

THIRD 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 Targets	Score	Status	Score	Status	Score	Status
NLM:R Decoding Fluency		<input type="radio"/> Benchmark (73) <input type="radio"/> Mod. Risk (53-72) <input type="radio"/> High Risk (0-52)		<input type="radio"/> Benchmark (89) <input type="radio"/> Mod. Risk (66-88) <input type="radio"/> High Risk (0-65)		<input type="radio"/> Benchmark (93) <input type="radio"/> Mod. Risk (68-92) <input type="radio"/> High Risk (0-67)
NLM:R Fluency Accuracy		<input type="radio"/> Benchmark (96%) <input type="radio"/> Not at benchmark (0-95%)		<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%)
NLM:R 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 (25) <input type="radio"/> Mod. Risk (18-24) <input type="radio"/> High Risk (0-17)		<input type="radio"/> Benchmark (29) <input type="radio"/> Mod. Risk (18-28) <input type="radio"/> High Risk (0-17)		<input type="radio"/> Benchmark (34) <input type="radio"/> Mod. Risk (19-33) <input type="radio"/> High Risk (0-18)
NLM Questions*		<input type="radio"/> Benchmark (26) <input type="radio"/> Mod. Risk (22-25) <input type="radio"/> High Risk (0-21)		<input type="radio"/> Benchmark (27) <input type="radio"/> Mod. Risk (24-26) <input type="radio"/> High Risk (0-23)		<input type="radio"/> Benchmark (29) <input type="radio"/> Mod. Risk (25-28) <input type="radio"/> High Risk (0-24)
Personal Generation**		No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points
DDM Targets	Score	Status	Score	Status	Score	Status
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

Decoding Inventory

*Use highest NLM Retell and NLM Questions score from either NLM Reading or NLM Listening

**Optional 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. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. *Do not let student skip a line.* After 1 minute, place a bracket () after last word read.

Last week, Carla, who loved dressing up, was painting her ¹⁰ nails at the new kitchen counter. She had some glittery, pink nail polish. When she inadvertently knocked over the small bottle, she was worried because she didn’t want to stain the counter. It was quickly spilling everywhere, so she swiftly picked up the messy bottle. She decided to get a rag. Although Carla tried to clean it up, the rag didn’t work. The bright, sparkly liquid smeared all over. She felt panicked. She needed her mom’s help since she couldn’t clean up the nail polish. So she decided to show her mom the counter. Carla said, “I accidentally spilled nail polish. I need your help so that I can clean it.” Carla’s mom said, “These new countertops are granite which is a porous rock that absorbs liquids. That’s why you couldn’t scrub the stain off the counter. You need something to help extract the nail polish. Nail polish remover will probably work.” After her mom easily removed the stain, Carla was relieved because the mess was gone. Then Carla and her mom painted their nails together.

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 <input type="text"/> — # Errors in 1 minute <input type="text"/> = <input type="text"/> ⁷³ *If below benchmark (73) administer NLM Reading Benchmark 2
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>
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	Carla / any name	②	a girl / the girl	①	
🏠 Setting	painting nails in kitchen	②	painting nails / kitchen	①	
🔻 Problem (P)	spilled nail polish	②	made a mess	①	
😞 Feeling	sad / mad / worried	②	didn't like it / cried	①	
📅 Plan (PL)	decided to get a rag	②	decided to get something	①	
👉 Attempt (A)	tried to clean it up	②	tried to fix it	①	
🔴 Consequence / Complication (CP)	spread all over / made bigger mess / nail polish still there	②	didn't work / it was bad	①	
😞 Feeling-2	sad / mad / panicked	②	didn't like it / cried	①	
👉 Plan-2 (PL2)	decided to ask mom for help	②	decided to get help	①	
👉 Attempt-2 (A2)	asked mom for help	②	talked to her	①	
👉 Consequence (C)	mom helped her remove the nail polish	②	she helped her	①	
🕒 Ending (E)	mess was gone / painted nails	②	it was better / had fun	①	
😊 End Feeling	happy / relieved	②	liked it / smiled	①	
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
🔵 granite	①	🔵 porous rock	①	🔵 absorbs liquids	①
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)		select one	because / so that		①①①
P+PL -or- PL+CP	-or- P+A -or- P+CP	②	when / while		①①①
P+A -or- P+CP	-or- A+CP	④	after / before		①①①
P+A+CP -or- P+PL+CP		④	since/however/although/even though		①①①
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		①①①
(from 2 pt NDC section)		select one	(e.g., rock that... / granite which... / Carla who...)		
VOCABULARY COMPLEXITY (VC)		SCORE	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	glittery	①	accidentally	①
P/CP+C+E -or- P/CP+A2+E	③	inadvertently	①	porous	①
P/CP+A2+C -or- P/CP+PL2+C	④	sparkly	①	extract	①
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤	smeared	①		①
		panicked	①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?				② ① ①
Where was Carla in the beginning of the story?				② ① ①
Why was Carla worried?				② ① ①
How did she first try to fix her problem?				② ① ①
Why did she talk to her mom?				② ① ①
How did the story end?				② ① ①
What two things did you learn about granite from this story?				② ① 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: Carla inadvertently spilled it. She made a mess. What does inadvertently mean?			③ ②
	B: Does inadvertently mean <i>accidentally</i> or <i>easily</i> ?			① ①
	A: The rag just smeared the stubborn stain. It didn’t work. What does stubborn mean?			③ ②
	B: Does stubborn mean <i>bright</i> or <i>permanent</i> ?			① ①
Ask B question if A is answered incorrectly	A: Her mom resolved the problem. Carla was happy. What does resolve mean?			③ ②
	B: Does resolve mean <i>to find a solution</i> or <i>to ignore</i> ?			① ①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many times do you think Carla has spilled nail polish before?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how often do you think Carla’s mom has cleaned up nail polish?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What do you think Carla did after she painted her nails?		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, Carla was worried she spilled polish. Write a story about a time when you spilled something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE*	25	+	NLM QUESTIONS SCORE*	26	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC			Combine: F + IV + IR			*If below Retell benchmark (25) or Questions benchmark (26) administer NLM Listening

*Administer if below benchmark on Decoding Fluency section of NLM Reading Benchmark 1

SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket () after last word read.

Last spring, Molly drove with her family to a park that had beautiful, rolling hills. After they arrived, they unloaded their bikes so that they could go trail riding. Molly's bike, which was usually in pristine condition, started making a horrible, grinding sound. She looked down and saw that the chain had fallen off, likely because her bike had been neglected all winter. Even though Molly was worried, she decided to try riding without the chain. She pedaled hard, but her bike wouldn't move! Molly felt frustrated because her bike seemed useless. She wondered if her dad, who was an avid bike-rider, would be able to help. Molly walked her bike over to him and said, "Could you help fix my bike?" Molly's dad patiently replied, "You simply need your chain tightened. Without a functioning bike chain, your bike can't get energy from the pedals to move the wheels." Fortunately, her dad always came prepared with bike tools. After he tightened the chain, Molly began riding again. She was happy because her bike worked perfectly! Molly easily traversed the park trails all day with her family.

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		=	
	*If below benchmark (73) consider administering DDM subtests						
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	Molly / any name	②	a girl / the girl	①
Setting	went to the park / biked in park	②	riding / park	①
Problem (P)	her bike broke / the chain fell off	②	it broke	①
Feeling	sad / mad / worried	②	didn't like it / cried	①
Plan (PL)	decided to keep riding	②	decided to try	①
Attempt (A)	she pedaled hard	②	she tried doing it	①
Consequence / Complication (CP)	bike wouldn't move / bike was still broken	②	didn't work / still broken	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	wondered if dad could help	②	decided to get help	①
Attempt-2 (A2)	asked dad to fix broken bike	②	talked to him	①
Consequence (C)	he had tools to fix chain / he fixed her bike	②	helped her / fixed it	①
Ending (E)	she rode her bike all day	②	she did it with them	①
End Feeling	happy / excited / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
bike chain	①	energy from pedals	①	moves the wheels	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)		select one	because / so that	① ① ①	
P+PL	-or- PL+CP	-or-	when / while	① ① ①	
P+A	-or- P+CP	-or- A+CP	after / before	① ① ①	
P+A+CP	-or- P+PL+CP	④	since/however/although/even though	① ① ①	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who	① ① ①	
(from 2 pt NDC section)		select one	(e.g., park that.../bike which.../dad who...)		
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			

VOCABULARY COMPLEXITY (VC)		SCORE	
1 pt per word below (or equally complex synonym)			
1 pt (up to 2) for other complex vocabulary words			
rolling	①	fortunately	①
pristine	①	flawlessly	①
grinding	①	traversed	①
neglected	①		①
avid	①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①			
Where was Molly in the beginning of the story?	② ① ①			
Why was Molly worried?	② ① ①			
How did she first try to fix her problem?	② ① ①			
Why did she talk to her dad?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about bike chains from this story?		② ① 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: Her dad was an avid bike-rider. He knew how to fix her chain. What does avid mean?	③ ②		
	B: Does avid mean <i>to be nice</i> or <i>to do something a lot</i> ?	① ①		
	A: Molly didn't have a functioning bike chain. Her bike wouldn't move. What does functioning mean?	③ ②		
	B: Does functioning mean <i>working</i> or <i>shiny</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Molly traversed the park trails all day. The bike didn't break. What does traverse mean?	③ ②		
	B: Does traverse mean <i>to look at</i> or <i>to ride across</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how often do you think Molly's family goes bike riding in the winter?	② ① ①			
Using clues from this story, how often do you think Molly's dad repairs bikes?	② ① ①			
What kind of vehicle do you think Molly's family drives?	② ① ①			

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Molly was worried her bike was broken. Write a story about a time when something of yours was broken." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	25	+	NLM QUESTIONS SCORE*	26	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC			Combine: F + IV + IR			

*If below Retell benchmark (25) or Questions benchmark (26) administer NLM Listening

*Administer if below benchmark on NLM Retell or NLM Questions sections of NLM Reading Benchmark 1

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

"One day, Pablo went swimming in a crystalline lake. He suddenly realized that his cell phone was still in his pocket. He felt panicked because his phone was new. He quickly bolted out of the lake and sprinted home to put his phone, which was turned off, in a bowl of uncooked rice. Pablo knew that rice was absorbent. This meant that the rice could extract the moisture and would help prevent further damage to his phone. Pablo waited three agonizing days, and then, holding his breath, turned on his phone. It was perfectly dry and worked beautifully."

SAY: "Thanks for listening. Now you tell me that **exact same** story. Try to include as many details as you can in your story." (do not score retell)

After student retells, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Pablo fix the problem?"

"What do you think the weather was like? Why?"

SAY: "Now I'm going to tell you an even longer story. When I'm done, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

On Saturday, Kai was home cleaning the house. After several hours, he desperately wanted to go play, so his mom told him to go to the new, giant community center to play basketball. His mom said that anyone can go there, and that lots of kids play sports there. Kai immediately began looking for his basketball. When he couldn't find it in his room, he got agitated because it was supposed to be there. So then he decided to carefully scrutinize the garage. Although Kai methodically looked in the large, cluttered garage, which was full of sports equipment, he still couldn't find his basketball. Kai was irritated because he really needed his basketball. He wondered if maybe his best friend, who also loved basketball, had it. He decided to call his friend. Kai said, "I can't find my basketball that is brand new. Do you have it?" Kai's friend said excitedly, "You left your nice basketball at my house!" Then they played basketball together. Kai was really happy because he had lots of fun. After that, he always kept his basketball in a safe place.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Kai / any name	②	a boy / the boy	①
Setting	at home cleaning the house	②	home / cleaning	①
Problem (P)	couldn't find basketball	②	couldn't do it	①
Feeling	sad / mad / agitated	②	didn't like it / cried	①
Plan (PL)	decided to search garage	②	decided to do it	①
Attempt (A)	looked all over garage	②	did it	①
Consequence / Complication (CP)	couldn't find it / still missing	②	all gone / couldn't do it	①
Feeling-2	sad / mad / irritated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to call friend	②	decided to get help	①
Attempt-2 (A2)	asked his friend about it	②	asked friend	①
Consequence (C)	his friend had the ball	②	said yes / got it	①
Ending (E)	played basketball with friend	②	he could do it	①
End Feeling	happy / pleased	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
🔗	community center	①	🔗	anyone can go	①	🔗	play sports there	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			when / while		① ① ①
P+A -or- P+CP	②		after / before		① ① ①
P+A+CP -or- P+PL+CP	④		since/however/although/even though		① ① ①
EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)		SCORE	(noun) that / which / who (e.g., basketball that... / garage which... / friend who...)		① ① ①
select one			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	③		desperately ①	cluttered	①
P/CP+A2+C -or- P/CP+PL2+C	④		agitated ①	irritated	①
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤		carefully ①	excitedly	①
			scrutinize ①		①
			methodically ①		①

NLM QUESTIONS

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	②
Where was Kai in the beginning of the story?	②	①	①	②
Why was Kai agitated?	②	①	①	②
How did he first try to fix his problem?	②	①	①	②
Why did he talk to his friend?	②	①	①	②
How did the story end?	②	①	①	②
What two things did you learn about community centers from this story?	②	①	①	②

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: Kai scrutinized every part of the garage. He was looking for his basketball. What does scrutinize mean?	③	②	③
	B: Does scrutinize mean look closely or clean?	①	①	②
	A: Kai methodically searched the garage. He looked for a long time. What does methodically mean?	③	②	③
	B: Does methodically mean quickly or carefully?	①	①	②
Ask B question if A is answered incorrectly	A: The garage was cluttered. It was full of camping stuff. What does cluttered mean?	③	②	③
	B: Does cluttered mean cold or unorganized?	①	①	②

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, where else do you think Kai plays basketball with his friend?	② ① ①	Why do you think that?	① ① ①	③
		1 pt = uses information from story		
Using clues from this story, what do you think Kai's family likes to do for fun?	② ① ①	Why do you think that?	① ① ①	③
		1 pt = uses information from story		
Why do you think Kai was cleaning the house on a Saturday?	② ① ①	Why do you think that?	① ① ①	③
		1 pt = uses background knowledge		

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Kai was upset he couldn't find his ball. Tell me a story about a time when you lost something." Encourage the child (up to 3x) to produce a related story. Score using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	25	+	NLM QUESTIONS SCORE	26	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC			Combine: F + IV + IR			

*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 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 .	/bīmũdgēk/ /bīmũdgīk/	①
8. If they take the block away again, then they get a golden block called a poughtigild .	/põtigīld/ /põtigīld/	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

SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. *Do not let student skip a line.* After 1 minute, place a bracket () after last word read.

Yesterday morning, Jen quietly walked into the kitchen. She got ¹⁰ up early so that she could make breakfast for her mom. When Jen saw her dad in the kitchen, she asked him to help her make breakfast. But sadly, her dad was in a hurry. Jen was disappointed because she needed some help. She wanted to make fresh, delicious popovers, which are her mom's favorite breakfast. Popovers are fluffy rolls that are baked in muffin tins. They are made with lots of eggs and butter. Jen decided to try to bake the popovers independently. She found the recipe. But she quickly grew frustrated because she couldn't understand the convoluted instructions. She decided to wake up her sister, who was a fabulous cook. Jen hesitantly woke her sister up. She whispered, "Will you please help me make mom's special breakfast?" Although Jen's sister was very fatigued, she immediately said, "I forgot what day it is. I'll be right there to help you." After Jen and her sister cooked the breakfast, she was happy since she got to prepare her mom a special breakfast. Her mom loved it.

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 <input type="text"/> — # Errors in 1 minute <input type="text"/> = <input type="text"/>	89
	*If below benchmark (89) administer NLM Reading Benchmark 2	
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>	
PROSODY RATING	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
select one	Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE		
Character	Jen / any name	②	a girl / the girl	①		
Setting	walked into the kitchen	②	walked in / kitchen	①		
Problem (P)	needed help cooking breakfast	②	needed help	①		
Feeling	sad / mad / disappointed	②	didn't like it / cried	①		
Plan (PL)	decided to cook it herself	②	decided to try	①		
Attempt (A)	got the recipe	②	tried it	①		
Consequence / Complication (CP)	couldn't understand recipe / still wanted to make breakfast	②	was confused / wanted it	①		
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①		
Plan-2 (PL2)	decided to ask her sister for help	②	decided to ask	①		
Attempt-2 (A2)	whispered "can you help me?"	②	asked her	①		
Consequence (C)	they cooked the breakfast / she learned how to cook it	②	did it / made it	①		
Ending (E)	her mom loved it	②	it was good	①		
End Feeling	happy / relieved	②	liked it / smiled	①		
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE		
popovers	①	fluffy rolls baked in muffin tins	①	made with eggs and butter	①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from ② pt NDC section)		select one	because / so that	①	①	
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP		②	when / while	①	①	
P+A+CP -or- P+PL+CP		④	after / before	①	①	
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though	①	①	
(from ② pt NDC section)		select one	(noun) that / which / who (e.g., rolls that... / popovers which... / sister who...)	①	①	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C+E -or- P/CP+A2+E		③	1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C		④	delicious	①	hesitantly	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	fluffy	①	fatigued	①
			independently	①	prepare	①
			convoluted	①		①
			fabulous	①		①

NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?			② ① ①
Where was Jen in the beginning of the story?			② ① ①
Why was Jen disappointed?			② ① ①
How did she first try to fix her problem?			② ① ①
Why did she talk to her sister?			② ① ①
How did the story end?			② ① ①
What two things did you learn about popovers from this story?			② ① 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: Jen couldn't bake the popovers independently . She got her sister. What does independently mean?		③ ②
	B: Does independently mean <i>very well</i> or <i>on your own</i> ?		① ①
	A: Jen's sister was fatigued . It was early in the morning. What does fatigued mean?		③ ②
	B: Does fatigued mean <i>angry</i> or <i>tired</i> ?		① ①
Ask B question if A is answered incorrectly	A: The instructions were convoluted . Jen couldn't understand them. What does convoluted mean?		③ ②
	B: Does convoluted mean <i>complicated</i> or <i>old</i> ?		① ①

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many times do you think Jen has made popovers?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, why do you think Jen's sister immediately agreed to help?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Jen's dad was in a hurry?	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, Jen was sad she couldn't make breakfast. Write a story about a time when you couldn't do something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	29	+	NLM QUESTIONS SCORE*	27	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC			Combine: F + IV + IR			*If below Retell benchmark (29) or Questions benchmark (27) administer NLM Listening

*Administer if below benchmark on Decoding Fluency section of NLM Reading Benchmark 1

SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket (]) after last word read.

Yesterday, Cody was at home getting ready for school. He ¹⁰ was looking for his homework, which was an elaborate report on glaciers. He had spent hours writing about how glaciers are valleys of ice that slowly move across the land because they are thousands of feet thick. But he couldn't find it in his backpack. Cody desperately needed it so that he could get it to his teacher, who was very stern. When Cody couldn't find his report anywhere in the house, he was devastated since it had taken him so long to write it. He finally realized he had probably left it in the car, which was usually very messy. Cody looked in the car, but it had just been cleaned. He was hysterical because he really needed that report. He decided to talk to his mom. He urgently said, "I can't find my report! Do you have it?" Cody's mom uneasily said, "I might have thrown it away." Then Cody searched through the grimy trash and recovered it. After he found his report, Cody was relieved and vowed to always put his homework away.

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	=	89
	*If below benchmark (89) consider administering DDM subtests				
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	Cody / any name	②	a boy / the boy	①
Setting	home getting ready for school	②	home / getting ready	①
Problem (P)	couldn't find book report	②	couldn't do it	①
Feeling	sad / mad / devastated	②	didn't like it / cried	①
Plan (PL)	decided to look in the car	②	decided to look	①
Attempt (A)	looked in the car	②	looked for it	①
Consequence / Complication (CP)	couldn't find the report/ still needed the report	②	didn't get it / wanted it	①
Feeling-2	sad / hysterical / worried	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask mom for help	②	decided to ask	①
Attempt-2 (A2)	said "do you have it?"	②	asked mom	①
Consequence (C)	said "I might have thrown it out" / searched the trash and found it	②	didn't have it / got it	①
Ending (E)	put the homework away	②	put it back	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
glaciers	①	valleys of ice that move slowly	①	thousands of feet thick	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)		select one	because / so that		① ① ①
P+PL	-or- PL+CP	-or-	when / while		① ① ①
P+A	-or- P+CP	-or- A+CP	after / before		① ① ①
P+A+CP	-or- P+PL+CP		since/however/although/even though		① ① ①
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		① ① ①
(from 2 pt NDC section)		select one	(e.g., ice that.../ homework which.../ teacher who...)		
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

VOCABULARY COMPLEXITY (VC)		SCORE	
1 pt per word below (or equally complex synonym)			
1 pt (up to 2) for other complex vocabulary words			
elaborate	①	grimy	①
devastated	①	recovered	①
hysterical	①	vowed	①
urgently	①		①
uneasily	①		①

NLM QUESTIONS

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

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: Cody was hysterical . He couldn't find his report. What does hysterical mean?		③ ②	
	B: Does hysterical mean <i>panicked</i> or <i>lost</i> ?		① ①	
	A: Cody vowed to always put his homework away. He felt devastated when he lost it. What does vowed mean?		③ ②	
	B: Does to vow mean <i>to promise</i> or <i>to feel sorry</i> ?		① ①	
Ask B question if A is answered incorrectly	A: Cody recovered the report. He could finally turn it in. What does recovered mean?		③ ②	
	B: Does recovered mean <i>to drop</i> or <i>to find</i> ?		① ①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how accepting of late homework do you think Cody's teacher is?	② ① ①	Why do you think that?	① ①	
Using clues from this story, how do you think Cody's report looked after he got it from the trash?	② ① ①	Why do you think that?	① ①	
Why do you think Cody left his report in the car?	② ① ①	Why do you think that?	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Cody was sad he lost his homework. Write a story about a time when you lost something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	29	+	NLM QUESTIONS SCORE*	27	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC			Combine: F + IV + IR			
*If below Retell benchmark (29) or Questions benchmark (27) administer NLM Listening						

*Administer if below benchmark on NLM Retell or NLM Questions sections of NLM Reading Benchmark 1

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

Read primer story, word for word: "Last Friday, Miranda was swinging in her huge backyard with her sister. She was upset because she was not swinging very high. She knew that gravity was keeping her close to the ground because she had recently learned that gravity is a force that pulls things down. While Miranda was swinging, she asked her sister, who was swinging much higher, for help. Her sister said, 'Move your legs back and forth when you swing. Then you will go even higher.' After she listened to her sister, Miranda started pumping her legs and was able to swing incredibly high. She was so excited that she had learned how to swing better."

SAY: "Thanks for listening. Now you tell me that **exact same** story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Miranda fix her problem?"

"Was Miranda's sister younger or older than her? Why do you think that?"

SAY: "Now I'm going to tell you an even longer story. When I'm done, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

One day, Chloe was walking around a zoo with her really large class. Her teacher was talking about how habitats are places where wild animals live and find their food and water. But Chloe wasn't paying attention because she was staring at a strange, colorful monkey which was leisurely swinging in the trees. She eventually looked up from the cute monkey. But her class was gone. Chloe was afraid because she was lost. She thought it would be best to look for her class. Although she frantically searched, she couldn't find her class anywhere. She felt really anxious. After Chloe looked around for someone that could help, she decided to ask a kind, attentive woman, an employee who was watching everyone, for help. Chloe nicely said, "I need help so that I can find my class." The woman said, "I saw them go inside the snake exhibit." The polite employee led her inside the building, and she was reunited with her class. When Chloe found them, she felt relieved since she wasn't lost anymore. Then she stayed with her class the rest of the day.

Start audio recorder




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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Chloe / any name	②	a girl / the girl	①
Setting	walking with class at a zoo	②	walking / zoo	①
Problem (P)	class was gone / she was alone	②	didn't know what to do	①
Feeling	sad / mad / afraid	②	didn't like it / cried	①
Plan (PL)	thought/decided look for them	②	decided to go	①
Attempt (A)	she frantically searched	②	looked	①
Consequence / Complication (CP)	couldn't find anyone / was still lost	②	didn't work / wanted them	①
Feeling-2	sad / mad / scared / anxious	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask woman for help	②	decided to get help	①
Attempt-2 (A2)	said "have you seen my class?"	②	talked to someone	①
Consequence (C)	she said where they were / she found her class	②	helped her / showed her	①
Ending (E)	stayed with her class	②	they got together	①
End Feeling	happy / excited / fortunate	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	habitats	①		where wild animals live	①		where animals find food and water	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that	①①①		
P+PL -or- PL+CP -or- P+A -or- P+CP A+CP		②	when / while	①①①		
P+A+CP -or- P+PL+CP		④	after / before	①①①		
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though (noun) that / which / who (e.g., someone that.../monkey which.../employee who...)	①①①		
(from 2 pt NDC section)		select one	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	strange	①	attentive	①
P/CP+A2+C -or- P/CP+PL2+C		④	leisurely	①	reunited	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	eventually	①	relieved	①
			frantically	①		①
			anxious	①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①			
Where was Chloe in the beginning of the story?	② ① ①			
Why was Chloe afraid?	② ① ①			
How did she first try to fix her problem?	② ① ①			
Why did she talk to the woman?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about habitats from this story?	② ① ①			

INFERENCE 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 woman was attentive . She knew where her class was. What does attentive mean?	③ ②		
	B: Does attentive mean watchful or well-paid ?	① ①		
Ask B question if A is answered incorrectly	A: Chloe found her class in the snake exhibit . It was full of snakes. What is an exhibit ?	③ ②		
	B: Does exhibit mean a display or a pool ?	① ①		
	A: Chloe was reunited with her class. She finally found them. What does reunite mean?	③ ②		
	B: Does reunite mean to use again or to join ?	① ①		

INFERENCE REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think Chloe was watching the monkey?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, how often do you think the employee helps other lost people at the zoo?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
How do you think Chloe knew that the woman worked at the zoo?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Chloe was afraid because she got lost at the zoo. Tell me a story about a time when you got lost." Encourage the child (up to 3x) to produce a related story. Score using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	29	+	NLM QUESTIONS SCORE	27	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC			Combine: F+IV+IR			

*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 gold 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 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 .	/bīmũdgēk/ /bīmũdgīk/	①
8. If they take the block away again, then they get a golden block called a poughtigild .	/põtigīld/ /põtigīld/	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

SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. *Do not let student skip a line.* After 1 minute, place a bracket () after last word read.

Once, Jake, a brave boy, was eating lunch at his friend's house since they didn't have school that day. His friend challenged him to eat a red chili pepper. Red chili peppers are a hot type of pepper which start out green but turn red as they ripen. When Jake bit into it, the fiery, spicy pepper burned his mouth. It was painful. He was worried because it wouldn't stop burning. Jake decided to drink some water to cool off his mouth. He quickly guzzled a glass of water. Although it helped some, Jake couldn't stop the burning. He felt panicked. Jake desperately turned to his friend, who loves eating spicy food, thinking he could help. He frantically said, "My mouth is still burning. What should I do?" Jake's friend calmly said, "You need to slowly drink some milk so that your mouth will stop burning." After Jake deliberately sipped some milk that his friend quickly gave him, which took him a long time, he felt relieved because the intolerable, intense pain was finally gone. Jake never ate another one of those scorching peppers again.

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 <input type="text"/> — # Errors in 1 minute <input type="text"/> = <input type="text"/>	93
	*If below benchmark (93) administer NLM Reading Benchmark 2	
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>	
PROSODY RATING	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	Jake / any name	2	a boy / the boy	1
Setting	eating at his friend's house	2	eating / friend's house	1
Problem (P)	bit hot pepper / mouth burning	2	he got hurt	1
Feeling	sad / mad / worried	2	didn't like it / cried	1
Plan (PL)	decided to drink some water	2	decided to drink	1
Attempt (A)	drank a lot of water	2	did it	1
Consequence / Complication (CP)	didn't take away the pain / mouth was still burning	2	didn't work / still hurt	1
Feeling-2	sad / mad / scared / panicked	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask friend for help	2	decided to get help	1
Attempt-2 (A2)	said "what should I do?"	2	talked to him	1
Consequence (C)	told him to drink milk / drank milk / pain was gone	2	helped him / it helped	1
Ending (E)	never ate a pepper again	2	didn't do it again	1
End Feeling	happy / relieved	2	liked it / smiled	1
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
red chili pepper	1	hot type of pepper	1	start off green but turn red when ripe
EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC) SCORE		
(from 2 pt NDC section)	select one	because / so that	1	1
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	2	when / while	1	1
P+A+CP -or- P+PL+CP	4	after / before	1	1
EPISODE 2 COMPLEXITY (EC2)	SCORE	since/however/although/even though	1	1
(from 2 pt NDC section)	select one	(noun) that / which / who (e.g., school that... / pepper which... / friend who...)	1	1
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	2	VOCABULARY COMPLEXITY (VC) SCORE		
P/CP+C+E -or- P/CP+A2+E	3	1 pt per word below (or equally complex synonym)		
P/CP+A2+C -or- P/CP+PL2+C	4	1 pt (up to 2) for other complex vocabulary words		
P/CP+A2+C+E -or- P/CP+PL2+C+E	5	ripen	1	intolerable
		fiery	1	intense
		guzzled	1	scorching
		frantically	1	
		deliberately	1	

NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?			2 1 0
Where was Jake in the beginning of the story?			2 1 0
Why was Jake worried?			2 1 0
How did he first try to fix his problem?			2 1 0
Why did he talk to his friend?			2 1 0
How did the story end?			2 1 0
What two things did you learn about red chili peppers from this story?			2 1 0

INFERENTIAL VOCABULARY (IV)	3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"	A: Jake guzzled the water. His mouth was burning. What does guzzle mean?		3 2
	B: Does guzzle mean <i>to drink quickly</i> or <i>to spit</i> ?		1 0
	A: He deliberately drank some milk. It took him a long time to drink it. What does deliberately mean?		3 2
	B: Does deliberately mean <i>slowly</i> or <i>angrily</i> ?		1 0
Ask B question if A is answered incorrectly	A: The intolerable pain was gone. The pepper had burned him. What does intolerable mean?		3 2
	B: Does intolerable mean <i>funny</i> or <i>bad</i> ?		1 0

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how often do you think Jake accepts his friend's challenges?			2 1 0
Using clues from this story, how many times do you think Jake's friend had eaten peppers?			2 1 0
Why do you think Jake and his friend didn't have school that day?			2 1 0
	Why do you think that?	1 pt = uses information from story	1 0
	Why do you think that?	1 pt = uses information from story	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, Jake was worried the pepper wouldn't stop burning. Write a story about a time when you were worried." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	34	+	NLM QUESTIONS SCORE*	29	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC			Combine: F + IV + IR			
						*If below Retell benchmark (34) or Questions benchmark (29) administer NLM Listening

*Administer if below benchmark on Decoding Fluency section of NLM Reading Benchmark 1

SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket () after last word read.

Saturday, Megan was in her room, counting her allowance. She ¹⁰ wanted to spend the money she had been saving on a fun, new camera. But Megan's mom wasn't home to drive her to the store. She was unhappy. Megan impatiently decided to find her older brother, who just got his license. Although she found him, he couldn't drive her because his vehicle, an old, worn-out truck, was out of commission. Megan was annoyed since she couldn't find a ride. Then Megan decided to call her mom to see if she could help. She said, "Can you take me shopping so I can buy an instant camera? They are so cool! The film that you put in the camera has special chemicals, which develop pictures in seconds!" Megan's mom said, "I'll be home soon. Make sure your room is clean – then I will gladly take you." After Megan's mom got home and inspected her room, she willingly gave her a ride. Megan was ecstatic because she finally got to purchase the camera she'd been desperately waiting to buy. She quickly took a picture of her mom to thank her.

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 <input type="text"/> – # Errors in 1 minute <input type="text"/> = <input type="text"/>	93
	*If below benchmark (93) consider administering DDM subtests	
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>	
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	Megan / any name	②	a girl / the girl	①
Setting	in her room counting money	②	in room / counting	①
Problem (P)	she didn't have a ride to store	②	couldn't get there	①
Feeling	sad / mad / unhappy	②	didn't like it / cried	①
Plan (PL)	decided to look for brother	②	decided to look	①
Attempt (A)	she found her brother	②	found him	①
Consequence / Complication (CP)	he couldn't drive her / she still didn't have a ride	②	he couldn't / still couldn't get there	①
Feeling-2	sad / mad / upset / annoyed	②	didn't like it / cried	①
Plan-2 (PL2)	decided to call mom	②	decided to call	①
Attempt-2 (A2)	said "can you take me?"	②	talked to her	①
Consequence (C)	mom said yes / she took her to buy camera	②	helped her / she got one	①
Ending (E)	she got it and took picture of mom	②	she played with it	①
End Feeling	happy / excited / ecstatic	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
instant camera	①	film has special chemicals	①	develops pictures in seconds	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section) 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		
EPISODE 2 COMPLEXITY (EC2)			since/however/although/even though	① ① ①		
(from 2 pt NDC section) select one			(noun) that / which / who (e.g., film that... / chemicals which... / brother who...)	① ① ①		
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②		VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C+E -or- P/CP+A2+E	③		1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C	④		allowance	①	ecstatic	①
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤		impatiently	①	purchase	①
			out-of-commission	①	desperately	①
			inspected	①		①
			willingly	①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	
Where was Megan in the beginning of the story?	②	①	①	
Why was Megan unhappy?	②	①	①	
How did she first try to fix her problem?	②	①	①	
Why did she call her mom?	②	①	①	
How did the story end?	②	①	①	
What two things did you learn about instant cameras from this story?	②	①	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: Her brother's truck was out of commission. He couldn't take her. What does out of commission mean?	③	②	
	B: Does out-of-commission mean rusty or not working?	①	①	
	A: Her mom willingly gave her a ride after she inspected her room. What does willingly mean?	③	②	
	B: Does willingly mean slowly or cheerfully?	①	①	
Ask B question if A is answered incorrectly	A: Megan finally got to purchase the camera. She started taking pictures. What does purchase mean?	③	②	
	B: Does purchase mean to buy or to use?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think Megan had saved for the camera?	② ① ①	Why do you think that?	① ①	
Using clues from this story, what do you think Megan's room looked like when her mom got home?	② ① ①	Why do you think that?	① ①	
Where do you think her mom was before she got home?	② ① ①	Why do you think that?	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Megan was upset she didn't have a ride to the store. Write a story about a time when you didn't get to go somewhere." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's

NLM RETELL SCORE*	34	+	NLM QUESTIONS SCORE*	29	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		*If below Retell benchmark (34) or Questions benchmark (29) administer NLM Listening		

*Administer if below benchmark on NLM Retell or NLM Questions sections of NLM Reading Benchmark 1

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

Read primer story, word for word: "Yesterday, Kaycee was painting a picture in her bedroom. While she was working, she suddenly ran out of green paint. She frantically searched for another bottle of green paint but was frustrated when she could not find one. While she was searching, she recalled learning about color theory at school. She learned that the primary colors red, yellow, and blue combine to make different colors. Her teacher said that yellow and blue make green. So, she decided to use both her yellow and blue paints to create a green pigment. After meticulously mixing the correct proportions of yellow and blue, Kaycee was ecstatic because she was able to complete her picture of a park."

SAY: "Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story." (do not score retell)

After student retells, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Kaycee fix her problem?"

"Why do you think Kaycee needed green paint? Why?"

SAY: "Now I'm going to tell you an even longer story. When I'm done, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

Late one night, Pablo was in his kitchen apprehensively doing math homework. He wasn't sure how to do a challenging story problem. He felt frustrated. He doubted if he could do any problems that were so grueling. But Pablo decided to keep working on his homework, which he desperately needed to finish. He quickly added all the numbers together. When Pablo's mom, who was sitting at the kitchen table, checked his answer, she told him his answer wasn't right since he had just added the numbers. Then he felt discouraged because he didn't understand what to do. He wanted to give up, but Pablo decided to persevere. He asked his mom for help because she was an engineer. She does complex math all day at work so that she can fix problems and make new things. Pablo said, "Could you possibly teach me? This is a hard math problem!" His mom said kindly, "Absolutely! Let's figure it out." Then they finally figured out how to do the daunting problem. After Pablo learned the correct way to do the math, he felt pleased and did the rest himself.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Pablo / any name	2	a boy / the boy	1
Setting	doing homework in kitchen	2	homework / kitchen	1
Problem (P)	couldn't do a math problem	2	couldn't do it	1
Feeling	sad / mad / frustrated	2	didn't like it / cried	1
Plan (PL)	decided to try keep working on it	2	decided to do it	1
Attempt (A)	added the numbers together	2	did it	1
Consequence / Complication (CP)	the answer wasn't right / couldn't do the problem	2	it was bad / couldn't do it	1
Feeling-2	sad / mad / discouraged	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask mom for help	2	decided to get her	1
Attempt-2 (A2)	asked mom to teach him	2	asked her	1
Consequence (C)	she said "Let's figure it out." / they figured out the problem	2	it was OK / they did it	1
Ending (E)	he did the other problems	2	he could do it	1
End Feeling	happy / pleased	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
	engineer	① 	complex math	① 	fix/make things	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)		select one	because / so that	1	1
P+PL	-or- PL+CP	2	when / while	1	1
P+A	-or- P+CP	2	after / before	1	1
P+A+CP	-or- P+PL+CP	4	since/however/although/even though	1	1
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who	1	1
(from 2 pt NDC section)		select one	(eg, problems that... / homework which... / mom who...)	1	1

COMPLEXITY (EC2)		select one		VOCABULARY COMPLEXITY (VC) SCORE	
(from 2 pt NDC section)				1 pt per word below (or equally complex synonym)	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②			1 pt (up to 2) for other complex vocabulary words	
P/CP+C+E -or- P/CP+A2+E	③			apprehensively ①	complex ①
P/CP+A2+C -or- P/CP+PL2+C	④			doubted ①	daunting ①
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤			grueling ①	pleased ①
				desperately ①	
				persevere ①	

NUM. QUESTIONS

NLM QUESTIONS

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

INFERENCE 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: Pablo was apprehensively doing homework. It was hard. What does apprehensive mean?	3	2	
	B: Does apprehensive mean <i>anxiously</i> or <i>happily</i> ?	1	0	
	A: The work was hard, but Pablo persevered . He did it. What does persevere mean?	3	2	
	B: Does persevere mean <i>to keep going</i> or <i>to dislike</i> ?	1	0	
Ask B question if A is answered incorrectly	A: The math problems were daunting . But he finally learned them. What does daunting mean?	3	2	
	B: Does daunting mean <i>short</i> or <i>difficult</i> ?	1	0	

INFERENCE REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, when do you think the math homework was due?	2	1	0	
Using clues from this story, what do you think Pablo's mom liked to learn about in school?	2	1	0	
Why do you think Pablo didn't know how to solve the problem?	2	1	0	
	Why do you think that?	1	0	
	Why do you think that?	1	0	
	Why do you think that?	1	0	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Pablo was frustrated he couldn't do a math problem. Tell me a story about a time when you struggled to do something." Encourage the child (up to 3x) to produce a related story. Score using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	34	+	NLM QUESTIONS SCORE	29	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC			Combine: F+IV+IR			

*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 gold 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 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 .	/bīmũdgēk/ /bīmũdgīk/	①
8. If they take the block away again, then they get a golden block called a poughtigild .	/põtigīld/ /põtigīld/	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