CUBED 3
Decoding. Language. Reading.

THIRD EDITION

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Language Dynamics GROUP

SECOND GRADE

BENCHMARK BOOKLET

RECOMMENDED SUBESTS AND TARGETS

Name: _____ School Year: _____

Student ID: _____ Teacher: _____

School: _____

		Beginning of Year (BOY) DATE: _____		Middle of Year (MOY) DATE: _____		End of Year (EOY) DATE: _____	
	NLM Targets	**Score**	**Status**	**Score**	**Status**	**Score**	**Status**
	NLM:R Decoding Fluency		○ Benchmark (47) ○ Mod. Risk (27-46) ○ High Risk (0-26)		○ Benchmark (73) ○ Mod. Risk (41-72) ○ High Risk (0-40)		○ Benchmark (87) ○ Mod. Risk (54-86) ○ High Risk (0-53)
	NLM:R Fluency Accuracy		○ Benchmark (92%) ○ Not at benchmark (0-91%)		○ Benchmark (96%) ○ Not at benchmark (0-95%)		○ Benchmark (96%) ○ Not at benchmark (0-95%)
	NLM:R Prosody Rating		No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points
	NLM Retell*		○ Benchmark (18) ○ Mod. Risk (9-17) ○ High Risk (0-8)		○ Benchmark (20) ○ Mod. Risk (16-19) ○ High Risk (0-15)		○ Benchmark (23) ○ Mod. Risk (17-22) ○ High Risk (0-16)
	NLM Questions*		○ Benchmark (24) ○ Mod. Risk (19-23) ○ High Risk (0-18)		○ Benchmark (25) ○ Mod. Risk (21-24) ○ High Risk (0-20)		○ Benchmark (26) ○ Mod. Risk (22-25) ○ High Risk (0-21)
	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**		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)		○ Benchmark (6) ○ Mod. Risk (5) ○ High Risk (0-4)
Decoding Inventory	**DI Vowel-Consonant-E**		○ Benchmark (2) ○ Mod. Risk (1) ○ High Risk (0)		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)
Decoding Inventory	**DI Basic Affixes**		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)
Decoding Inventory	**DI Vowel Teams**		○ Benchmark (3) ○ Mod. Risk (1-2) ○ High Risk (0)		○ Benchmark (4) ○ Mod. Risk (2-3) ○ High Risk (0-1)		○ Benchmark (5) ○ Mod. Risk (3-4) ○ High Risk (0-2)
Decoding Inventory	**DI Vowel-R-Controlled**		○ Benchmark (1) ○ Mod. Risk (0) ○ High Risk (–)		○ Benchmark (4) ○ Mod. Risk (2) ○ High Risk (0-2)		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)
Decoding Inventory	**DI Advanced Affixes**		○ Benchmark (1) ○ Mod. Risk (0) ○ High Risk (–)		○ Benchmark (2) ○ Mod. Risk (1) ○ High Risk (0)		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)
Decoding Inventory	**DI Complex Vowels**		○ Benchmark (1) ○ Mod. Risk (0) ○ High Risk (–)		○ Benchmark (2) ○ Mod. Risk (1) ○ High Risk (0)		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)
Decoding Inventory	**DI Advanced Word Forms**		No benchmarks or risk cut points until MOY Second Grade		○ Benchmark (1) ○ Mod. Risk (0) ○ High Risk (–)		○ Benchmark (2) ○ Mod. Risk (1) ○ High Risk (0)
Decoding Inventory	**DI Multisullabic Words in Context**		No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points
Orthographic Mapping	**OM Irregular Words**		○ Benchmark (35) ○ Mod. Risk (20-34) ○ High Risk (0-19)		○ Benchmark (40) ○ Mod. Risk (35-39) ○ High Risk (0-34)		○ Benchmark (40) ○ Mod. Risk (35-39) ○ High Risk (0-34)
Phonemic Awareness and Phoneme Manipulation	**PA Phoneme Segmentation**		○ Benchmark (30) ○ Mod. Risk (28-29) ○ High Risk (0-27)		○ Benchmark (30) ○ Mod. Risk (28-29) ○ High Risk (0-27)		○ Benchmark (30) ○ Mod. Risk (28-29) ○ High Risk (0-27)
Phonemic Awareness and Phoneme Manipulation	PM Phoneme Deletion***		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)
Phonemic Awareness and Phoneme Manipulation	PM Phoneme Addition***		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)
Phonemic Awareness and Phoneme Manipulation	PM Phoneme Substitution***		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)

*Use hightest 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 starts on page 127 of the CUBED-3 Manual.

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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.

Yesterday, Marta and her mom were shopping at 8
a store. 10 She needed to get a gift for her friend. 19
She was upset because she didn't have much time. 28
Marta was thinking about getting a game. Her friend 37
had a new computer with lots of RAM, which helps 47
it run fast and open many things all at the same 58
time. She dug through the bin of games and finally 68
found a great game. But sadly, she didn't have the 78
money to buy it. Marta felt bad because she still 88
didn't have a gift. 92

After she put the game back, she decided to ask her 103
artistic mom, who was very creative, for guidance. 111
She urgently said, "What should I give my best 120
friend?" Marta's mom said, "Make her something at 128
home. It will be more meaningful." Although Marta 136
didn't have a lot of time, she was able to make the 148
perfect gift. When her friend eagerly opened the 156
present, she loved the beautiful, personalized gift. 163
Marta was extremely happy because she got to give 172
her friend something that she cherished. 178

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	☐	= ☐ (47)

**If below benchmark (47) 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	Marta / any name	②	a girl / the girl	①
Setting	shopping at a store	②	shopping / store	①
Problem (P)	didn't have gift	②	didn't know what to do	①
Feeling	sad / mad / upset	②	didn't like it / cried	①
Plan (PL)	decided to buy a game	②	decided to get something	①
Attempt (A)	found a game	②	got one	①
Consequence / Complication (CP)	didn't have enough money / still didn't have a gift	②	didn't work / not gift	①
Feeling-2	sad / mad / upset	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask mom for help	②	decided to get help	①
Attempt-2 (A2)	asked mom for help	②	talked to mom	①
Consequence (C)	mom told her to make something	②	mom helped her	①
Ending (E)	made a perfect gift / friend loved	②	she made it	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE ☐
computer RAM	①	helps computers run fast	①	helps open many things at same time	①

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)	SCORE ☐ select one
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②
P+A+CP -or- P+PL+CP	④

EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)	SCORE ☐ select one
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE ☐
because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., something that... / RAM which... / mom who...)	①①①

VOCABULARY COMPLEXITY (VC) SCORE ☐			
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
guidance	①	extremely	①
urgently	①	cherished	①
meaningful	①		①
eagerly	①		①
personalized	①		

NLM QUESTIONS

FACTUAL (F) — 2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect	SCORE ☐
Who was the story about?	②①⓪
Where was Marta in the beginning of the story?	②①⓪
Why was Marta upset?	②①⓪
How did she first try to fix her problem?	②①⓪
Why did she talk to her mom?	②①⓪
How did the story end?	②①⓪
What two things did you learn about computer RAM from this story?	②①⓪

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: Marta urgently had to get a present. She didn't have a lot of time. What does urgent mean?	③	②
B: Does urgent mean *to be fun* or *needs to happen now*?	①	⓪
A: Marta needed guidance. She talked to her mom. What does guidance mean?	③	②
B: Does guidance mean *money* or *advice*?	①	⓪
A: Her friend loved the personalized gift. It wasn't from the store. What does personalized mean?	③	②
B: Does personalized mean *special* or *strong*?	①	⓪

INFERENTIAL REASONING (IR) — 2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect				SCORE ☐	
Using clues from this story, when do you think her friend's party was?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, what do you think Marta's mom does for work?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①⓪
What do you think Marta made for her friend?	②	①	⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

PERSONAL WRITING GENERATION *(OPTIONAL)*

Give student NLM Writing Form. SAY: **"In this story, Marta was sad she didn't have money for a gift. Write a story about a time when you couldn't get something."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* (18)	+	NLM QUESTIONS SCORE* (24)	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+ EC1 + EC2 + SC + VC		Combine: F + IV + IR		**If below Retell benchmark (18) or Questions benchmark (24) administer NLM Listening*

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**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, Cora was exploring a theme park. She wanted 10 to go on all the big rides, but she was not 21 able to because she was too short. Even though 30 Cora was upset, she hoped to find other rides that 40 were fun. After she looked for a while, Cora found a 51 thrilling ride that was shaped like a giant snake, and 61 it went really fast. But when she tried to get on it, a 74 man, who wore a uniform, sadly told Cora she was 84 too short. 86

The man explained he had to enforce the strict safety 96 regulations, which were rules that must be obeyed 104 so that people don't get hurt. Cora felt disappointed 113 because it seemed like she would never find a 122 suitable ride. She decided to ask the man for help. 132 Cora optimistically said, "Can you show me a fun 142 ride I'm tall enough for?" He said, "Yes! The Ferris 152 wheel should be perfect!" When she saw it, Cora 161 quickly got on ride. After the exhilarating ride 170 was finished, Cora was happy because she finally 178 discovered a perfect, fun ride. 181

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	____	= ____ (47)
ACCURACY	# Correct words read	____	÷	Total words read in 1 min	____	= ____

**If below benchmark (47) consider administering DDM subtests*

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	Cora / any name	②	a girl / the girl	①	
Setting	exploring a park	②	exploring / park	①	
Problem (P)	too short for the rides	②	couldn't play	①	
Feeling	sad / mad / upset	②	didn't like it / cried	①	
Plan (PL)	decided to find a ride	②	decided to look	①	
Attempt (A)	saw a fun ride	②	saw something	①	
Consequence / Complication (CP)	the man said no / couldn't find a ride to go on	②	no good / can't do it	①	
Feeling-2	sad / mad / disappointed	②	didn't like it / cried	①	
Plan-2 (PL2)	decided to ask a man for help	②	decided to get help	①	
Attempt-2 (A2)	asked a man for help	②	talked to someone	①	
Consequence (C)	said, "let me show you a ride" / rode the Ferris wheel	②	helped her / did her	①	
Ending (E)	found the perfect ride	②	new ride	①	
End Feeling	happy / glad	②	liked it / smiled	①	

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE ____
safety regulations	①	rules that must be obeyed	①	people don't get hurt	①

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)	SCORE ____ select one
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②
P+A+CP -or- P+PL+CP	④

EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)	SCORE ____ select one
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE ____
because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., rules that... / regulations which... / man who...)	①①①

VOCABULARY COMPLEXITY (VC) SCORE ____ 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
thrilling	①	exhilarating	①
strict	①	discovered	①
enforced	①		①
suitable	①		①
optimistically	①		

NLM QUESTIONS

FACTUAL (F) 2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect	SCORE ____
Who was the story about?	②①⓪
Where was Cora in the beginning of the story?	②①⓪
Why was Cora upset?	②①⓪
How did she first try to fix her problem?	②①⓪
Why did she talk to the worker?	②①⓪
How did the story end?	②①⓪
What two things did you learn about safety regulations from this story?	②①⓪

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: It seemed like Cora would never find a suitable ride. She was disappointed. What does suitable mean?	③②
B: Does suitable mean *acceptable* or *boring*?	①⓪
A: The man had to enforce the safety regulations. Cora was too short to go on the ride. What does enforce mean?	③②
B: Does enforce mean *to make someone obey* or *to ignore*?	①⓪
A: Cora found a thrilling ride. It was shaped like a giant snake. What does thrilling mean?	③②
B: Does thrilling mean *old* or *exciting*?	①⓪

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 Cora has been to the park?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, why do you think Cora talked to the man to find a ride to go on?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Who do you think Cora was with at the theme park?	②①⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

PERSONAL WRITING GENERATION *(OPTIONAL)*

Give student NLM Writing Form. SAY: **"In this story, Cora was upset she couldn't go on a ride. Write a story about a time when you couldn't do something."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* ____ (18)	+	NLM QUESTIONS SCORE* ____ (24)	=	____ NLM READING COMPOSITE SCORE
Combine: NDC+EDC+ EC1 + EC2 + SC + VC		Combine: F + IV + IR		*If below Retell benchmark (18) or Questions benchmark (24) administer NLM Listening

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*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?"**

Last night, Brandon was up late watching a show in the front room. It was about angler fish, which are deep-sea creatures that have long scary teeth. They also have a light that dangles from their heads. Even though he was really tired, he couldn't sleep because he kept imagining scary sea creatures menacingly surrounding his bed in the dark. Brandon was very scared. He bravely decided to get out of bed to open his door. He opened the door, but it was still too dark. Brandon was terrified because he thought he could still see the ugly sea creatures everywhere. Then he decided to ask for help from his mom, who is very kind. Brandon found his mom and worriedly said, "I'm scared. There are monsters in my room." His mother replied, "I'm sure there aren't any monsters in your room. But let's get a nightlight." She gave him a blue, crystal nightlight. After Brandon plugged in the new, glowing nightlight, his room wasn't shadowy anymore. Brandon's room was not scary, and he felt relieved. He peacefully slept all night.

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	Brandon / any name	2	a boy / the boy	1
Setting	watching a show / front room	2	watching / front room	1
Problem (P)	couldn't sleep/imagining creatures	2	couldn't do it	1
Feeling	scared / sad	2	didn't like it / cried	1
Plan (PL)	decided to open the door	2	decided to go	1
Attempt (A)	got out of bed / opened his door	2	got out / did it	1
Consequence / Complication (CP)	room was too dark / still scared	2	didn't work / dark	1
Feeling-2	terrified / scared	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask mom for help	2	decided to get help	1
Attempt-2 (A2)	told mom he was scared	2	talked to her	1
Consequence (C)	mom gave him a nightlight / it wasn't dark anymore	2	she helped him / made it better	1
Ending (E)	peacefully slept / less scary	2	it was OK / he did it	1
End Feeling	relieved / happy	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE

angler fish	1	have long teeth	1	light dangles from head	1

EPISODE 1 COMPLEXITY (EC1) — SCORE

(from 2 pt NDC section) — select one

P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	2
P+A+CP -or- P+PL+CP	4

EPISODE 2 COMPLEXITY (EC2) — SCORE

(from 2 pt NDC section) — select one

P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	2
P/CP+C+E -or- P/CP+A2+E	3
P/CP+A2+C -or- P/CP+PL2+C	4
P/CP+A2+C+E -or- P/CP+PL2+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., creatures that... / fish which... / mom 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

dangles	1	shadowy	1
imagining	1	peacefully	1
menacingly	1		1
terrified	1		1
worriedly	1		

NLM QUESTIONS

FACTUAL (F) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Who was the story about?	2 1 0
Where was Brandon in the beginning of the story?	2 1 0
Why was Brandon scared?	2 1 0
How did he first try to fix his problem?	2 1 0
Why did he talk to his mom?	2 1 0
How did the story end?	2 1 0
What two things did you learn about angler fish from the story?	2 1 0

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?"

Ask B question if A is answered incorrectly

A: Brandon imagined monsters. They weren't really there. What does imagine mean?	3 2
B: Does imagine mean *to think* or *to catch*?	1 0
A: Sea creatures were menacingly surrounding him. They were scaring him. What does menacingly mean?	3 2
B: Does menacingly mean *sad* or *dangerous*?	1 0
A: His room wasn't shadowy anymore. He could see. What does shadowy mean?	3 2
B: Does shadowy mean *dark* or *loud*?	1 0

INFERENTIAL REASONING (IR) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, how often do you think Brandon usually needs a nightlight to sleep?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, how bright do you think the hallway was when he opened his door?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Why do you think Brandon's mom already had a nightlight?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

PERSONAL GENERATION *(OPTIONAL)*

SAY: **"In this story, Brandon was scared of the dark. Tell me a story about when you got scared."** 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 (18)	+	NLM QUESTIONS SCORE (24)	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC		Combine: F + IV + IR		

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DDM Decoding Inventory (DI)

Benchmark* **Beginning of Year**

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 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**air** k**ear** z**ur** th**eer** gl**ier** s**earc** l**ourt** 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** l**omb** gli**stle** oh**ong** gr**ombacent** | bri**sm** gr**unk** m**ank** **gho**sl 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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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	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

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	✓	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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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 '*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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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

One day, Daniel was in his art class making a small 11
clay pot. When he was done, he went to pick up 22
the pot, but it was stuck to the table, which made 33
him nervous. Daniel decided to try to gently lift it 43
off the table so that he wouldn't ruin it. But Daniel's 54
pot was really stuck. Daniel was sad and put his 64
head on the table. Finally, Daniel decided to get 73
help. Daniel said to his teacher "My pot is stuck!" 83
Daniel's teacher kindly said, 87

"Before I work with clay, I put canvas down 96
because canvas is a thick cloth that is made from 106
cotton. The clay won't adhere to it. Since your 115
pot is already stuck, I'll remove it using a special 125
technique." Then she quickly illustrated how to get 133
it unstuck. Daniel closely observed the teacher, who 141
had solved this problem many times, take some thin 150
wire and deftly slide it under the pot. When he saw 161
it easily come right off the table, Daniel immediately 170
felt relieved because he wouldn't have to construct 178
a new pot. 181

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	___	= ___ (73)
ACCURACY	# Correct words read	___	÷	Total words read in 1 min	___	= ___

**If below benchmark (73) administer NLM Reading Benchmark 2*

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	Daniel / any name	②	a boy / the boy	①
Setting	in art class making a pot	②	class / making pot	①
Problem (P)	pot got stuck on the table	②	couldn't get it	①
Feeling	nervous / mad / angry	②	didn't like it / cried	①
Plan (PL)	decided to try to lift it off the table	②	decided to pull	①
Attempt (A)	lifted it off the table	②	he tried it	①
Consequence / Complication (CP)	it was really stuck / still couldn't get it off the table	②	didn't work / couldn't get it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask teacher for help	②	decided to talk	①
Attempt-2 (A2)	he said "my pot is stuck"	②	he talked to her	①
Consequence (C)	teacher removed it with wire / pot came off table	②	she fixed it / she got it	①
Ending (E)	didn't have to make a new one	②	it was OK	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE ___
canvas	①	thick cloth made from cotton	①	clay won't stick to it	①

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)	SCORE ___ select one
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②
P+A+CP -or- P+PL+CP	④

EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)	SCORE ___ select one
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE ___
because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., cloth that... / table which... / teacher who...)	①①①

VOCABULARY COMPLEXITY (VC)	SCORE ___
1 pt per word below (or equally complex synonym)	
1 pt (up to 2) for other complex vocabulary words	
adhere ①	relieved ①
technique ①	construct ①
illustrated ①	①
observed ①	①
deftly ①	

NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect	SCORE ___
Who was the story about?	②①⓪	
Where was Daniel in the beginning of the story?	②①⓪	
Why was Daniel nervous?	②①⓪	
How did he first try to fix his problem?	②①⓪	
Why did he talk to his teacher?	②①⓪	
How did the story end?	②①⓪	
What two things did you learn about canvas from this story?	②①⓪	

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: Daniel's teacher deftly removed the pot with wire. She had done it before. What does deftly mean?	③②
	B: Does deftly mean *slowly* or *skillfully*?	①⓪
	A: The teacher illustrated how to remove the clay pot. Daniel watched her. What does illustrate mean?	③②
	B: Does illustrate mean *to spell* or *to show*?	①⓪
	A: Clay won't adhere to canvas. It will come off easily. What does adhere mean?	③②
	B: Does adhere mean *stick* or *slide*?	①⓪

INFERENTIAL REASONING (IR)	2 pts = clear & complete; 1 pt = unclear/incomplete	0 pts = incorrect	SCORE ___
Using clues from this story, how many clay pots do you think Daniel has made before?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, how many students do you think got their clay stuck to the table?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Why do you think Daniel's class was making clay pots?	②①⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

PERSONAL WRITING GENERATION *(OPTIONAL)*

Give student NLM Writing Form. SAY: **"In this story, Daniel was nervous his pot was stuck. Write a story about a time when something you had was stuck."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* (20)	+	NLM QUESTIONS SCORE* (25)	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC		Combine: F + IV + IR		**If below Retell benchmark (20) or Questions benchmark (25) administer NLM Listening*

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**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.

10

On Sunday, Fiona, a very shy girl, was in the car with 12
her family. They slowly pulled into her grandpa's 21
big driveway. She saw lots of cars parked at her 31
grandpa's house. Fiona was upset because she didn't 39
know there would be so many people visiting her 48
grandpa. Fiona decided to stick close to her outgoing, 57
older brother. She held his hand so that she would 67
feel better. But Fiona still felt uneasy. Even though 76
she loved her grandpa, she didn't like big crowds. 85

She decided to quietly talk to her brother, who 94
always took care of her. Fiona said, "Please 102
help me find a quiet place." Her brother kindly 111
answered, "There are lots of people, which can feel 120
overwhelming. Let's go to grandpa's den." His den 128
was a small, extra room that was packed with books. 138
After Fiona went to the room, she quickly found a 148
book and snuggled up on her favorite, cozy chair. 157
Fiona immediately felt relieved because it was nice 165
and quiet. When it was time to leave, Fiona sweetly 175
said goodbye to her grandpa. 180

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	____	= ____ (73)
ACCURACY	# Correct words read	____	÷	Total words read in 1 min	____	= ____

**If below benchmark (73) consider administering DDM subtests*

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	Fiona / any name	②	a girl / the girl	①
Setting	riding/driving to grandpa's house	②	driving / grandpa's	①
Problem (P)	didn't know there would be lots of people	②	didn't like it	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan (PL)	decided to stay with brother	②	decided to go inside	①
Attempt (A)	held brother's hand	②	did it	①
Consequence / Complication (CP)	still felt uneasy / didn't like big crowds	②	didn't work / didn't like it	①
Feeling-2	uneasy / upset / sad / mad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask brother for help	②	decided to get help	①
Attempt-2 (A2)	said "help me find a quiet place"	②	talked to him	①
Consequence (C)	said "it can be overwhelming" / went to grandpa's den	②	went somewhere quiet	①
Ending (E)	read book in quiet room / said bye	②	did it / she left	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE ____

den	①	small, extra room	①	had lots of books	①

EPISODE 1 COMPLEXITY (EC1) — SCORE ____

(from ② pt NDC section) select one

P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②
P+A+CP -or- P+PL+CP	④

EPISODE 2 COMPLEXITY (EC2) — SCORE ____

(from ② pt NDC section) select one

P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC) — SCORE ____

because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., room that... / people which... / brother who...)	①①①

VOCABULARY COMPLEXITY (VC) — SCORE ____

1 pt per word below (or equally complex synonym)
1 pt (up to 2) for other complex vocabulary words

outgoing	①	relieved	①
uneasy	①	sweetly	①
overwhelming	①		①
snuggled	①		①
cozy	①		

NLM QUESTIONS

FACTUAL (F) — SCORE ____

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Who was the story about?	②①⓪
Where was Fiona in the beginning of the story?	②①⓪
Why was Fiona upset?	②①⓪
How did she first try to fix her problem?	②①⓪
Why did she talk to her brother?	②①⓪
How did the story end?	②①⓪
What two things did you learn about a den from this story?	②①⓪

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?"**

Ask **B** question if **A** is answered incorrectly

A: Her brother was outgoing. The crowd didn't bother him. What does outgoing mean?	③②
B: Does outgoing mean *talkative* or *tall*?	①⓪
A: Crowds can feel overwhelming. Fiona wanted to be alone. What does overwhelming mean?	③②
B: Does overwhelming mean *scary* or *boring*?	①⓪
A: Fiona sat on a cozy chair. She felt relieved. What does cozy mean?	③②
B: Does cozy mean *old* or *comfortable*?	①⓪

INFERENTIAL REASONING (IR) — SCORE ____

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, how often do you think Fiona visits her grandpa's house?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, what do you think Fiona likes to do?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Why do you think so many people were visiting Fiona's grandpa?	②①⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

PERSONAL WRITING GENERATION *(OPTIONAL)*

Give Student NLM Writing Form. SAY: **"In this story, Fiona was upset because there were so many people. Write a story about a time when you felt uneasy."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* (20)	+	NLM QUESTIONS SCORE* (25)	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC		Combine: F + IV + IR		*If below Retell benchmark (20) or Questions benchmark (25) administer NLM Listening

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*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: **"Last Friday, Miranda was swinging in her huge 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 recently learned that gravity is a force that pulls things down. Miranda asked her sister, who was swinging much higher, for help. Her sister said, 'Move your legs back and forth when you swing. Then you will go even higher.' After she listened to her sister, Miranda was able to swing incredibly high. She was happy that she learned how to swing better."**

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?"**
"Was Miranda's sister younger or older than her? 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?"**

Last week, Shiro excitedly wore a nice, white shirt to school because he was getting his picture taken. He wanted to look magnificent, but while he was working on a new art project, a girl who wasn't paying attention accidentally bumped into him. She spilled vibrant, red paint all over Shiro's shirt, which got completely covered. Shiro felt panicked. He frantically rushed to the sink with the plan to wash out the paint. He held his shirt under the water so that it would wash out, but the stain spread more! Shiro was frustrated. He decided to ask his teacher for help. He said, "Can you get this paint out of my shirt?" Shiro's teacher said, "This red paint won't come out of a white shirt. It's an oil-based paint. Oil-based paint has a thick composition. It doesn't dissolve in water; however, we can find another shirt." His teacher persistently searched the lost-and-found that was mostly filled with coats and gloves until she finally discovered a nice shirt. After his picture was taken, Shiro felt relieved because the picture looked great.

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	Shiro / any name	2	a girl / the girl	1
Setting	painting in class	2	painting / class	1
Problem (P)	spilled paint on his shirt	2	spilled it / got dirty	1
Feeling	panicked / sad / mad / angry	2	didn't like it / cried	1
Plan (PL)	decided to wash out the paint	2	decided to clean	1
Attempt (A)	rinsed shirt / washed shirt	2	tried to do it	1
Consequence / Complication (CP)	the stain didn't go away / shirt looked worse	2	didn't work / looked bad	1
Feeling-2	frustrated / sad / mad	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask teacher for help	2	decided to get help	1
Attempt-2 (A2)	asked how to get rid of paint	2	talked to her	1
Consequence (C)	said paint won't come out / she got him a different shirt	2	it won't work / she found one	1
Ending (E)	picture taken / picture looked great	2	it was good	1
End Feeling	happy / content	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

SCORE

oil-based paint	1	thick composition	1	doesn't dissolve in water	1

EPISODE 1 COMPLEXITY (EC1)

(from 2 pt NDC section) SCORE

select one

P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	2
P+A+CP -or- P+PL+CP	4

EPISODE 2 COMPLEXITY (EC2)

(from 2 pt NDC section) SCORE

select one

P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	2
P/CP+C+E -or- P/CP+A2+E	3
P/CP+A2+C -or- P/CP+PL2+C	4
P/CP+A2+C+E -or- P/CP+PL2+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., lost and found that... / shirt which... / girl 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

magnificent	1	dissolve	1
accidentally	1	persistently	1
vibrant	1		1
frantically	1		1
composition	1		

NLM QUESTIONS

FACTUAL (F)

2 pts = clear & complete
1 pt = unclear/incomplete
0 pts = incorrect

SCORE

Who was the story about?	2 1 0
Where was Shiro in the beginning of the story?	2 1 0
Why was Shiro panicked?	2 1 0
How did he first try to fix his problem?	2 1 0
Why did he talk to his teacher?	2 1 0
How did the story end?	2 1 0
What two things did you learn about oil-based paint from this story?	2 1 0

INFERENTIAL VOCABULARY (IV)

3 pts = A: clear/complete
2 pts = A: unclear/incomplete
1 pt = B: correct
0 pts = B: incorrect

SCORE

If A answer is similar to grey text, say: "What else does _____ mean?"

Ask B question if A is answered incorrectly

A: Shiro wanted to look magnificent. He wanted a great photo. What does magnificent mean?	3 2
B: Does magnificent mean *happy* or *very good*?	1 0
A: Shiro's teacher persistently looked for a shirt. She finally found one. What does persistently mean?	3 2
B: Does persistently mean *quickly* or *to keep trying*?	1 0
A: He wanted the paint to dissolve, but washing it didn't work. What does dissolve mean?	3 2
B: Does dissolve mean *to go away* or *to shine bright*?	1 0

INFERENTIAL REASONING (IR)

2 pts = clear & complete
1 pt = unclear/incomplete
0 pts = incorrect

SCORE

Using clues from this story, how much experience do you think Shiro has with oil-based paint?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, what do you think the weather is like in the winter where Shiro lives?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Why do you think Shiro wanted to look good for his school pictures?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

PERSONAL GENERATION *(OPTIONAL)*

SAY: **"In this story, Shiro was upset his shirt got ruined. Tell me a story about when something of yours got ruined."** 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 (20)	+	NLM QUESTIONS SCORE (25)	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC		Combine: F + IV + IR		

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DDM Decoding Inventory (DI)

Benchmark* **Middle of Year**

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 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 mi**ver** dut**less** gi**ply**

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

f**ee**p n**aig** 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**air** 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** l**omb** gli**stle** oh**ong** gr**ombacent** | bri**sm** gr**unk** m**ank** **gho**sl 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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**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	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* **Middle of Year**

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	✓	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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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 '*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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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.

On Saturday, Jacob, who loved the outdoors, was 8
fishing with 10 **his grandpa at a nearby river delta. The** 18
triangle-shaped piece of land, which formed when 26
the fresh water of the river flowed into the salty water 37
of the ocean, was their favorite place to fish. Jacob 47
tried to cast the line into the brackish water, but his 58
line snagged in a tree behind him. Jacob panicked 67
and thought he could just pull the line free. But when 78
Jacob whipped the line hard, it got caught even worse! 88

Jacob was frustrated. He hesitated to ask his 96
grandpa, an expert fisherman, for help because he 104
was obviously having a great time. Jacob nervously 112
asked, "Grandpa, can you help me?" His grandpa 120
said, "Happy to help! That's quite the snag!" After 129
his grandpa expertly untangled the badly twisted 136
line from the tree, Jacob moved so that his line 146
wouldn't get caught again and excitedly cast out into 155
the water. Jacob almost immediately caught a big, 163
beautiful fish! He felt elated because he had never 172
caught a fish that big before. 178

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	____	= ____ (87)
ACCURACY	# Correct words read	____	÷	Total words read in 1 min	____	= ____

**If below benchmark (87) administer NLM Reading Benchmark 2*

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	Jacob / any name	②	a boy / the boy	①
Setting	fishing at a river/river delta	②	fishing / river	①
Problem (P)	line got snagged in tree	②	it was stuck	①
Feeling	panicked / mad / upset	②	didn't like it / cried	①
Plan (PL)	decided to pull the line	②	decided to try	①
Attempt (A)	he pulled it/whipped it hard	②	he tried it	①
Consequence / Complication (CP)	it was really stuck even worse / couldn't get it untangled	②	didn't work / couldn't get it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask grandpa for help	②	decided to ask	①
Attempt-2 (A2)	he said "can you help me?"	②	he asked him	①
Consequence (C)	grandpa untangled the line / he moved away from tree	②	it got fixed / he moved	①
Ending (E)	caught a big fish	②	he got one	①
End Feeling	excited / elated / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE ____

river delta	①	triangle piece of land	①	forms when river flows into ocean	①

EPISODE 1 COMPLEXITY (EC1) — SCORE ____

(from 2 pt NDC section) select one

P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②
P+A+CP -or- P+PL+CP	④

EPISODE 2 COMPLEXITY (EC2) — SCORE ____

(from 2 pt NDC section) select one

P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC) — SCORE ____

because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., fish that... / land which... / Jacob who...)	①①①

VOCABULARY COMPLEXITY (VC) — SCORE ____

1 pt per word below (or equally complex synonym)
1 pt (up to 2) for other complex vocabulary words

brackish	①	excitedly	①
snagged	①	elated	①
whipped	①		①
nervously	①		①
expertly	①		

NLM QUESTIONS

FACTUAL (F) — SCORE ____

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Who was the story about?	②①⓪
Where was Jacob in the beginning of the story?	②①⓪
Why was Jacob panicked?	②①⓪
How did he first try to fix his problem?	②①⓪
Why did he talk to his grandpa?	②①⓪
How did the story end?	②①⓪
What two things did you learn about a river delta from this story?	②①⓪

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?"**

Ask **B** question if **A** is answered incorrectly

A: The river water was brackish. It was close to the ocean. What does brackish mean?	③②
B: Does brackish mean *shallow* or *salty*?	①⓪
A: Jacob whipped the line. It was caught on a tree. What does whip mean?	③②
B: Does whip mean *to let go of* or *to tug fast*?	①⓪
A: Jacob felt elated. He caught a huge fish. What does elated mean?	③②
B: Does elated mean *happy* or *worried*?	①⓪

INFERENTIAL REASONING (IR) — SCORE ____

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, how much practice do you think Jacob's grandpa has at untangling line?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, how many fish do you think there were in the river?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
What do you think they did with the fish that they caught?	②①⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

PERSONAL WRITING GENERATION *(OPTIONAL)*

Give student NLM Writing Form. SAY: **"In this story, Jacob was upset he couldn't untangle his line. Write a story about a time when you couldn't do something."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*		+	NLM QUESTIONS SCORE*		=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC	(23)		Combine: F + IV + IR	(26)		

**If below Retell benchmark (23) or Questions benchmark (26) administer NLM Listening*

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**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.

10

Last week, Luiz went outside to feed his pet goats. 10
His goats, which are called Fainting goats, are very 19
friendly. However, when they get scared, their legs 27
get stiff and they fall over. When Luiz poured some 37
grain into their feeder, he noticed there was only 46
one goat in the pen. The other goat had escaped 56
and was eating some thick, overgrown bushes in 64
the backyard. Luiz felt worried because he didn't know 73
how he would catch the goat that always ran from him. 84

He decided to slowly approach the cagey goat so 93
that he could capture it. But every time he got close, 104
it quickly bounded away. Luiz was frustrated. He 112
decided to ask his dad, who knew about goats, 121
for advice. Luiz said, "Do you have any tips for 131
catching my goat?" His dad replied, "Grab a 139
handful of grain. Since goats can't resist food, it 148
should follow you." After Luiz held out his hand 157
with some grain, he was relieved because the goat 166
eagerly followed him into the pen. Then Luiz made 175
sure the gate was tightly shut. 181

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	___	= ___ (87)
ACCURACY	# Correct words read	___	÷	Total words read in 1 min	___	= ___

**If below benchmark (87) consider administering DDM subtests*

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	Luiz / any name	②	a boy / the boy	①
Setting	outside feeding goats	②	outside / feeding goats	①
Problem (P)	one of the goats got out	②	it was gone	①
Feeling	worried / sad / upset	②	didn't like it / cried	①
Plan (PL)	decided to try and catch it	②	decided to try	①
Attempt (A)	he slowly walked over to it	②	he tried	①
Consequence / Complication (CP)	goat quickly ran off / he still didn't know how to catch it	②	didn't work / couldn't get it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask dad for help	②	decided to ask	①
Attempt-2 (A2)	he said "do you have any tips?"	②	he talked to him	①
Consequence (C)	dad told him to get some grain / the goat followed him into pen	②	he told him / it worked	①
Ending (E)	made sure the gate was locked	②	it was good	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE

Fainting goats	①	very friendly goats	①	they fall over when they are scared	①

EPISODE 1 COMPLEXITY (EC1) — SCORE

(from ② pt NDC section) select one

P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②
P+A+CP -or- P+PL+CP	④

EPISODE 2 COMPLEXITY (EC2) — SCORE

(from ② pt NDC section) select one

P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC) — SCORE

because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., goat that... / goats which... / dad who...)	①①①

VOCABULARY COMPLEXITY (VC) — SCORE

1 pt per word below (or equally complex synonym)
1 pt (up to 2) for other complex vocabulary words

overgrown	①	resist	①
approach	①	eagerly	①
cagey	①		①
capture	①		①
bounded	①		

NLM QUESTIONS

FACTUAL (F) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Who was the story about?	②①⓪
Where was Luiz in the beginning of the story?	②①⓪
Why was Luiz worried?	②①⓪
How did he first try to fix his problem?	②①⓪
Why did he talk to his dad?	②①⓪
How did the story end?	②①⓪
What two things did you learn about Fainting goats from this story?	②①⓪

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?"**

Ask **B** question if **A** is answered incorrectly

A: Luiz tried to capture the goat. It had escaped out of the pen. What does capture mean?	③②
B: Does capture mean *to catch* or *to follow*?	①⓪
A: His dad said goats can't resist food. The goat quickly followed Luiz into the pen. What does resist mean?	③②
B: Does resist mean *to refuse* or *to be scared*?	①⓪
A: He decided to slowly approach the goat. He tried to catch it. What does approach mean?	③②
B: Does approach mean *to feed* or *to get close*?	①⓪

INFERENTIAL REASONING (IR) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, how do you think the goat got out of the pen?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, how many times do you think Luiz has had to catch one of his goats?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Why do you think Luiz has pet goats?	②①⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

PERSONAL WRITING GENERATION *(OPTIONAL)*

Give Student NLM Writing Form. SAY: **"In this story, Luiz was worried he wouldn't be able to catch his goat. Write a story about a time when you couldn't do something."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* (23)	+	NLM QUESTIONS SCORE* (26)	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC		Combine: F + IV + IR		*If below Retell benchmark (23) or Questions benchmark (26) administer NLM Listening

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*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: **"Yesterday, Kaycee was painting a beautiful picture in her bedroom. She was frustrated because she had run out of green paint and could not find a new bottle. She suddenly remembered her teacher talking about color theory at school, which describes how the primary colors, like yellow and blue, can combine to make a color like green. Kaycee carefully mixed her yellow and blue paints and successfully made new green paint. She was thrilled that she could finish her picture of a park using the perfect, green hue."**

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?"**

Yesterday, Nathan was playing a videogame at home. He had just removed the plastic wrapper and was excited to play it. But the game was extremely difficult, which discouraged Nathan. He couldn't beat his game. He was stuck on the complex, final level. So he decided to watch a tutorial on how to accomplish the last task. Tutorials are special online videos that clearly provide instructions on how to do something. Even though Nathan looked, he couldn't find a video that was helpful. He still didn't know how to win his game. Nathan felt frustrated because he was competitive. He didn't like to lose. Determined to find a solution, he decided to get help. He talked to his best friend who was a talented video gamer. He asked, "What should I do so that I can finally beat my game?" Nathan's friend eagerly said, "While I play, watch me and copy what I do." Then Nathan's friend perfectly demonstrated how to play. Nathan excitedly played the difficult level again. After he mastered it, he felt proud because he successfully beat the game.

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	Nathan / any name	2	a boy / the boy	1
Setting	playing a game at home	2	playing game / home	1
Problem (P)	couldn't win the game	2	couldn't do it	1
Feeling	discouraged / sad / mad	2	didn't like it / cried	1
Plan (PL)	decided to watch video	2	decided to look	1
Attempt (A)	looked for videos about game	2	looked for one	1
Consequence / Complication (CP)	couldn't find video / couldn't win the game	2	it didn't work / couldn't do it	1
Feeling-2	frustrated / sad / mad	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask friend for help	2	decided to ask	1
Attempt-2 (A2)	asked friend how to win game	2	asked him	1
Consequence (C)	friend told him to watch him / friend showed him how to win	2	helped him / showed him	1
Ending (E)	he played again / he beat game	2	he did it	1
End Feeling	happy / proud	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE

tutorials	1	special video	1	provide instructions	1

EPISODE 1 COMPLEXITY (EC1) — SCORE

(from 2 pt NDC section) — select one

P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	2
P+A+CP -or- P+PL+CP	4

EPISODE 2 COMPLEXITY (EC2) — SCORE

(from 2 pt NDC section) — select one

P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	2
P/CP+C+E -or- P/CP+A2+E	3
P/CP+A2+C -or- P/CP+PL2+C	4
P/CP+A2+C+E -or- P/CP+PL2+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., videos that... / game which... / friend 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

discouraged	1	demonstrated	1
complex	1	mastered	1
accomplish	1		1
competitive	1		1
solution	1		

NLM QUESTIONS

FACTUAL (F) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Who was the story about?	2 1 0
Where was Nathan in the beginning of the story?	2 1 0
Why was Nathan sad?	2 1 0
How did he first try to fix his problem?	2 1 0
Why did he talk to his friend?	2 1 0
How did the story end?	2 1 0
What two things did you learn about tutorials from this story?	2 1 0

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?"

Ask B question if A is answered incorrectly

A: He couldn't accomplish the last task. It was very hard. What does accomplish mean?	3 2
B: Does accomplish mean *to finish* or *to watch*?	1 0
A: His friend demonstrated how to win. Nathan watched him. What does demonstrate mean?	3 2
B: Does demonstrate mean *to show* or *to listen*?	1 0
A: Nathan mastered the game. Then he was very proud. What does master mean?	3 2
B: Does master mean *to borrow* or *to win*?	1 0

INFERENTIAL REASONING (IR) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, how often do you think Nathan has played this video game?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, why do you think Nathan couldn't find a tutorial for the final level?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
How do you think Nathan's friend knew how to beat the level?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

PERSONAL GENERATION *(OPTIONAL)*

SAY: **"In this story, Nathan was discouraged he couldn't beat a game. Tell me a story about a time when you couldn't do 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 (23)	+	NLM QUESTIONS SCORE (26)	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC		Combine: F + IV + IR		

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DDM Decoding Inventory (DI)

Benchmark* **End of Year**

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 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 mi**ver** dut**less** gi**ply**

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**air** 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** l**omb** gl**istle** oh**ong** gr**ombacent** | br**ism** gr**unk** m**ank** **gho**sl 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**

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	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

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	✓	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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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 '*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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