

## SIXTH 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 Reading	Score	Status	Score	Status	Score	Status
Reading Fluency: Decoding Fluency		<input type="radio"/> Benchmark (120) <input type="radio"/> Mod. Risk (96-119) <input type="radio"/> High Risk (0-95)		<input type="radio"/> Benchmark (121) <input type="radio"/> Mod. Risk (93-120) <input type="radio"/> High Risk (0-92)		<input type="radio"/> Benchmark (132) <input type="radio"/> Mod. Risk (102-131) <input type="radio"/> High Risk (0-101)
Reading Fluency: Accuracy		<input type="radio"/> Benchmark (97%) <input type="radio"/> Not at benchmark (0-96%)		<input type="radio"/> Benchmark (97%) <input type="radio"/> Not at benchmark (0-96%)		<input type="radio"/> Benchmark (97%) <input type="radio"/> Not at benchmark (0-96%)
Reading Fluency: Prosody Rating		No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points
NLM Retell		<input type="radio"/> Benchmark (37) <input type="radio"/> Mod. Risk (24-36) <input type="radio"/> High Risk (0-23)		<input type="radio"/> Benchmark (38) <input type="radio"/> Mod. Risk (27-37) <input type="radio"/> High Risk (0-26)		<input type="radio"/> Benchmark (40) <input type="radio"/> Mod. Risk (29-39) <input type="radio"/> High Risk (0-28)
NLM Questions		<input type="radio"/> Benchmark (22) <input type="radio"/> Mod. Risk (15-21) <input type="radio"/> High Risk (0-14)		<input type="radio"/> Benchmark (23) <input type="radio"/> Mod. Risk (16-22) <input type="radio"/> High Risk (0-15)		<input type="radio"/> Benchmark (23) <input type="radio"/> Mod. Risk (17-22) <input type="radio"/> High Risk (0-16)
Personal Generation*		No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points
DDM Decoding Inventory**	Score	Status	Score	Status	Score	Status
DI Closed Syllables		<input type="radio"/> Benchmark (6) <input type="radio"/> Mod. Risk (5) <input type="radio"/> High Risk (0-4)		<input type="radio"/> Benchmark (6) <input type="radio"/> Mod. Risk (5) <input type="radio"/> High Risk (0-4)		<input type="radio"/> Benchmark (6) <input type="radio"/> Mod. Risk (5) <input type="radio"/> High Risk (0-4)
DI Vowel-Consonant-E		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (4) <input type="radio"/> High Risk (0-3)		<input type="radio"/> Benchmark (6) <input type="radio"/> Mod. Risk (5) <input type="radio"/> High Risk (0-4)		<input type="radio"/> Benchmark (6) <input type="radio"/> Mod. Risk (5) <input type="radio"/> High Risk (0-4)
DI Basic Affixes		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (4) <input type="radio"/> High Risk (0-3)		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (4) <input type="radio"/> High Risk (0-3)		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (4) <input type="radio"/> High Risk (0-3)
DI Vowel Teams		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (3-4) <input type="radio"/> High Risk (0)		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (3-4) <input type="radio"/> High Risk (0-2)		<input type="radio"/> Benchmark (6) <input type="radio"/> Mod. Risk (4-5) <input type="radio"/> High Risk (0-3)
DI Vowel-R-Controlled		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (4) <input type="radio"/> High Risk (0-3)		<input type="radio"/> Benchmark (6) <input type="radio"/> Mod. Risk (4-5) <input type="radio"/> High Risk (0-3)		<input type="radio"/> Benchmark (6) <input type="radio"/> Mod. Risk (4-5) <input type="radio"/> High Risk (0-3)
DI Advanced Affixes		<input type="radio"/> Benchmark (3) <input type="radio"/> Mod. Risk (2) <input type="radio"/> High Risk (0-1)		<input type="radio"/> Benchmark (4) <input type="radio"/> Mod. Risk (2-3) <input type="radio"/> High Risk (0)		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (3-4) <input type="radio"/> High Risk (0-2)
DI Complex Vowels		<input type="radio"/> Benchmark (3) <input type="radio"/> Mod. Risk (2) <input type="radio"/> High Risk (0-1)		<input type="radio"/> Benchmark (4) <input type="radio"/> Mod. Risk (3) <input type="radio"/> High Risk (0-2)		<input type="radio"/> Benchmark (5) <input type="radio"/> Mod. Risk (4) <input type="radio"/> High Risk (0-3)
DI Advanced Word Forms		<input type="radio"/> Benchmark (2) <input type="radio"/> Mod. Risk (1) <input type="radio"/> High Risk (0)		<input type="radio"/> Benchmark (3) <input type="radio"/> Mod. Risk (2) <input type="radio"/> High Risk (0-1)		<input type="radio"/> Benchmark (4) <input type="radio"/> Mod. Risk (3) <input type="radio"/> High Risk (0-2)
DI Multisyllabic Words in Context		No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points

\* 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.

## 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. At 1 minute, place bracket ( ) to mark student progress. **Do not stop student.** Allow student to read entire passage. If student makes 7 or more errors in the first 10 words, or if student reads < 30 CWPM, **consider asking student to stop, and read remainder of passage to student.**

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.**

On Saturday, Jeff was in the kitchen working on his science fair project. He had created a volcano, but he was disappointed because it was not erupting. After doing some research, Jeff decided to mix ketchup with baking soda so that the lava would be more reactive. However, when Jeff mixed the simple, household ingredients, the lava still was not bubbling up over the top. It was slower than molasses! Needless to say, Jeff was not impressed. Determined to make a successful volcano, he decided to see if his dad, who loved science, could help. He asked, "Dad, will you help me fix my volcano? The lava won't bubble up, even though I mixed it just right." Jeff's dad looked at the volcano's pathetic lava and said, "The good news is, we don't have to go back to the drawing board. You have nearly all the ingredients. If we add vinegar, that will probably fix it." Jeff was not convinced. He wondered how including vinegar would make a difference. His dad expounded, "These ingredients will be the perfect combination to make your volcano work. I've done this before. Vinegar increases the amount of acid in the mixture which will cause a reaction that should make the lava pour out of the volcano in an authentic manner." Jeff's dad went on to explain that acid is a chemical that is found in vinegar. When acid mixes with a substance like baking soda, a reaction occurs that creates air bubbles, which makes the ketchup mixture foam up. Jeff decided to take his dad's advice and add vinegar to his lava. After the volcano had been modified, it erupted perfectly, oozing its sticky, red contents everywhere. Jeff was pleased because his volcano looked exactly as he wanted. He could now confidently present it at the science fair.

## 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  =

**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	Jeff / any name	②	a boy / the boy	①
Setting	in the kitchen working on project	②	kitchen / working	①
Problem (P)	volcano wasn't erupting lava	②	it wasn't working	①
Feeling	disappointed / sad	②	didn't like it / cried	①
Plan (PL)	decided to mix ketchup & baking soda	②	decided to	①
Attempt (A)	he mixed the ingredients	②	mixed it	①
Consequence / Complication (CP)	lava was still not bubbling out of volcano	②	still didn't work	①
Feeling-2	not impressed / nervous	②	cried / didn't like it	①
Plan-2 (PL2)	decided to ask his dad for help	②	decided to ask	①
Attempt-2 (A2)	asked his dad to help fix volcano	②	talked to him	①
Consequence (C)	dad taught him about vinegar / added vinegar to lava	②	they changed it	①
Ending (E)	volcano erupted perfectly / it was ready	②	it worked	①
End Feeling	pleased / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
acid is a chemical in vinegar	①	acid mixed with baking soda creates air bubbles	①	makes ketchup mixture foam up	①

EPISODE 1 COMPLEXITY (EC1)		SCORE
(from 2 pt NDC section)		select one
P+PL -or- PL+CP 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., vinegar that... / mixture which... / dad who...)	① ① ①	

VOCABULARY COMPLEXITY (VC)		SCORE	
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
erupting	①	expounded	①
reactive	①	substance	①
slower than molasses	①	reaction	①
determined	①	authentic	①
successful	①	modified	①
pathetic	①		①
back to the drawing board	①		①

NLM QUESTIONS

## NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about acid?	acid is a chemical found in vinegar ①	acid mixed with baking soda creates air bubbles ①	makes the ketchup mixture foam up ①
What did Jeff's dad say to convince him to add vinegar?	the ingredients will be the perfect combination to make it work ①	I've done this before ①	vinegar increases the amount of acid ①
			makes lava pour out of volcano ①

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE	
If <b>A</b> answer is similar to grey text, say: “What else does _____ mean?”	<b>A:</b> Adding vinegar helped the lava bubble up better. It looked authentic. What does authentic mean?			③	②
	<b>B:</b> Does authentic mean <i>fun</i> or <i>realistic</i> ?			①	①
	<b>A:</b> After the lava had been modified, it erupted wonderfully. What does modified mean?			③	②
	<b>B:</b> Does modified mean <i>changed</i> or <i>measured</i> ?			①	①
Ask <b>B</b> question if <b>A</b> is answered incorrectly	<b>A:</b> Jeff was not convinced the vinegar would work, so his dad had to expound upon his reasoning. What does expound mean?			③	②
	<b>B:</b> Does expound mean to <i>apologize for</i> or <i>to explain</i> ?			①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete 0 pts = unrelated / no response	SCORE
Using clues from the story, how much acid do you think is in ketchup?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from the story, what else do you think Jeff has to do to get ready for the fair?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What project do you think Jeff might try next year?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Jeff was sad his project wasn't working. Write a story about a time when something you made wasn't working." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	37	+	NLM QUESTIONS SCORE	22	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC			Combine: E + IV + IR			Use NLM RETELL SCORE to make benchmark decisions

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

## SCRIPT

Display appropriate Decoding Inventory page from benchmark student stimulus book.

For benchmark testing, only have student read words in the black box for each target.

For a more comprehensive inventory, have student read all words in each target.

SAY: "Please read these words. They are not real words." Point to the first word.

If student refuses to read, SAY: "I can't help you. Just try your best." Encourage 2x/word.

Corrective prompt (1x max): SAY: "Remember, these are not real words."

## HOW TO SCORE

- Any acceptable sound should be counted as correct (e.g., /maIver/.../mIver/.../miver/)
- Underline entire word if blended correctly.
- Circle the bolded and underlined targets that the student blends correctly (read as one syllable).
- Target correct (underlined portion) = 1 point / Whole word correct = 1 point.

## Response Patterns

- ☐ Says correct sounds and correctly blends
- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Does not blend (but says correct sounds)
- ☐ Says correct sounds but blends out of order
- ☐ Says correct sounds but blends with incorrect sound(s)
- ☐ Tracks incorrectly
- ☐ Attempts to recode nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other/notes: \_\_\_\_\_

## TARGET: Closed Syllables (grades K.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6

min sal jom vun quim whav fap deg gib les pag rud tus baf shil het wan kex zick chom thuz vill cass noff

## TARGET: Vowel-Consonant-E (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6

naze gude mepe sule wonkide atane jime tebe goke fene vome rame sove

## TARGET: Basic Affixes (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  6

hezes pafed senest bruful temness premiv foting unron repog miver dutless giply

## TARGET: Vowel Teams (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

feep naig touv keat heag goupaik zay loak zoon soud wook poig shaw hieb roef zow bewk pauk

## TARGET: Vowel-R-Controlled (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

klar ner foarp mour lare lirparg tor wir ploor rark zair kear zur theer glier searc lourt vour slore

## TARGET: Advanced Affixes (grades 2+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  6

mubtion discla gobic mavible gopture gepous bimog trizom nonplut zikable misdut transbub uniuquin virupt

## TARGET: Complex Vowels (grades 2+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

vind nild zough keigh glaught kighdost vost grolld figh pight wought pough klaugh

## TARGET: Advanced Word Forms (grades 2.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

wecent smink lomb glistle ohong grombacent brism grunk mank ghosl fute

## OPTIONAL TARGET: Multisyllabic Words in Context (grades 2.5+) Do not include in DI Composite Score

CORRECT  
TARGETS =  11

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



## 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.** At 1 minute, place bracket ( ) to mark student progress. **Do not stop student.** Allow student to read entire passage. If student makes 7 or more errors in the first 10 words, or if student reads < 30 CWPM, **consider asking student to stop, and read remainder of passage to student.**

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.**

Last Spring, Ada was in her room making a handmade gift using dried flowers to send to her aunt. She was also writing an appreciative letter to go in the envelope. Ada's aunt, who was a generous person, was a humanitarian volunteer helping people internationally. However, a few days after she had excitedly mailed the gift, it arrived back at her house. When Ada realized it was unsuccessfully delivered, she was confused. She figured that she had not put enough stamps on the envelope since it was heavier than the last one. So, she added a few more and mailed it again. After several days, the envelope came back again. She felt frustrated because she didn't know why the envelope was returned. She decided to ask her mom for help. "Mom, my special present that I sent overseas to my aunt came back in the mail. Can you help me?" Her mom, who looked at the envelope, said, "This was sent back when it arrived at customs. Customs is the department that regularly checks that packages don't contain illegal items. Each country has individual, specific rules for packages it receives. The country where your aunt is located probably doesn't allow flowers." Ada looked doubtful. She didn't understand why flowers would not be allowed. Her mom explained, "You probably can't send flowers because they don't want the seeds to get into the country. If you send an invasive plant to another country, it might spread everywhere and replace the plants which grow naturally." Ada's mom told her to make her aunt another gift. Ada thanked her helpful mom. In a moment of inspiration, Ada made a drawing of her aunt's favorite flowers. Later, she got a message from her aunt who loved the thoughtful gift. Ada was happy everything arrived safely, and she was over the moon as she read the thank-you note from her aunt.

## 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  =




**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	Ada / any name	②	a girl / the girl	①
Setting	in her room making gift/writing letter	②	in room / making/writing	①
Problem (P)	gift came back / gift didn't get delivered	②	it didn't work	①
Feeling	worried / confused	②	didn't like it / cried	①
Plan (PL)	decided to put more stamps on it	②	decided to	①
Attempt (A)	she added stamps and sent it again	②	she tried again	①
Consequence / Complication (CP)	gift/letter got returned again / didn't know why it kept getting returned	②	still didn't work	①
Feeling-2	frustrated / sad / mad	②	cried / didn't like it	①
Plan-2 (PL2)	decided to ask her mom for help	②	decided to ask her	①
Attempt-2 (A2)	said, "Can you help me?"	②	talked to her	①
Consequence (C)	mom told her about customs / she made a new gift and sent it	②	did something different	①
Ending (E)	aunt got her drawing / aunt loved it	②	it worked	①
End Feeling	happy / on top of the world	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	customs checks packages	①		makes sure nothing illegal comes in	①		each country has their own rules	①

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
select one			because / so that	① ① ①	
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP		②	when / while	① ① ①	
P+A+CP -or- P+PL+CP		④	after / before	① ① ①	
			since/however/although/even though	① ① ①	
			(noun) that / which / who (e.g., present that... / plants which... / aunt who...)	① ① ①	
EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)		SCORE	VOCABULARY COMPLEXITY (VC)		SCORE
select one			1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	handmade	①	illegal ①
P/CP+C+E -or- P/CP+A2+E		③	appreciative	①	doubtful ①
P/CP+A2+C -or- P/CP+PL2+C		④	generous	①	invasive ①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	humanitarian	①	moment of inspiration ①
			internationally	①	on top of the world ①
			excitedly	①	
			unsuccessfully	①	
NLM QUESTIONS					

## NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea		1 pt each = supporting ideas			SCORE	
What did you learn from the story about customs?	customs is a department that checks packages	 ①	makes sure nothing illegal enters the country	 ①	each country has their own rules	 ①	
What did Ada's mom say to convince her to send something else?	the country probably doesn't allow flowers	 ①	they don't want seeds to get in	 ①	new plants might spread everywhere	 ①	they might replace the plants that grow naturally  ①

INFERENTIAL VOCABULARY (IV)	3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"	A: Ada's aunt was a <b>humanitarian</b> worker. Ada wrote her a nice letter thanking her. What does <b>humanitarian</b> mean?		
	B: Does humanitarian mean <i>tired</i> or <i>helping</i> ?		
	A: Ada tried to send an <b>invasive</b> plant. It could replace plants that grow naturally. What does <b>invasive</b> mean?		
	B: Does invasive mean <i>smelly</i> or <i>spreading</i> ?		
Ask B question if A is answered incorrectly	A: Ada's aunt worked <b>internationally</b> . It took several days to send a letter to her. What does <b>internationally</b> mean?		
	B: Does internationally mean <i>across the world</i> or <i>expensive</i> ?		

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from the story, how far away do you think Ada's aunt lives?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from the story, how often do you think Ada sends stuff to her aunt?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What sorts of things do you think Ada wrote in her letter to her aunt?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Ada was worried her gift wouldn't make it to her aunt. Write a story about a time when something you tried didn't work." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	38	+	NLM QUESTIONS SCORE	23	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC			Combine: E + IV + IR			Use NLM RETELL SCORE to make benchmark decisions

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

## SCRIPT

Display appropriate Decoding Inventory page from benchmark student stimulus book.

For benchmark testing, only have student read words in the black box for each target.

For a more comprehensive inventory, have student read all words in each target.

SAY: "Please read these words. They are not real words." Point to the first word.

If student refuses to read, SAY: "I can't help you. Just try your best." Encourage 2x/word.

Corrective prompt (1x max): SAY: "Remember, these are not real words."

## HOW TO SCORE

- Any acceptable sound should be counted as correct (e.g., /maIver/.../mIver/.../miver/)
- Underline entire word if blended correctly.
- Circle the bolded and underlined targets that the student blends correctly (read as one syllable).
- Target correct (underlined portion) = 1 point / Whole word correct = 1 point.

## Response Patterns

- ☐ Says correct sounds and correctly blends
- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Does not blend (but says correct sounds)
- ☐ Says correct sounds but blends out of order
- ☐ Says correct sounds but blends with incorrect sound(s)
- ☐ Tracks incorrectly
- ☐ Attempts to recode nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other/notes: \_\_\_\_\_

## TARGET: Closed Syllables (grades K.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6

min sal jom vun quim whav fap deg gib les pag rud tus baf shil het wan kex zick chom thuz vill cass noff

## TARGET: Vowel-Consonant-E (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6

naze gude mepe sule wonkide atane jime tebe goke fene vome rame sove

## TARGET: Basic Affixes (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  6

hezes pafed senest bruful temness premiv foting unron repog miver dutless giply

## TARGET: Vowel Teams (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

feep naig touv keat heag goupaik zay loak zoon soud wook poig shaw hieb roef zow bewk pauk

## TARGET: Vowel-R-Controlled (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

klar ner foarp mour lare lirparg tor wir ploor rark zair kear zur theer glier searc lourt vour slore

## TARGET: Advanced Affixes (grades 2+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  6

mubtion discla gobic mavible gopture gepous bimog trizom nonplut zikable misdut transbub uniuquin virupt

## TARGET: Complex Vowels (grades 2+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

vind nild zough keigh glaught kighdost vost grolld figh pight wought pough klaugh

## TARGET: Advanced Word Forms (grades 2.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

wecent smink lomb glistle ohong grombacent brism grunk mank ghosl fute

## OPTIONAL TARGET: Multisyllabic Words in Context (grades 2.5+) Do not include in DI Composite Score

CORRECT  
TARGETS =  11

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

## 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.** At 1 minute, place bracket ( ) to mark student progress. **Do not stop student.** Allow student to read entire passage. If student makes 7 or more errors in the first 10 words, or if student reads < 30 CWPM, **consider asking student to stop, and read remainder of passage to student.**

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.**

10 Yesterday, Jonah was working in the yard with his dad. 10  
His dad asked him to fetch the big, sturdy trash bags 21  
from inside the house. When Jonah was headed back 30  
outside with the bags, he locked the door out of habit 41  
and pulled it shut. He immediately regretted doing so 50  
because he realized that the keys to the door were still 61  
inside the house. Jonah desperately hoped that the back 70  
door was unlocked, so he ran to the back, but found that 82  
it was also secured. Jonah felt a wave of panic because 93  
he had no idea how they were going to get inside the 105  
house. He wondered if his dad, who was one of the most 117  
resourceful people he knew, would have a solution. 125  
Jonah apprehensively walked up to his dad and quietly 134  
said, "After I got the bags, I accidentally locked the front 145  
door, and the back door is locked, too." His dad said, 156  
"I have been locked out of this house several times. Do 167  
you see that trellis up against the wall? I can climb up it, 180  
open a window, and unlock the front door for us!" Jonah 191  
looked at the trellis, which was a metal framework that 201  
resembled several ladders going up the wall. Their trellis 210  
was used to support all the climbing plants in the garden. 221  
Jonah thought his dad was joking about climbing the 230  
trellis, because it seemed impossible. His dad exclaimed, 238  
"If little boys and girls do it, then they might get hurt. But 251  
because this is an emergency, and I am an adult, I know 263  
how to climb it without getting hurt." Nimble as a cat, 274  
Jonah's dad climbed the trellis, made it inside the house, 284  
and unlocked the door. Jonah felt relieved when his 293  
dad came outside with the keys to the house. After that, 304  
Jonah always made sure he had the keys to the house 315  
every time he locked the door. 321

## Start audio recorder

SAY: "Thanks for reading (and listening). Now you tell me that *exact* same story. Try to include as many details as you can in your story."

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: "Are you finished?" Acceptable prompts (up to 3x): "Just tell me the story with the parts you remember." If it appears the student isn't telling a story, SAY: "Remember, tell it to me like a story."

Continue to Questions section. When test is complete, listen to audio to finish scoring.

## READING FLUENCY

**DECODING FLUENCY** Total words read in 1 min  — # Errors in 1 minute  =  <sup>132</sup>




**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	Jonah / any name	②	a boy / the boy	①
Setting	working in the yard / with dad in yard	②	outside/in yard / working	①
Problem (P)	he locked the door / locked out of house	②	locked it	①
Feeling	regretted / felt bad / sad	②	didn't like it / cried	①
Plan (PL)	decided to try to open the back door	②	decided to try	①
Attempt (A)	he ran to the back and checked door	②	he tried a different one	①
Consequence / Complication (CP)	the back door was locked / no idea how they would get in	②	still couldn't do it	①
Feeling-2	panicked / worried	②	cried / didn't like it	①
Plan-2 (PL2)	wondered if his dad had a solution	②	decided to ask him	①
Attempt-2 (A2)	told dad they were locked out	②	talked to him	①
Consequence (C)	dad said he would climb up trellis / he climbed up and went through window	②	dad helped him	①
Ending (E)	door got unlocked / he always had keys	②	he did it / it was better	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 trellis is a metal framework	①	 resembles several ladders going up	①	 supports climbing plants in the garden	①

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
P+PL -or- PL+CP	-or- P+A -or- P+CP -or- A+CP	②	because / so that	① ① ①	
P+A+CP -or- P+PL+CP		④	when / while	① ① ①	
			after / before	① ① ①	
			since/however/although/even though	① ① ①	
			(noun) that / which / who (e.g., framework that... / trellis which... / dad who...)	① ① ①	
EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)		SCORE	VOCABULARY COMPLEXITY (VC)		SCORE
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		
P/CP+C+E -or- P/CP+A2+E		③	fetch ① secured ①		
P/CP+A2+C -or- P/CP+PL2+C		④	sturdy ① apprehensively ①		
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	out of habit ① resembled ①		
			regretted ① support ①		
			desperately ① nimble as a cat ①		
			wave of panic ①		
			resourceful ①		

## NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas				SCORE	
What did you learn from the passage about trellises?	metal frameworks ①	 resembled several ladders ①	 used for plants to grow up ①				
What did Jonah's dad say to convince him that he could climb the trellis?	little kids shouldn't do it ①	 it's an emergency ①	 he is an adult ①	 he knows how to climb it without getting hurt ①			

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"	A: The back door was also <b>secured</b> . He had no idea how they were going to get inside. What does <b>secured</b> mean?			③ ②
	B: Does secured mean <i>locked</i> or <i>unsafe</i> ?			① ①
	A: Jonah <b>desperately</b> hoped that the back door was unlocked. He ran to the back. What does <b>desperately</b> mean?			③ ②
	B: Does desperately mean <i>secretly</i> or <i>strongly</i> ?			① ①
Ask B question if A is answered incorrectly	A: Jonah's dad was <b>resourceful</b> . Jonah wondered if he had a solution. What does <b>resourceful</b> mean?			③ ②
	B: Does resourceful mean able <i>to solve problems</i> or <i>very distracted</i> ?			① ①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from the story, why do you think the window above the trellis was unlocked?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from the story, how often do you think Jonah's family locks the front door?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think they needed big, strong trash bags?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Jonah was worried because they were locked out of the house. Write a story about a time when you got stuck somewhere." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE <sup>40</sup>	+	NLM QUESTIONS SCORE <sup>23</sup>	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC		Combine: E + IV + IR		Use NLM RETELL SCORE to make benchmark decisions



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

## SCRIPT

Display appropriate Decoding Inventory page from benchmark student stimulus book.  
For benchmark testing, only have student read words in the black box for each target.  
For a more comprehensive inventory, have student read all words in each target.  
SAY: "Please read these words. They are not real words." Point to the first word.  
If student refuses to read, SAY: "I can't help you. Just try your best." Encourage 2x/word.  
Corrective prompt (1x max): SAY: "Remember, these are not real words."

## HOW TO SCORE

- Any acceptable sound should be counted as correct (e.g., /maIver/.../mIver/.../miver/)
- Underline entire word if blended correctly.
- Circle the bolded and underlined targets that the student blends correctly (read as one syllable).
- Target correct (underlined portion) = 1 point / Whole word correct = 1 point.

## Response Patterns

- ☐ Says correct sounds and correctly blends
- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Does not blend (but says correct sounds)
- ☐ Says correct sounds but blends out of order
- ☐ Says correct sounds but blends with incorrect sound(s)
- ☐ Tracks incorrectly
- ☐ Attempts to recode nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other/notes: \_\_\_\_\_

## TARGET: Closed Syllables (grades K.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6

min	sal	jom	vun	quim	whav	fap	deg	gib	les	pag	rud	tus	baf	shil	het	wan	kex	zick	chom	thuz	vill	cass	noff
-----	-----	-----	-----	------	------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----	-----	------	------	------	------	------	------

## TARGET: Vowel-Consonant-E (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6

naze	gude	mepe	sule	wonkide	atane	jime	tebe	goke	fene	vome	rame	sove
------	------	------	------	---------	-------	------	------	------	------	------	------	------

## TARGET: Basic Affixes (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  6

hezes	pafed	senest	bruful	temness	premv	foting	unron	repog	miver	dutless	giply
-------	-------	--------	--------	---------	-------	--------	-------	-------	-------	---------	-------

## TARGET: Vowel Teams (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

feep	naig	touv	keat	heag	goupaik	zay	loak	zoon	soud	wook	poig	shaw	hieb	roef	zow	bewk	pauk
------	------	------	------	------	---------	-----	------	------	------	------	------	------	------	------	-----	------	------

## TARGET: Vowel-R-Controlled (grades 1.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

klar	ner	foarp	mour	lare	lirparg	tor	wir	ploor	rark	zair	kear	zur	theer	glier	searc	lourt	vour	slore
------	-----	-------	------	------	---------	-----	-----	-------	------	------	------	-----	-------	-------	-------	-------	------	-------

## TARGET: Advanced Affixes (grades 2+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  6

mubtion	discla	gobic	mavible	gopture	gepous	bimog	trizom	nonplut	zikable	misdut	transbub	uniquin	virupt
---------	--------	-------	---------	---------	--------	-------	--------	---------	---------	--------	----------	---------	--------

## TARGET: Complex Vowels (grades 2+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

vind	nild	zough	keigh	glaught	kighdost	vost	grolld	figh	pight	wought	pough	klaugh
------	------	-------	-------	---------	----------	------	--------	------	-------	--------	-------	--------

## TARGET: Advanced Word Forms (grades 2.5+)

WHOLE WORDS  
BLENDED CORRECTLY =  6 CORRECT  
TARGETS =  7

wecent	smink	lomb	glistle	ohong	grombacent	brism	grunk	mank	ghosl	futle
--------	-------	------	---------	-------	------------	-------	-------	------	-------	-------

## OPTIONAL TARGET: Multisyllabic Words in Context (grades 2.5+) Do not include in DI Composite Score

CORRECT  
TARGETS =  11

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