

LITERACY ASSESSMENTS OVERVIEW

DYNAMIC DECODING MEASURES (DDM)



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OVERVIEW

- Part of a broader assessment battery: CUBED (Peterson, B.D. and Spencer, T.D., 2016)

- DDM assesses decoding and decoding related skills:**

- **Phonemic awareness** (oral blending and segmenting)
- **Sound/letter recognition** (sounds and letter names)
- **Irregular word reading** (word identification)
- **Nonsense word reading** (word identification)

Note, word level spelling is not assessed in this tool. There are other tools available for this purpose, including the MOTIF.

- Kindy – Year 3**

- Free**

- Materials for both **benchmarking and progress tracking**

- *Benchmarking: Determining where a student sits in relation to other students*
- *Progress monitoring: Used for tracking progress – can be administered regularly*

- Benchmarked based on **months of schooling** - validity & reliability data available.

- Uses:**

✓ Tier 1

✓ Tier 2

✓ Tier 3

✓ Screening for difficulties

✓ Benchmarking/identifying students falling behind

✓ Severity rating

✓ Longitudinal data collection (across years)

✓ Goal setting

✓ Planning

✓ Pre-post progress monitoring

✓ Frequent progress monitoring

- Has a **dynamic assessment** component

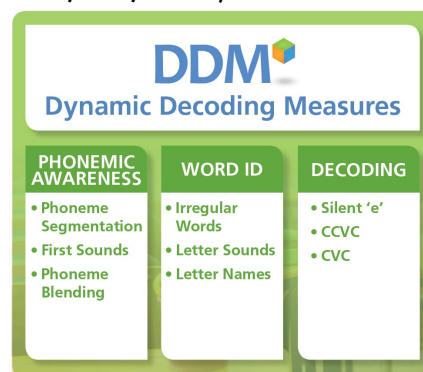
- If students are unable to complete a task independently, some teaching is provided and students are given the opportunity to complete the task again. This gives an indication of how quickly a student might respond to teaching.

- Can be administered by **teachers and trained EAs**

- Approx. 5-10 min administration time** + approx. **5mins scoring time** (once practised at tool use)

- Administer individually. Score with student there

- Internet based scoring, analysis & progress tracking available** at a cost through CUBED Insight.



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IMPORTANT NOTES

- The assessment has **discontinue & 'next target' rules** – read the instructions carefully.
- **US assessment:**
 - WA Kindy = US “Pre-school”
 - WA Pre Primary = US “Kindergarten”
 - WA years 1, 2, 3 = US grade 1, 2, 3

[Please see page 3 for which 'season' / test to administer](#)

- Benchmark tests are categorised by **'season' of schooling** which links to the **start** ('fall), **middle** ('winter) **and end** ('spring') of the school year. Make sure to use the correct season assessment that corresponds to the time of year students are tested.
- **NEMLDC data spreadsheets** for entering and analysing DDM data are available [here](#). These spreadsheets colour code and graph data, and can be used to track student data across time.
- **Assessment administration and scoring training videos** available at: <https://www.languagedynamicsgroup.com/products/cubed-school-assessments/cubed-resources.html>

ACCESSING THE ASSESSMENT

- Part of a broader CUBED assessment. Free download from <https://www.languagedynamicsgroup.com/products/cubed-school-assessments.html>
- Access CUBED-Insight (web based scoring, data analysis & reporting) from <https://www.languagedynamicsgroup.com/products/cubed/cubed-insight/>

ADMINISTRATION OVERVIEW

Benchmarking:

- **All subskills** are assessed (phonemic awareness, word identification & decoding)
- The **same stimulus items** are used across year groups (different items are used in different terms/seasons though). What differs per year group is what the 'at benchmark' scores are for each (these can be found at the bottom of the assessment forms, with all interpretations being in the manual)
- Benchmark scores are available for:
 - **Phonemic awareness: WA Kindy – Year 1**
 - **Word identification: WA Kindy – Year 2** (*Irregular words: WA Kindy – Year 2; Letter sounds: WA Kindy – Year 1; Letter names: WA Kindy – Pre Primary*)
 - **Decoding: WA Kindy – Year 3** (*CVC: WA Kindy – Year 3; CCVC & silent 'e': WA Kindy- year 3*)
See page 4 for further information, especially testing in term 4.

Progress monitoring:

- **Individual skills** can be assessed separately from each other
- The **same stimulus items** are used across year groups and terms/seasons.
- Progress can be tracked through **changes in raw scores**
- **Benchmark interpretations** can also be used with progress monitoring assessments (only in terms 1, 2 or 3 for some skills, like benchmarking assessments – see page 3 for more information)

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WHICH ASSESSMENT TO ADMINISTER

Student's WA Year Group at Assessment	WA Term of Assessment	Weeks	Updated Benchmark Assessments to Administer	Progress Monitoring Assessments to Administer
Kindy	Term 1	ALL	None – focus on developing students' oral language and phonological awareness skills	Any Preschool progress monitoring assessment
	Term 2	ALL		
	Term 3	1-6	Preschool, Spring benchmark assessment – <i>interpret in light of students being tested earlier than the comparison group</i>	
		7-10	Preschool, Spring benchmark assessment	
	Term 4	ALL		
Pre-primary	Term 1	ALL	Kindergarten, Fall benchmark assessment	Any Kindergarten progress monitoring assessment
	Term 2	1-3	Kindergarten, Winter benchmark assessment	
		4-10		
	Term 3	1-6	Kindergarten, Spring benchmark assessment	
		7-10		
Term 4	ALL			
Year 1	Term 1	ALL	Grade 1, Fall benchmark assessment	Any Grade 1 progress monitoring assessment
	Term 2	1-3	Grade 1, Winter benchmark assessment	
		4-10		
	Term 3	1-6	Grade 1, Spring benchmark assessment	
		7-10		
Term 4	ALL			
Year 2	Term 1	ALL	Grade 2, Fall benchmark assessment	Any Grade 2 progress monitoring assessment
	Term 2	1-3	Grade 2, Winter benchmark assessment	
		4-10		
	Term 3	1-6	Grade 2, Spring benchmark assessment	
		7-10		
Term 4	ALL			
Year 3	Term 1	ALL	Grade 3, Fall benchmark assessment	Any Grade 3 progress monitoring assessment
	Term 2	1-3	Grade 3, Winter benchmark assessment	
		4-10		
	Term 3	1-6	Grade 3, Spring benchmark assessment	
		7-10		
Term 4	ALL			

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BENCHMARKING – MORE INFORMATION

BENCHMARK DATA AVAILABLE

Skills & year groups: Benchmark scores are only available for:

- **Phonemic awareness:** WA Kindy – Year 1
- **Word identification:** WA Pre-primary - Year 2
- **Decoding:** WA Kindy – Year 3

Pre-primary to year 3 students: if benchmark interpretations are not available, students should have **mastered those skills** by that age (i.e. phonemic awareness by year 2 & word identification by year 3).

Kindy students:

- The current CUBED manual does not provide benchmark data for AU Kindergarten ‘fall’ and ‘winter’ (terms 1- term 3 week 6). This is consistent with the notion that Kindergarten students should be taught pre-literacy skills in the first half of the schooling year because it is not a set of skills that develop naturally, thus it is expected that students come to school with none of these skills.
- **If students must be benchmarked in weeks 1-6 of term 3 it is suggested that the spring benchmark assessments & interpretations** are used but interpreted in light of students being tested earlier in the year than the comparison group was.

BENCHMARKING OLDER STUDENTS ON EARLIER SKILLS

If older students need a ‘benchmark interpretation’ for skills that the assessment does not provide benchmarks for in their age range, their performance can be compared to the data of younger students to:

- **Identify if the student is at risk or not:**
 - Compare the student’s data to the oldest available benchmark data (for Phonemic Awareness: Year 1 Spring data; & for Word Identification: Year 2 Spring data).
 - If the student does not score an interpretation of ‘at benchmark’ or ‘higher’, they do not have the minimum skills for their age, and therefore are at risk.
- **Get an ‘age equivalent’ performance.**
 - Look at page 53 of the CUBED manual.
 - Find the year group for which the student’s score on the given subtest is light green (benchmark). If the student’s score cannot be found in the light green boxes, repeat the same process with the yellow (moderate risk) boxes.
 - This is the student’s performance ‘age equivalent’ i.e. the student is performing at the level of a x risk level of an x year group student.

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OTHER NOTES: SCORING BLENDS

Decoding subtests: Blends being credited as '1 correct sound'

- In the decoding subtests (both benchmarking and progress monitoring), if student blends 2 adjacent consonants together when decoding the word (e.g. slip), this is scored as '1 correct sound'.
- This is not an error, nor is it implying that adjacent consonants are in fact a single sound.
- This has been done for consistency of scoring across the test, and because of the skill being assessed in this subtest – decoding ability.
 - A proficient decoder is able to decode all the sounds in a given word, without having to sound out each one individually.
 - An early step towards this proficiency is blending adjacent consonants together (instead of sounding out each one individually), hence why students are awarded full points ('1 sound correct') for doing so in the decoding subtest.
 - To probe the students' underlying phonological awareness, administer the phonemic awareness subtest.
 - To probe students' underlying sound/letter mapping, administer the Word Identification subtest.

USEFUL PAGES IN THE CUBED RESOURCES FOR THE DDM

CUBED MANUAL

- 10: CUBED Benchmark Administration Decision Flow Chart
- **11-14: Overview of DDM**

- 18-19: CUBED Administration and Scoring overview
- **20-30: Detailed DDM administration guidelines**

- 52: Interpreting the CUBED
- **53: Benchmarking scores**
- **54: Adjusting DDM decoding status based on intensity of support**

- 58: Flow chart of CUBED intervention grouping suggestions
- 59-62: Progress monitoring flow charts for each year group

STUDENT STIMULUS MATERIALS: BENCHMARKING

- 2-5: Word identification stimuli
- 6-9: Decoding stimuli

STUDENT STIMULUS MATERIALS: PROGRESS MONITORING

- 2-5: Word identification stimuli
- 6-54: Decoding stimuli