

Supplemental Material S1. Diagnostic Decision-Making Measure.

Section 1: Overall Ratings

For the following questions you will be listening to a child's story samples. The story samples include story retell, wordless picture book, and expository discourse. The child is a 7-year-old female. You will be asked to rate the overall quality of each sample.

Please listen to the story retell sample. After listening to the sample, rate the overall quality (complexity and productivity) of the sample.

A. Story Retell

1. Rate the overall cohesion (how sentences are related to each other using sentence structure and word choice) and organization of the sample based on seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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2. Rate the overall clarity of the sample based on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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3. Rate the overall complexity of the sample based on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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4. Rate the overall complexity of language used at the utterance level on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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5. Rate the overall vocabulary use on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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B. Wordless Picture Book

1. Rate the overall cohesion (how sentences are related to each other using sentence structure and word choice) and organization of the sample based on seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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2. Rate the overall clarity of the sample based on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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3. Rate the overall complexity of the sample based on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

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4. Rate the overall complexity of language used at the utterance level on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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5. Rate the overall vocabulary use on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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C. Expository Story

1. Rate the overall cohesion (how sentences are related to each other using sentence structure and word choice) and organization of the sample based on seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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2. Rate the overall clarity of the sample based on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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3. Rate the overall complexity of the sample based on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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4. Rate the overall complexity of language used at the utterance level on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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5. Rate the overall vocabulary use on a seven-point scale: 1–2 = short, simple, unorganized; 3–4 = moderately short, simple, unorganized; 5–7 = appropriate length, complex, organized

1	2	3	4	5	6	7
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Section 2: Post-Rating Judgment

The following section addresses the factors influencing the overall ratings and judgements made in the previous section. Please rate each statement on a 7-point scale where 1 indicates that the statement influenced your judgment very little, 4 indicates a moderate influence on your judgments, and a 7 indicates a very strong influence on your judgement of the child's language sample.

Category	Rating Statement	Rating
Components	I listened for a clear beginning, middle, and end.	
	I listened for defined steps, procedures, actions or story grammar components.	
	I listened for the number of details provided.	
	I listened for cohesion and organization.	
	I listened for a constant theme and flow of ideas.	
Semantics	I listened for specific vocabulary used during the sample.	
	I listened for the number of different words used.	
	I listened for the level of difficulty of the vocabulary words used.	
	I listened to see if the sentence level details were relevant to the sample.	
	I listed for the number of details included at the sentence level.	
Syntax	I listened for the length of sentences included.	
	I listened for the correct adherence to grammar rules.	
	I listened for the use of complete sentences.	
	I listened for the use of clauses, compound sentences, varied sentence structure.	
	I listened for mazes, revisions, interjections, and abandoned utterances.	

Section 3: Sampling Context Questions

1. What are the advantages and disadvantages to completing a story retell language sample?

2. What are the advantages and disadvantages to completing a wordless picture book language sample?

3. What are the advantages and disadvantages to completing an expository discourse language sample?

Section 4: Diagnostic Decision

For this section, use your professional expertise and judgment to determine if you would recommend language services/intervention in an ideal workplace situation for the child represented in the narrative and expository samples. For it to remain an ideal and optimal situation, please disregard workplace considerations including federal/state/district eligibility policies and procedures and time or resource constraints.

1. Would you recommend language therapy services for this child?
 - a. Yes
 - b. No
 - c. Unsure
2. Would you like to provide more information on your diagnostic decision?

Section 5: Criterion Referenced Assessment Information: CUBED

LISTENING RETELL

Examiner says, "I'm going to tell you a story. Please listen carefully. When I'm done, you are going to tell me the same story. Are you ready?" Examiner reads the story word for word at a moderate pace with normal inflection.

One day, **Scott** was **skateboarding in a gigantic park that was near his house**. He liked being at the park. But Scott wasn't having fun. He **kept tumbling off his skateboard**. He **was getting hurt**. Scott was **sad** because he wanted to skateboard. He **decided** to **nicely** ask his brother for help. Then Scott **pleaded with his nice, big brother**. He said, "I don't know what to do. Please help me. I need help because I keep falling down." Then Scott's brother said, "Sure. I'll help. When you start going, quickly clasp my hand." After he held his brother's hand, he **learned how to skateboard**. Scott was **happy** because he **didn't fall anymore**.

Examiner says, "Thanks for listening. Now you tell me that story." After student appears to be done, examiner says, "Are you finished?" Prompts (up to 3x), "It's OK. Just do your best." and/or "I can't help, but you can just tell the parts you remember."

STORY GRAMMAR (SG)		2 POINTS		1 POINT		0		LANGUAGE COMPLEXITY (LC)				EPISODE (E)			
								Word #Times Used				(from green 2 point SG)			
LISTENING RETELL	Character	Scott / any name	2	a boy / the boy	1	0	because	1	2	3	P+A	P+C	A+C	2	
	Setting	skateboarding in a park / skateboarding by house	2	skateboarding / in park / by house	1	0	when	1	2	3	P+C+E	P+A+E	3		
	Problem	falling off skateboard / getting hurt	2 [P]	he fell / not good / can't do it	1	0	after	1	2	3	P+A+C		4		
	Feeling	sad / mad / angry	2	didn't like it / cried	1	0	LC SUBTOTAL	0 / 9			P+A+C+E		5		
	Plan		-	planned / decided	1	0					E SUBTOTAL	2 / 5			
	Attempt	asked brother for help / said to brother "help me"	2 [A]	talked to brother	1	0	OTHER TARGETS Target #Times Used								
	Consequence	said "sure, I'll help." / learned to skateboard	2 [C]	helped him	1	0									
Ending	he didn't fall anymore	2 [E]	good job / did good	1	0	Then	✓								
End Feeling	happy / excited	2	felt better / liked it	1	0	Modifiers	✓								
		SG SUBTOTAL		8 / 17						LISTENING RETELL SCORE (SG+LC+E)				10 / 31	

7-Year-Old Kindergarten Female	Points Received	Total Possible
Story Grammar Subtotal	8	17
Language Complexity	0	9
Episode	2	5
Listen Retell Score	10	31

Cubed Kindergarten Score	
Advanced	17
Benchmark	11
Moderate Risk	8-10
High Risk	7

For this section, use the above criterion referenced assessment information and your professional expertise and judgment to determine if you would recommend language services/intervention in an ideal workplace situation for the child represented. For it to remain an ideal and optimal situation, please disregard workplace considerations including federal/state/district eligibility policies and procedures and time or resource constraints.

1. Would you recommend language therapy services for this child?
 - a. Yes
 - b. No
 - c. Unsure

2. Would you like to provide more information on your diagnostic decision?

Section 6: Criterion Referenced Assessment Information: Language Sample Analysis

Sample	Total # utterances	MLU in words	MLU in morphemes	Number of Different Words	Number of Total Words
Story Retell	4	5.00	5.25	16	20
Wordless Picture Book	40	5.07	5.65	84	203
Expository	6	5.00	5.17	18	30

Current wordless picture book normative data for typically developing children.

Wordless Picture Book	Total # utterances	MLU in words	MLU in morphemes	Number of Different Words	Number of Total Words
7 years old	39.74	8.21	9.20	118	301

For this section, use the above criterion referenced assessment information and your professional expertise and judgment to determine if you would recommend language services/intervention in an ideal workplace situation for the child represented. For it to remain an ideal and optimal situation, please disregard workplace considerations including federal/state/district eligibility policies and procedures and time or resource constraints.

1. Would you recommend language therapy services for this child?
 - a. Yes
 - b. No
 - c. Unsure
2. Would you like to provide more information on your diagnostic decision?