non**plut zik**able** **mis**dut **trans**bub **uni**quin vi**rupt**

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

v**ind** n**ild** z**ough** k**eigh** gl**aught** k**ighd**o**st** | v**ost** gr**old** f**igh** p**ight** w**ought** p**ough** kl**augh**

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

we**cent** sm**ink** **lomb** gl**istle** oh**ong** gr**ombacent** | br**ism** gr**unk** m**ank** **ghos**l fu**tle**

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

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

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Child Name/ID _____ Date _____

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	I	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
I	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: _____

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DDM Phonemic Awareness (PA)

Benchmark **Beginning of Year**

TARGET: Phoneme Segmentation

Child Name/ID _____ Date _____

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	✓	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: _____

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Child Name/ID _____ Date _____

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

TARGET: Phoneme Deletion

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 '*w*in' into '*p*in'."**

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: _____

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DDM

Dynamic Decoding Measures

BENCHMARKS: Middle of Year

See the administration flowcharts in the manual for grade level recommended subtests and targets

DDM Decoding Inventory (DI)

Benchmark **Middle of Year**

Child Name/ID _____ Date _____

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 quin 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

hez**es** paf**ed** sen**est** bru**ful** tem**ness** **pre**miv | fot**ing** **un**ron **re**pog miv**er** dut**less** gip**ly**

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

f**ee**p n**ai**g t**ou**v k**ea**t h**ea**g g**ou**p**ai**k | z**ay** l**oa**k z**oo**n s**ou**d w**oo**k p**oi**g sh**aw** h**ie**b r**oe**f z**ow** b**ew**k p**au**k

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

kl**ar** n**er** f**oar**p m**our** l**are** l**irparg** | t**or** w**ir** pl**oor** r**ar**k z**ai**r k**ear** z**ur** th**eer** gl**ier** s**earc** l**our**t v**our** sl**ore**

TARGET: Advanced Affixes (grades 2+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 6

mub**tion** **dis**cla gob**ic** mav**ible** gop**ture** gep**ous** | **bi**mog **tri**zom **non**plut zik**able** **mis**dut **trans**bub **uni**quin vi**rupt**

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

v**ind** n**ild** z**ough** k**eigh** gl**aught** k**ighd**o**st** | v**ost** gr**old** f**igh** p**ight** w**ought** p**ough** kl**augh**

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

we**cent** sm**ink** **lomb** gl**istle** oh**ong** gr**ombacent** | br**ism** gr**unk** m**ank** **ghos**l fu**tle**

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

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

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Child Name/ID _____ Date _____

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	I	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
I	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: _____

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TARGET: Phoneme Segmentation

Child Name/ID _____ Date _____

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	✓	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: _____

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Child Name/ID _____ Date _____

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

TARGET: Phoneme Deletion

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 '*w*in' into '*p*in'."**

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: _____

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DDM

Dynamic Decoding Measures

BENCHMARKS: End of Year

See the administration flowcharts in the manual for grade level recommended subtests and targets

DDM Decoding Inventory (DI)

Benchmark **End of Year**

Child Name/ID _____ Date _____

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 quin 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

hez**es** paf**ed** sen**est** bru**ful** tem**ness** **pre**miv | fot**ing** **un**ron **re**pog miv**er** dut**less** gip**ly**

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

f**ee**p n**ai**g t**ou**v k**ea**t h**ea**g g**ou**p**ai**k | z**ay** l**oa**k z**oo**n s**ou**d w**oo**k p**oi**g sh**aw** h**ie**b r**oe**f z**ow** b**ew**k p**au**k

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

kl**ar** n**er** f**oar**p m**our** l**are** l**irparg** | t**or** w**ir** pl**oor** r**ar**k z**ai**r k**ear** z**ur** th**eer** gl**ier** s**earc** l**our**t v**our** sl**ore**

TARGET: Advanced Affixes (grades 2+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 6

mub**tion** **dis**cla gob**ic** mav**ible** gop**ture** gep**ous** | **bi**mog **tri**zom **non**plut zik**able** **mis**dut **trans**bub **uni**quin vi**rupt**

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

v**ind** n**ild** z**ough** k**eigh** gl**aught** k**ighd**o**st** | v**ost** gr**old** f**igh** p**ight** w**ought** p**ough** kl**augh**

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

we**cent** sm**ink** **lomb** gl**istle** oh**ong** gr**ombacent** | br**ism** gr**unk** m**ank** **ghos**l fu**tle**

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

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

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DDM Orthographic Mapping (OM) — Benchmark — End of Year

Child Name/ID _____ Date _____

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	I	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
I	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: _____

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DDM Phonemic Awareness (PA)

Benchmark | **End of Year**

TARGET: Phoneme Segmentation

Child Name/ID _____ Date _____

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	✓	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: _____

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Child Name/ID _____ Date _____

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

TARGET: Phoneme Deletion

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 '*w*in' into '*p*in'."**

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: _____

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