

FIFTH GRADE

BENCHMARK BOOKLET

RECOMMENDED SUBTESTS AND TARGETS

Name: _____

School Year: _____

Student ID: _____

Teacher: _____

School: _____

	Beginning of Year (BOY) DATE: _____		Middle of Year (MOY) DATE: _____		End of Year (EOY) DATE: _____	
NLM Reading	Score	Status	Score	Status	Score	Status
Reading Fluency: Decoding Fluency		<input type="radio"/> Benchmark (101) <input type="radio"/> Mod. Risk (74-100) <input type="radio"/> High Risk (0-73)		<input type="radio"/> Benchmark (114) <input type="radio"/> Mod. Risk (92-113) <input type="radio"/> High Risk (0-91)		<input type="radio"/> Benchmark (123) <input type="radio"/> Mod. Risk (94-122) <input type="radio"/> High Risk (0-93)
Reading Fluency: Accuracy		<input type="radio"/> Benchmark (97%) <input type="radio"/> Not at benchmark (0-96%)		<input type="radio"/> Benchmark (97%) <input type="radio"/> Not at benchmark (0-96%)		<input type="radio"/> Benchmark (97%) <input type="radio"/> Not at benchmark (0-96%)
Reading Fluency: Prosody Rating		No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points
NLM Retell		<input type="radio"/> Benchmark (33) <input type="radio"/> Mod. Risk (19-32) <input type="radio"/> High Risk (0-18)		<input type="radio"/> Benchmark (36) <input type="radio"/> Mod. Risk (21-35) <input type="radio"/> High Risk (0-20)		<input type="radio"/> Benchmark (37) <input type="radio"/> Mod. Risk (24-36) <input type="radio"/> High Risk (0-23)
NLM Questions		<input type="radio"/> Benchmark (21) <input type="radio"/> Mod. Risk (13-20) <input type="radio"/> High Risk (0-12)		<input type="radio"/> Benchmark (22) <input type="radio"/> Mod. Risk (14-21) <input type="radio"/> High Risk (0-13)		<input type="radio"/> Benchmark (22) <input type="radio"/> Mod. Risk (15-21) <input type="radio"/> High Risk (0-14)
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.**

Last Friday, Corbin was in the library looking for books to use for a school project. Even though he wasn't allowed to have food or drink in the library, Corbin snuck in a juice box. While he was distractedly walking down the aisle, he tripped and spilled the bright red juice all over the book that he was holding! Corbin was horrified because this had never happened before. He quickly decided to clean up the sticky liquid. Even though he tried to wipe up the mess that he made, it was too late because the book's pages were already saturated with the liquid. They were covered in juice! Corbin was scared, but he knew that he had to confess; he decided to tell the librarian who was working. He said, "I accidentally spilled juice on this book. I promise it won't happen again." The strict, intimidating librarian snapped, "There is no way to get the stains out, so this book is toast! You will certainly need to compensate for your mistake by paying a fine." The librarian explained that a fine is a sum of money that a person pays when they are caught breaking a rule. The amount of money depends on the severity of the violation and fines are given so people will stick to the rules. Corbin told the librarian that he thought it was unfair because it was an accident. The librarian said, "You can't bring food or drinks in the library. You knew that the juice box wasn't allowed, but you disobeyed. Because you ruined the book, you have to pay the replacement fine." After listening to the librarian, Corbin knew she was right. Fortunately, he had extra money left over from lunch which he used to pay the fine. Corbin felt relieved that he did the right thing and resolved to never break the rules 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 — # 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	Corbin / Any name	2	a boy / the boy	1
Setting	in the library looking for books	2	library / looking	1
Problem (P)	tripped, spilled juice on book	2	ruined book	1
Feeling	horrified / scared	2	didn't like it / cried	1
Plan (PL)	decided to clean book himself	2	decided to go	1
Attempt (A)	tried to wipe up the mess	2	tried to fix it	1
Consequence / Complication (CP)	the pages were already soaked / the book was still covered in juice	2	it was wet	1
Feeling-2	scared / worried	2	cried / screamed	1
Plan-2 (PL2)	he knew he had to confess	2	decided to tell	1
Attempt-2 (A2)	told the librarian he spilled juice	2	talked to her	1
Consequence (C)	librarian told him to pay a fine	2	give her money	1
Ending (E)	paid the fine / never broke rules again	2	paid her	1
End Feeling	relieved / happy	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
 fines are money you pay for breaking rules	①	 how much you pay depends on how bad it is	①	 fines help people follow the rules	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)		SCORE	since/however/although/even though	1 1 1	
(from 2 pt NDC section)		select one	(noun) that / which / who (e.g., book that... / lunch which... / librarian who...)	1 1 1	
VOCABULARY COMPLEXITY (VC)		SCORE			
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			distractedly	1	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	2		sum	1	
P/CP+C+E -or- P/CP+A2+E	3		horrified	1	
P/CP+A2+C -or- P/CP+PL2+C	4		severity	1	
P/CP+A2+C+E -or- P/CP+PL2+C+E	5		saturated	1	
			confess	1	
			stick to the rules	1	
			intimidating	1	
			resolved	1	
			book is toast	1	
			compensate	1	

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas			SCORE	
What did you learn from the passage about fines?	fines are money a person pays when they break a rule  ①	the sum depends on the severity of the violation  ①	fines are given so people will stick to rules  ①			
What did the librarian say to convince Corbin fines were fair?	he had to pay the fine since the book was stained  ①	the rule is no food or drinks in library  ①	juice wasn't allowed but you disobeyed  ①	the fine will help replace the book  ①		

INFERENTIAL VOCABULARY (IV)	3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"	A: The librarian told Corbin to compensate for damaging the book. What does compensate mean?	B: Does compensate mean <u>to pay back</u> or <u>to throw away</u> ?	3 2
Ask B question if A is answered incorrectly	A: Corbin had to pay some money because of his serious violation . What does violation mean?	B: Does violation mean <u>to break a rule</u> or <u>to lose something</u> ?	3 2
	A: The juice saturated the book's pages, so the book was ruined . What does saturated mean?	B: Does saturated mean <u>shrunk</u> or <u>soaked</u> ?	3 2

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from the story, what flavor of juice do you think Corbin was drinking?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from the story, how often do you think Corbin had ignored the "no drink" rule?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
What do you think Corbin could have done if he did not have enough money to pay the fine?	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, Corbin was horrified he ruined the book. 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*	33	+	NLM QUESTIONS SCORE	21	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC			Combine: E + IV + IR			*Use NLM RETELL SCORE to make benchmark decisions

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

SCRIPT

Display appropriate Decoding Inventory page from benchmark student stimulus book.

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

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

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

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

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

HOW TO SCORE

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

Response Patterns

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

TARGET: Closed Syllables (grades K.5+)

WHOLE WORDS
BLENDED CORRECTLY = 6

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

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

WHOLE WORDS
BLENDED CORRECTLY = 6

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

TARGET: Basic Affixes (grades 1.5+)

WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 6

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

TARGET: Vowel Teams (grades 1.5+)

WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

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

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

WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

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

TARGET: Advanced Affixes (grades 2+)

WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 6

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

TARGET: Complex Vowels (grades 2+)

WHOLE WORDS
BLENDED CORRECTLY = 6 CORRECT
TARGETS = 7

vind nild zough keigh glaught kighdost vost 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.	/tëmbög/	①
2. David played the game with a stick that he called a stodrun .	/stödru:n/ /stödru:n/	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.**

On Friday, Cleo, who was a very curious girl, stood outside her sister's bedroom. Although Cleo knew entering her sibling's room alone was prohibited, she snuck in to look at her sister's beautiful jewelry collection which was on the dresser. When she held up one of her sister's tiny, delicate rings that was as brilliant as fire, it slipped suddenly through her clumsy fingers. It hit the floor, rolled away, and disappeared into the fluffy rug! Cleo felt panicked. She knew she had to locate it before her sister returned, as she would be mad about the lost ring. She decided to search carefully, sweeping her hands across the floor. Cleo felt distressed because she couldn't find it. She decided to go to her sister, who cared a lot about her collection, to confess that she had lost the special, treasured ring. Cleo said, "I am so sorry. I went into your room and lost a ring. Will you help me look for it?" Her sister was angry that she lost the ring because it was one of a kind. It had semi-precious gemstones, such as rubies and topaz, which are materials that are difficult to find. However, her sister swallowed her anger and replied, "I wish you would stop playing with my rings. Let's go up to my room and search for it." They went up the stairs and combed through the room. After searching carefully, they found the beloved ring. Cleo was relieved to return it to the jewelry collection. Cleo commented to her sister, "If you gave me some rings, I wouldn't be so tempted to play with yours. My ring collection would be beautiful, like yours. You could give me the old ones you never wear." Her sister relented and gave her three less valuable rings. Cleo took the rings, gave her sister a hug, and happily promised to never play with her sister's rings 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.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)

			SCORE
Character	Cleo / Any name	2	a girl / the girl
Setting	In her sister's room	2	home / playing / looking
Problem (P)	lost the ring / couldn't find the ring	2	lost it
Feeling	panicked / frantic / scared	2	didn't like it / cried
Plan (PL)	decided to search the rug carefully	2	decided to look
Attempt (A)	swept her hands across the floor	2	tried to find it
Consequence / Complication (CP)	she couldn't find the ring / the ring was still lost	2	couldn't find it
Feeling-2	distressed / worried / upset	2	didn't like it / cried
Plan-2 (PL2)	decided to ask her sister for help	2	decided to try again
Attempt-2 (A2)	asked her sister to help her find it	2	talked to her
Consequence (C)	the sisters searched together / they found the ring and put it back	2	they looked for it / found it
Ending (E)	she promised to never play with them	2	didn't do it again
End Feeling	relieved / happy	2	smiled

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

			SCORE
semi-precious gemstones are valuable	1	materials are difficult to find	1
		examples are rubies and topaz	1

EPISODE 1 COMPLEXITY (EC1)

(from 2 pt NDC section) select one

P+PL -or- PL+CP	-or-	P+A -or- P+CP	-or-	A+CP	2
P+A+CP	-or-	P+PL+CP			4

EPISODE 2 COMPLEXITY (EC2)

(from 2 pt NDC section) select one

P/CP+PL2 -or- P/CP+A2	-or-	P/CP+C -or- P/A2+C	2
P/CP+C+E	-or-	P/CP+A2+E	3
P/CP+A2+C	-or-	P/CP+PL2+C	4
P/CP+A2+C+E	-or-	P/CP+PL2+C+E	5

SENTENCE COMPLEXITY (SC)

because / so that	1 1 1
when / while	1 1 1
after / before	1 1 1
since/however/although/even though	1 1 1
(noun) that / which / who (e.g., rings that... / collection which... / sister who...)	1 1 1

VOCABULARY COMPLEXITY (VC)

1 pt per word below (or equally complex synonym)

prohibited	1	semi-precious	1
delicate	1	swallowed her anger	1
brilliant as fire	1	combed	1
sweeping	1	beloved	1
distressed	1	relented	1
treasured	1		1
one of a kind	1		1

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about semi-precious stones?	semi-precious gemstones are valuable / they made the ring valuable	the stones are difficult to find	some examples are rubies and topaz
What did Cleo say to convince her sister to give her rings?	you should give me some rings	I won't be tempted to play with yours	my ring collection will be beautiful like yours
			give me the ones you never wear

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: Going into her sister's room was prohibited. Cleo snuck in to look at her jewelry collection. What does prohibited mean?	B: Does prohibited mean <i>not allowed</i> or <i>keep secret</i> ?	3 2
Ask B question if A is answered incorrectly	A: The sisters combed through the room. They found the rings. What does comb mean?	B: Does comb mean <i>to walk</i> or <i>to search</i> ?	3 2
	A: The ring was treasured. Her sister was mad it got lost. What does treasured mean?	B: Does treasured mean <i>hidden</i> or <i>cherished</i> ?	3 2

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 Cleo sneaks into her sister's room?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from the story, how many rings do you think Cleo had before her sister gave her some?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
How do you think Cleo's sister got so many rings in her jewelry collection?	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, Cleo was panicked when she lost her sister's ring. 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*	36	+	NLM QUESTIONS SCORE	22	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC			Combine: E + IV + IR			*Use NLM RETELL SCORE to make benchmark decisions

READING FLUENCY

DECODING FLUENCY	Total words read in 1 min	# Errors in 1 minute	=	114
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ACCURACY	# Correct words read	Total words read in 1 min	=	
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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

*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 .	/põtīgīld/ /põtīgīld/	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. 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 Friday, Theresa was playing at the beach with her family. She had just finished building a beautiful sandcastle that had taken hours to complete. Suddenly, without warning, an ocean wave came crashing onto the beach, forcefully knocking over her castle. Theresa was infuriated. She decided to construct a wall that would be sturdy enough to protect her castle. Theresa formed a wall of sand and then built her castle again. However, when another furious, giant wave came crashing in, it completely knocked down the wall and lay waste to the sandcastle. Theresa, who was beside herself with frustration, realized she had to get some help. Theresa tearfully talked to her brother, who asked her, "Why don't you surround your castle with a moat?" Since Theresa had never heard of a moat before, she replied, "Can you show me what you are talking about?" Theresa's brother excitedly retrieved information about a moat using his phone. He read aloud that "a moat is a deep, broad ditch filled with water which surrounds a castle. Moats were used historically to fortify castles against enemies. In some cases, moats were even built around entire towns." Theresa wasn't sure a moat would work, but her brother was relentless. He explained that a sandcastle with a moat would look amazing and that if a moat worked with real castles, then it should work with sandcastles, too. He told her that as long as the moat is deep enough, the castle would stay safe. He also told her he would help her dig the moat. Theresa was finally convinced it was good idea. They quickly dug a deep moat and then rebuilt her sandcastle. When a giant wave came crashing onto the shore, the moat filled with water, just like her brother had said it would, but the castle remained intact. Theresa was delighted because her sandcastle was protected from the waves and was even bigger and better than before.

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.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)

			SCORE
Character	Theresa / any name	2	a girl / the girl
Setting	playing/building sandcastle at beach	2	beach / playing/building
Problem (P)	wave knocked down sandcastle	2	it got ruined
Feeling	infuriated / mad / sad	2	didn't like it / cried
Plan (PL)	decided to build a wall	2	decided to try
Attempt (A)	built a wall out of sand	2	did it
Consequence / Complication (CP)	a wave knocked down the wall and the sandcastle	2	it didn't work
Feeling-2	frustrated / mad / sad	2	didn't like it / cried
Plan-2 (PL2)	decided to ask her brother for help	2	decided to try again
Attempt-2 (A2)	told her brother what happened	2	talked to him
Consequence (C)	he told her she should build a moat / he helped her build a moat	2	he helped her
Ending (E)	sandcastle didn't get knocked down	2	it worked
End Feeling	relieved / happy	2	smiled

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

			SCORE
moat is a ditch around a castle filled with water	1	historically used to fortify castles against enemies	1
		built around castles and even towns	1

EPISODE 1 COMPLEXITY (EC1)

(from 2 pt NDC section)

P+PL	-or-	PL+CP	-or-	
P+A	-or-	P+CP	-or-	A+CP
P+A+CP	-or-	P+PL+CP		

EPISODE 2 COMPLEXITY (EC2)

(from 2 pt NDC section)

P/CP+PL2	-or-	P/CP+A2	-or-	P/CP+C	-or-	P/A2+C
P/CP+C+E	-or-	P/CP+A2+E				
P/CP+A2+C	-or-	P/CP+PL2+C				
P/CP+A2+C+E	-or-	P/CP+PL2+C+E				

SENTENCE COMPLEXITY (SC)

because / so that	1	1	1
when / while	1	1	1
after / before	1	1	1
since/however/although/even though	1	1	1
(noun) that / which / who	1	1	1

VOCABULARY COMPLEXITY (VC)

1 pt per word below (or equally complex synonym)			
1 pt (up to 2) for other complex vocabulary words			
without warning	①	beside herself	①
forcefully	①	historically	①
construct	①	fortify	①
sturdy	①	relentless	①
forming	①	intact	①
furious	①		①
lay waste	①		①

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about moats?	moat is a ditch filled with water that surrounds a castle	historically used to fortify castles against enemies	some moats are built around entire towns
What did Theresa's brother say to convince her to build a moat?	a sandcastle with a moat would look amazing	if it worked with real castles, it would work with sand	if the moat was deep, sandcastle would stay safe

INFERENTIAL VOCABULARY (IV)	3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"	A: The wave came crashing in and lay waste to the sandcastle. What does lay waste mean?	B: Does lay waste mean to destroy or to throw away?	
Ask B question if A is answered incorrectly	A: Moats were used to fortify castles against enemies. They were deep ditches filled with water. What does fortify mean?	B: Does fortify mean to protect or to build?	
	A: A giant wave crashed onto the beach, filling the moat with water, but the sandcastle stayed intact. What does intact mean?	B: Does intact mean to crumble or to stay together?	

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from the story, how safe do you think it was to swim in the ocean that day?	2	1	0
Using clues from the story, how much experience do you think Theresa's brother had building sandcastles?	2	1	0
What do you think Theresa's brother was doing before he helped her build the moat?	2	1	0

PERSONAL WRITING GENERATION (OPTIONAL)

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

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

READING FLUENCY

DECODING FLUENCY	Total words read in 1 min	# Errors in 1 minute	=	
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ACCURACY	# Correct words read	Total words read in 1 min	=	
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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

*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.
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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/)
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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

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

WHOLE WORDS
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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

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

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11. Each player on the team wears lirmarves to protect them, which are made out of foam.	/lirmarves/	①