

EIGHTH GRADE

BENCHMARK BOOKLET

RECOMMENDED SUBESTS AND TARGETS

Name: _____

School Year: _____

Student ID: _____

Teacher: _____

School: _____

	Beginning of Year (BOY)		Middle of Year (MOY)		End of Year (EOY)	
	DATE: _____		DATE: _____		DATE: _____	
NLM Reading	Score	Status	Score	Status	Score	Status
Reading Fluency: Decoding Fluency		<input type="radio"/> Benchmark (138) <input type="radio"/> Mod. Risk (78-137) <input type="radio"/> High Risk (0-77)		<input type="radio"/> Benchmark (138) <input type="radio"/> Mod. Risk (85-137) <input type="radio"/> High Risk (0-84)		<input type="radio"/> Benchmark (138) <input type="radio"/> Mod. Risk (98-137) <input type="radio"/> High Risk (0-97)
Reading Fluency: Accuracy		<input type="radio"/> Benchmark (98%) <input type="radio"/> Not at benchmark (0-97%)		<input type="radio"/> Benchmark (98%) <input type="radio"/> Not at benchmark (0-97%)		<input type="radio"/> Benchmark (98%) <input type="radio"/> Not at benchmark (0-97%)
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 (40) <input type="radio"/> Mod. Risk (29-39) <input type="radio"/> High Risk (0-28)		<input type="radio"/> Benchmark (40) <input type="radio"/> Mod. Risk (29-39) <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 (23) <input type="radio"/> Mod. Risk (17-22) <input type="radio"/> High Risk (0-16)		<input type="radio"/> Benchmark (23) <input type="radio"/> Mod. Risk (17-22) <input type="radio"/> High Risk (0-16)		<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, Cam was in the kitchen baking a huge batch of thick, gooey chocolate chip cookies. She was preparing for the school's bake sale. To her dismay, when Cam took the pan out of the oven, she found that the cookies had melted into one giant mass, which was not at all what she had expected. Cam, who was alarmed by the inedible concoction, realized she must have missed a key ingredient in the recipe, because she had been distracted. Although they wouldn't be perfect, Cam decided to try and recover the cookies by cutting them into little squares because she didn't want to start over completely. She took the spatula and forcefully tried to pry the squares off the cookie sheet. Yet, the small, unconventional cookie squares stuck like glue. They wouldn't come off the baking sheet neatly. After doing her best to salvage the cookies for the school bake sale, Cam, who was feeling quite discouraged, decided to get assistance. She said to her sister, who was a good cook, "My cookies are ruined! No one will want to buy them. I don't know how to fix them! You have to help me!" Her sister replied, "I can't help you right now; I'm too busy - maybe I can help you later when I am done with my homework." Cam grabbed the pan of cookies that were ruined and said, "Look at this! I really need your help. I promised to bring cookies to the bake sale tonight. This bake sale is an important school event because we will be helping to raise money for my field trip. Plus, if you help me now, I promise to help you with your chores after the bake sale tonight." Cam's sister sighed and looked at the recipe. They discovered that the eggs had been left out. Eggs are a leavening agent. They are needed so that the dough will be fluffy. Without them, the dough will spread everywhere. After following the recipe to a T, Cam was excited because the cookies were perfectly formed and delicious. Even though she needed her sister's help, she was happy with the end product, and she learned how to make delectable cookies.

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	Cam / any name	2	a girl / the girl	1
Setting	in the kitchen baking	2	baking / in the kitchen	1
Problem (P)	cookies melted into a giant mass	2	it didn't work	1
Feeling	alarmed / surprised	2	didn't like it	1
Plan (PL)	decided to cut them into squares	2	wanted to fix it	1
Attempt (A)	tried to pry them off the cookie sheet	2	tried to take them off	1
Consequence / Complication (CP)	the cookies stuck like glue / they were still stuck to the cookie sheet	2	didn't work	1
Feeling-2	discouraged	2	didn't like it	1
Plan-2 (PL2)	decided to get help / assistance	2	decided to try again	1
Attempt-2 (A2)	asked her sister for help	2	talked to her	1
Consequence (C)	sister helped her / they made the new cookies	2	it worked	1
Ending (E)	the cookies were perfectly formed	2	made cookies	1
End Feeling	excited / happy	2	smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 eggs are leavening agent	①	 they make dough fluffy	①	 without them dough will spread	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., cookies that... / mass which... / sister 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)		
P/CP+C+E -or- P/CP+A2+E		3	1 pt (up to 2) for other complex vocabulary words		
P/CP+A2+C -or- P/CP+PL2+C		4	to her dismay 1 salvage 1		
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	inedible 1 assistance 1		
			concoction 1 to a T 1		
			key 1 formed 1		
			recover 1 delectable 1		
			forcefully 1		
			unconventional 1		

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about eggs?	eggs are a leavening agent 1	needed to make the dough fluffy 1 without them the dough will spread 1	
What did Cam say to her sister to convince her to help with the cookies?	I really need your help 1	I promised to bring cookies to the bake sale tonight 1 the bake sale is an important school event / raising money 1 If you help now, I'll help you do your chores later 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: Cam was dismayed when she found the cookies melted together on the pan. What does dismayed mean? 3 2	B: Does dismayed mean <i>disappointed</i> or <i>surprised</i> ? 1 0	
Ask B question if A is answered incorrectly	A: The cookies Cam cut out would have been unconventional . They were square. What does unconventional mean? 3 2	B: Does unconventional mean <i>unusual</i> or <i>burning</i> ? 1 0	
	A: Cam learned how to make delectable cookies. They were perfectly formed. What does delectable mean? 3 2	B: Does delectable mean <i>solid</i> or a <i>tasty</i> ? 1 0	

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from the story, how many times do you think Cam has made cookies by herself?	2 1 0	Why do you think that? 1 pt = uses information from story 1 0	
Using clues from the story, when do you think Cam's sister finished her homework?	2 1 0	Why do you think that? 1 pt = uses information from story 1 0	
Where do you think Cam might be going on her field trip?	2 1 0	Why do you think that? 1 pt = uses background knowledge 1 0	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Cam was alarmed her cookies were ruined. Write a story about a time when you ruined something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* 40	+	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	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 Tembog . It used a lot of new words.	/tëmbög/	①
2. David played the game with a stick that he called a stodrun .	/stödrun/ /stödrun/	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.	/kīdöst/ /kīdöst/	①
6. There are other people in the game called ungobers . 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 bimudgeic .	/bīmüdgēk/ /bīmüdgīk/	①
8. If they take the block away again, then they get a golden block called a poughtigild .	/pōtīgīld/ /pōtīgīld/	①
9. If they take the block away a third time, then they get a glowing block called a grombacent .	/grombäsēnt/ /grombäsēnt/	①
10. Once anyone has a glowing block, they can exchange, or ponerate it for a very large block.	/pōnērāt/ /pōnērāt/	①
11. Each player on the team wears lirmarves 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 year, Hank was carefully painting a mural on a wall in the school hallway because his art design had won a competition. Hank had been working extremely hard for several days on his intricate, expansive mural that extended the length of the hallway. He wanted the end result to be awe inspiring. After Hank finally finished the focal point of the painting, which was in the center of the design, he stepped back to proudly admire his work. Although he had painstakingly crafted the piece, he was distraught because the main part of his painting did not turn out like he had envisioned. Beyond upset, Hank seriously considered taking some white paint to the whole thing and starting over. Instead, he decided to review his design once again. He sat down and carefully examined the original design. He scrupulously tried once again to recreate the crowning piece of his entire art portfolio. Nonetheless, Hank was still not content with his painting! In his opinion, it looked terrible. He finally decided to talk to his art teacher, who was an accomplished painter. With considerable embarrassment, he said, "I'm ready to give up. I can't seem to paint my design at a larger scale." His very talented, experienced teacher replied, "Failure is the spice that gives success its flavor. Hank, give yourself some time away from the project so that you can come back with a clear mind. Looking at the mural with new eyes will give you a fresh start. When I feel like I have hit a roadblock, I go and do something very different to take my mind off of a project." Hank, who was clearly at his wits end, agreed. He walked away and headed for the gym. When he came back to the painting an hour later, Hank had a bout of inspiration and was not only able to finish his masterpiece, but he was able to make it look even better than the original design. Hank was very proud of his work, and when all the students saw it on Monday, they had only praise to offer. Hank's mural was so good, it was used on the cover of the yearbook.

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	Hank / any name	2	a boy / the boy	1
Setting	painting a wall in the school hallway	2	school / painting	1
Problem (P)	he didn't like his finished painting	2	it was bad	1
Feeling	distraught / sad / upset	2	didn't like it	1
Plan (PL)	decided to review the design again	2	made a plan	1
Attempt (A)	he tried to paint it again	2	tried again	1
Consequence / Complication (CP)	he wasn't happy with his painting / it still looked terrible	2	didn't work	1
Feeling-2	not content / unhappy	2	didn't like it	1
Plan-2 (PL2)	decided to get help from his teacher	2	decided to ask	1
Attempt-2 (A2)	asked his teacher for help	2	talked to him	1
Consequence (C)	teacher told him to take a break / he was able to finish his masterpiece	2	it worked	1
Ending (E)	it looked even better / it was on the cover	2	it looked good	1
End Feeling	proud / relieved / happy	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	murals are expansive paintings	①		art that covers the entire wall	①		they take several days to finish	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., mural that... / painting which... / teacher 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	intricate	1	nonetheless	1
P/CP+C+E -or- P/CP+A2+E		3	expansive	1	accomplished	1
P/CP+A2+C -or- P/CP+PL2+C		4	focal point	1	failure is the spice	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	painstakingly	1	wits end	1
			distraught	1	bout of inspiration	1
			envisioned	1		1
			scrupulously	1		1

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about murals?	murals are expansive paintings 1	art that covers an entire wall 1 they take several days to finish 1	
What did Hank's teacher do to help him fix the painting?	give yourself some time away from the painting 1	when you hit a road block, do something different 1 you will come back with a clear mind 1 new eyes will give you a fresh start 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: Hank meticulously crafted his masterpiece. It took him several days. What does meticulously mean? B: Does meticulously mean very carefully or colorfully?		3 2 1 0
Ask B question if A is answered incorrectly	A: Hank finished the expansive painting. He stepped back to admire his work. What does expansive mean? B: Does expansive mean gigantic or beautiful?		3 2 1 0
	A: Hank decided to ask his accomplished art teacher for help. They assisted him. What does accomplished mean? B: Does accomplished mean strict or successful?		3 2 1 0

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from the story, how many murals do you think Hank's teacher has painted?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from the story, what size paintings does Hank usually make?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
What do you think Hank did in the gym when he took a break from the painting?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Hank was upset with how his painting turned out. Write a story about a time when something you made didn't turn out how you wanted." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* 40	+	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	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
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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 Tembog . It used a lot of new words.	/tëmbög/	①
2. David played the game with a stick that he called a stodrun .	/stödrun/ /stödrun/	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.	/kīdöst/ /kīdöst/	①
6. There are other people in the game called ungobers . 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 bimudgeic .	/bīmüdgēk/ /bīmüdgīk/	①
8. If they take the block away again, then they get a golden block called a poughtigild .	/pōtīgīld/ /pōtīgīld/	①
9. If they take the block away a third time, then they get a glowing block called a grombacent .	/grombäsēnt/ /grombäsēnt/	①
10. Once anyone has a glowing block, they can exchange, or ponerate it for a very large block.	/pōnērāt/ /pōnērāt/	①
11. Each player on the team wears lirmarves 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.**

One Monday morning, Bianca was in her room quickly getting ready for school. Bianca found herself in a predicament because she had slept in, and she had a class that started in less than 30 minutes. Bianca suddenly realized that she needed a ride to school because she had already missed the bus. She was flustered and anxious. Bianca flew downstairs to ask her dad for a ride, but he was nowhere to be seen. She looked out the window and saw that his car was not in the driveway. Bianca began to panic because she knew that being late for class could mean missing important material. Desperate for a solution, she decided to ask her mother for a ride. She rushed to her mother's room, the urgency of her situation evident in her voice as she pleaded, "Mom, I need a ride to school! Dad has already left for work. Can you please drive me?" Her mother, a successful executive with a prestigious position in her company, responded calmly, "I'm sorry, but I have an important meeting this morning." She went on to explain the gravity of her role in the company, noting her involvement in making significant decisions and managing a team of people with a wide range of responsibilities. Bianca's mom pointed out that she had another option at her disposal: her trusty bicycle. Sensing her daughter's lingering apprehension, she offered further encouragement. "If you ride your bike to school," she suggested, "you can probably make it on time. Dad just fixed your flat tire. Biking is faster than walking, and you can even take your secret shortcut through the park which will save time." With her backpack securely fastened and her helmet gleaming in the morning light, Bianca set off on her bike, pedaling with the determination of someone who knew she had a mission to accomplish. She rode with the speed and agility of a seasoned cyclist, adeptly navigating the twists and turns of the park shortcut. As she approached the school, Bianca's nerves began to dissipate. She parked her bike and made her way to class with a sense of relief and satisfaction, arriving precisely on time and ready to tackle the day's challenges.

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	Bianca / any name	2	A girl / the girl	1
Setting	in room getting ready for school	2	in her room / getting ready	1
Problem (P)	she slept in / running late	2	couldn't do it	1
Feeling	flustered / anxious / mad / sad	2	doesn't like it / cried	1
Plan (PL)	decided to ask dad for a ride	2	made a plan	1
Attempt (A)	looked for dad downstairs	2	did it	1
Consequence / Complication (CP)	dad was gone for work / couldn't take her	2	it didn't work	1
Feeling-2	mad / angry / flustered	2	cried / didn't like it	1
Plan-2 (PL2)	decided to ask mom for a ride	2	needed help	1
Attempt-2 (A2)	asked her mom for a ride	2	talked to her	1
Consequence (C)	mom was working and told her to rider her bike to school	2	told her	1
Ending (E)	biked through short cut and was on time	2	it worked	1
End Feeling	happy / relieved	2	better / smiled / was OK	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	executive is an important role			makes significant decisions			manages team and responsibilities	

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 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 (noun) that / which / who (e.g., class that... / park which... / someone 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	predicament	1 apprehension	
P/CP+C+E -or- P/CP+A2+E		3	flustered	1 seasoned	
P/CP+A2+C -or- P/CP+PL2+C		4	anxious	1 adeptly	
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	urgently	1 dissipate	
			evident	1 precisely	
			prestigious	1	
			gravity	1	

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas			SCORE	
What did you learn from the passage about executives?	an executive is someone with a high position in a company  ①	they make big important decisions  ①	they are in charge of lots of people and responsibilities  ①			
What did Bianca's mom say to convince her to ride her bike to school?	if you ride your bike, you will probably make it on time  ①	dad just fixed your flat tire  ①	it will be faster than walking  ①	she could take her shortcut to save time  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: Bianca's mom sensed her apprehension about biking to school. She tried to convince her. What does apprehension mean?	B: Does apprehension mean uncertainty or sadness?	3 2
	A: Bianca rode her bike like a seasoned cyclist. She got to school on time. What does seasoned mean?	B: Does seasoned mean nervous or expert?	1 0
Ask B question if A is answered incorrectly	A: The urgency in Bianca's voice was evident. She needed a ride to school. What does evident mean?	B: Does evident mean obvious or quiet?	3 2
			1 0

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from the story, how often do you think Bianca rides her bike to school?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from the story, how much do you think Bianca cares about school?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
How far away do you think Bianca lives from her school?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Bianca was going to be late for school. Write a story about a time when you were running late to something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's

NLM RETELL SCORE*	40	+	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
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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	hie	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
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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
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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 Tembog . It used a lot of new words.	/tẽmbõg/	①
2. David played the game with a stick that he called a stodrun .	/stõdrun/ /stõdrun/	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.	/kīdõst/ /kīdõst/	①
6. There are other people in the game called ungobers . 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 bimudgeic .	/bīmũdgẽk/ /bīmũdgĩk/	①
8. If they take the block away again, then they get a golden block called a poughtigild .	/põtigĩld/ /põtigĩld/	①
9. If they take the block away a third time, then they get a glowing block called a grombacent .	/grombāsẽnt/ /grombāsẽnt/	①
10. Once anyone has a glowing block, they can exchange, or ponerate it for a very large block.	/põnẽrāt/ /põnẽrāt/	①
11. Each player on the team wears lirmarves to protect them, which are made out of foam.	/lirmarves/	①