CUBED 3
Decoding. Language. Reading.

THIRD EDITION

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Language Dynamics GROUP

THIRD GRADE

BENCHMARK BOOKLET

RECOMMENDED SUBESTS AND TARGETS

Name: _____ School Year: _____

Student ID: _____ Teacher: _____

School: _____

Decoding Inventory

	Beginning of Year (BOY) DATE: _____		Middle of Year (MOY) DATE: _____		End of Year (EOY) DATE: _____	
NLM Targets	**Score**	**Status**	**Score**	**Status**	**Score**	**Status**
NLM:R Decoding Fluency		○ Benchmark (73) ○ Mod. Risk (53-72) ○ High Risk (0-52)		○ Benchmark (89) ○ Mod. Risk (66-88) ○ High Risk (0-65)		○ Benchmark (93) ○ Mod. Risk (68-92) ○ High Risk (0-67)
NLM:R Fluency Accuracy		○ Benchmark (96%) ○ Not at benchmark (0-95%)		○ Benchmark (97%) ○ Not at benchmark (0-96%)		○ Benchmark (97%) ○ 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*		○ Benchmark (25) ○ Mod. Risk (18-24) ○ High Risk (0-17)		○ Benchmark (29) ○ Mod. Risk (18-28) ○ High Risk (0-17)		○ Benchmark (34) ○ Mod. Risk (19-33) ○ High Risk (0-18)
NLM Questions*		○ Benchmark (26) ○ Mod. Risk (22-25) ○ High Risk (0-21)		○ Benchmark (27) ○ Mod. Risk (24-26) ○ High Risk (0-23)		○ Benchmark (29) ○ Mod. Risk (25-28) ○ 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		○ Benchmark (6) ○ Mod. Risk (5) ○ High Risk (0-4)		○ Benchmark (6) ○ Mod. Risk (5) ○ High Risk (0-4)		○ Benchmark (6) ○ Mod. Risk (5) ○ High Risk (0-4)
DI Vowel-Consonant-E		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)		○ Benchmark (6) ○ Mod. Risk (5) ○ High Risk (0-4)		○ Benchmark (6) ○ Mod. Risk (5) ○ High Risk (0-4)
DI Basic Affixes		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)
DI Vowel Teams		○ Benchmark (5) ○ Mod. Risk (3-4) ○ High Risk (0)		○ Benchmark (5) ○ Mod. Risk (3-4) ○ High Risk (0-2)		○ Benchmark (6) ○ Mod. Risk (4-5) ○ High Risk (0-3)
DI Vowel-R-Controlled		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)		○ Benchmark (6) ○ Mod. Risk (4-5) ○ High Risk (0-3)		○ Benchmark (6) ○ Mod. Risk (4-5) ○ High Risk (0-3)
DI Advanced Affixes		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)		○ Benchmark (4) ○ Mod. Risk (2-3) ○ High Risk (0)		○ Benchmark (5) ○ Mod. Risk (3-4) ○ High Risk (0-2)
DI Complex Vowels		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)		○ Benchmark (5) ○ Mod. Risk (4) ○ High Risk (0-3)
DI Advanced Word Forms		○ Benchmark (2) ○ Mod. Risk (1) ○ High Risk (0)		○ Benchmark (3) ○ Mod. Risk (2) ○ High Risk (0-1)		○ Benchmark (4) ○ Mod. Risk (3) ○ High Risk (0-2)
DI Multisullabic Words in Context		No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points

*Use hightest 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.

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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 8
painting her 10 nails at the new kitchen counter. 16
She had some glittery, pink nail polish. When she 25
inadvertently knocked over the small bottle, she 32
was worried because she didn't want to stain the 41
counter. It was quickly spilling everywhere, so she 49
swiftly picked up the messy bottle. She decided to 58
get a rag. Although Carla tried to clean it up, the rag 70
didn't work. The bright, sparkly liquid smeared all 78
over. She felt panicked. She needed her mom's help 87
since she couldn't clean up the nail polish. So she 97
decided to show her mom the counter. Carla said, 106
"I accidentally spilled nail polish. I need your help 115
so that I can clean it." Carla's mom said, "These 125
new countertops are granite which is a porous rock 134
that absorbs liquids. That's why you couldn't scrub 142
the stain off the counter. You need something to 151
help extract the nail polish. Nail polish remover will 160
probably work." After her mom easily removed the 168
stain, Carla was relieved because the mess was 176
gone. Then Carla and her mom painted their nails 185
together. 186

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	____	= ____ (73)
ACCURACY	# Correct words read	____	÷	Total words read in 1 min	____	= ____

**If below benchmark (73) administer NLM Reading Benchmark 2*

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	didnt' 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 ____

(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) — SCORE ____

(from ② pt NDC section) select one

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

SENTENCE COMPLEXITY (SC) — SCORE ____

because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., rock that... / granite which... / Carla who...)	①①①

VOCABULARY COMPLEXITY (VC) — SCORE ____

1 pt per word below (or equally complex synonym)
1 pt (up to 2) for other complex vocabulary words

glittery	①	accidentally	①
inadvertently	①	porous	①
sparkly	①	extract	①
smeared	①		①
panicked	①		①

NLM QUESTIONS

FACTUAL (F) — SCORE ____

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Who was the story about?	②①⓪
Where was Carla in the beginning of the story?	②①⓪
Why was Carla worried?	②①⓪
How did she first try to fix her problem?	②①⓪
Why did she talk to her mom?	②①⓪
How did the story end?	②①⓪
What two things did you learn about granite from this story?	②①⓪

INFERENTIAL VOCABULARY (IV) — SCORE ____

3 pts = A: clear/complete; 2 pts = A: unclear/incomplete; 1 pt = B: correct; 0 pts = B: incorrect

If **A** answer is similar to **grey text**, say: **"What else does _____ mean?"**

Ask **B** question if **A** is answered incorrectly

A: Carla **inadvertently** spilled it. She **made a mess.** What does **inadvertently** mean?	③	②
B: Does inadvertently mean *accidently* or *easily*?	①	⓪
A: The rag just smeared the **stubborn** stain. **It didn't work.** What does **stubborn** mean?	③	②
B: Does stubborn mean *bright* or *permanent*?	①	⓪
A: Her mom **resolved** the problem. **Carla was happy.** What does **resolve** mean?	③	②
B: Does resolve mean *to find a solution* or to *ignore*?	①	⓪

INFERENTIAL REASONING (IR) — SCORE ____

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, how many times do you think Carla has spilled nail polish before?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, how often do you think Carla's mom has cleaned up nail polish?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
What do you think Carla did after she painted her nails?	②①⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

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*

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*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.

10

Last spring, Molly drove with her family to a park 10
that had beautiful, rolling hills. After they arrived, 18
they unloaded their bikes so that they could go trail 28
riding. Molly's bike, which was usually in pristine 36
condition, started making a horrible, grinding 42
sound. She looked down and saw that the chain 51
had fallen off, likely because her bike had been 60
neglected all winter. Even though Molly was worried, 68
she decided to try riding without the chain. She 77
pedaled hard, but her bike wouldn't move! Molly felt 86
frustrated because her bike seemed useless. She 93
wondered if her dad, who was an avid bike-rider, 102
would be able to help. Molly walked her bike over to 113
him and said, "Could you help fix my bike?" Molly's 123
dad patiently replied, "You simply need your chain 131
tightened. Without a functioning bike chain, your 138
bike can't get energy from the pedals to move the 148
wheels." Fortunately, her dad always came prepared 155
with bike tools. After he tightened the chain, Molly 164
began riding again. She was happy because her 172
bike worked perfectly! Molly easily traversed the 179
park trails all day with her family. 186

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	____ =	____ (73)

**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) (from 2 pt NDC section)	SCORE ____ 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)	SCORE ____ select one
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE ____
because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., park that... / bike which... / dad who...)	①①①

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?	②①⓪
Where was Molly in the beginning of the story?	②①⓪
Why was Molly worried?	②①⓪
How did she first try to fix her problem?	②①⓪
Why did she talk to her dad?	②①⓪
How did the story end?	②①⓪
What two things did you learn about bike chains from this story?	②①⓪

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?" Ask B question if A is answered incorrectly	A: Her dad was an avid bike-rider. He knew how to fix her chain. What does avid mean?	③②
	B: Does avid mean *to be nice* or *to do something a lot*?	①⓪
	A: Molly didn't have a functioning bike chain. Her bike wouldn't move. What does functioning mean?	③②
	B: Does functioning mean *working* or *shiny*?	①⓪
	A: Molly traversed the park trails all day. The bike didn't break. What does traverse mean?	③②
	B: Does traverse mean *to look at* or *to ride across*?	①⓪

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?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, how often do you think Molly's dad repairs bikes?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
What kind of vehicle do you think Molly's family drives?	②①⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

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

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NLM Listening

Third Grade Benchmark*

Beginning of Year

***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) — SCORE

(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) — SCORE

(from 2 pt NDC section) select one

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

SENTENCE COMPLEXITY (SC) — SCORE

because / so that	1 1 1
when / while	1 1 1
after / before	1 1 1
since/however/although/even though	1 1 1
(noun) that / which / who (e.g., basketball that... / garage which... / friend 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

desperately	1	cluttered	1
agitated	1	irritated	1
carefully	1	excitedly	1
scrutinize	1		1
methodically	1		1

NLM QUESTIONS

FACTUAL (F) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Who was the story about?	2 1 0
Where was Kai in the beginning of the story?	2 1 0
Why was Kai agitated?	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 community centers from this story?	2 1 0

INFERENTIAL VOCABULARY (IV) — SCORE

3 pts = A: clear/complete; 2 pts = A: unclear/incomplete; 1 pt = B: correct; 0 pts = B: incorrect

If A answer is similar to grey text, say: **"What else does _____ mean?"**

Ask B question if A is answered incorrectly

A: Kai scrutinized every part of the garage. He was looking for his basketball. What does scrutinize mean?	3 2
B: Does scrutinize mean *look closely* or *clean*?	1 0
A: Kai methodically searched the garage. He looked for a long time. What does methodically mean?	3 2
B: Does methodically mean *quickly* or *carefully*?	1 0
A: The garage was cluttered. It was full of camping stuff. What does cluttered mean?	3 2
B: Does cluttered mean *cold* or *unorganized*?	1 0

INFERENTIAL REASONING (IR) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, where else do you think Kai plays basketball with his friend?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, what do you think Kai's family likes to do for fun?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Why do you think Kai was cleaning the house on a Saturday?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

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		

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DDM Decoding Inventory (DI)

Benchmark* **Beginning of Year**

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 quin 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

hez**es** paf**ed** sen**est** bru**ful** tem**ness** **pre**miv | fot**ing** **un**ron **re**pog miv**er** dut**less** gip**ly**

TARGET: Vowel Teams (grades 1.5+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

f**ee**p n**ai**g t**ou**v k**ea**t h**ea**g g**ou**p**ai**k | z**ay** l**oa**k z**oo**n s**ou**d w**oo**k p**oi**g sh**aw** h**ie**b r**oe**f z**ow** b**ew**k p**au**k

TARGET: Vowel-R-Controlled (grades 1.5+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

kl**ar** n**er** f**oar**p m**our** l**are** l**irparg** | t**or** w**ir** pl**oor** r**ar**k z**air** k**ear** z**ur** th**eer** gl**ier** s**earc** l**ourt** v**our** sl**ore**

TARGET: Advanced Affixes (grades 2+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 6

mub**tion** **dis**cla gob**ic** mav**ible** gop**ture** gep**ous** | **bi**mog **tri**zom **non**plut zik**able** **mis**dut **trans**bub **uni**quin vi**rupt**

TARGET: Complex Vowels (grades 2+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

v**ind** n**ild** z**ough** k**eigh** gl**aught** k**ighdost** | v**ost** gr**old** f**igh** p**ight** w**ought** p**ough** kl**augh**

TARGET: Advanced Word Forms (grades 2.5+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

we**cent** sm**ink** l**omb** gli**stle** oh**ong** gr**ombacent** | bri**sm** gr**unk** m**ank** **gho**sl fu**tle**

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.	/tĕmbŏg/	①
2. David played the game with a stick that he called a **stodrun**.	/stŏdrun/ /stōdrun/	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.	/kīdōst/ /kīdŏst/	①
6. There are other people in the game called **ungobers**. They try to take the block away.	/ŭngōbers/ /ŭngŏbers/	①
7. If they take the block away, then they get a second block called a **bimudgeic**.	/bīmŭdgēk/ /bīmŭdgĭk/	①
8. If they take the block away again, then they get a golden block called a **poughtigild**.	/pōtĭgĭld/ /pŏtĭgĭld/	①
9. If they take the block away a third time, then they get a glowing block called a **grombacent**.	/grombāsĕnt/ /grombăsĕnt/	①
10. Once anyone has a glowing block, they can exchange, or **ponerate** it for a very large block.	/pōnĕrāt/ /pŏnĕrāt/	①
11. Each player on the team wears **lirmarves** to protect them, which are made out of foam.	/lirmarves/	①

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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 7
kitchen. She got 10 **up early so that she could make** 17
breakfast for her mom. When Jen saw her dad 26
in the kitchen, she asked him to help her make 36
breakfast. But sadly, her dad was in a hurry. Jen 46
was disappointed because she needed some help. 53
She wanted to make fresh, delicious popovers, 60
which are her mom's favorite breakfast. Popovers 67
are fluffy rolls that are baked in muffin tins. They 77
are made with lots of eggs and butter. Jen decided 87
to try to bake the popovers independently. She 95
found the recipe. But she quickly grew frustrated 103
because she couldn't understand the convoluted 109
instructions. She decided to wake up her sister, 117
who was a fabulous cook. Jen hesitantly woke her 126
sister up. She whispered, "Will you please help me 135
make mom's special breakfast?" Although Jen's 141
sister was very fatigued, she immediately said, 148
"I forgot what day it is. I'll be right there to help you." 161
After Jen and her sister cooked the breakfast, she 170
was happy since she got to prepare her mom a 180
special breakfast. Her mom loved it. 186

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)
ACCURACY	# Correct words read	____	÷	Total words read in 1 min	____	= ____

**If below benchmark (89) administer NLM Reading Benchmark 2*

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	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 ____

(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) — SCORE ____

(from ② pt NDC section) select one

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

SENTENCE COMPLEXITY (SC) — SCORE ____

because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., rolls that... / popovers which... / sister who...)	①①①

VOCABULARY COMPLEXITY (VC) — SCORE ____

1 pt per word below (or equally complex synonym)
1 pt (up to 2) for other complex vocabulary words

delicious	①	hesitantly	①
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?	②①⓪
Where was Jen in the beginning of the story?	②①⓪
Why was Jen disappointed?	②①⓪
How did she first try to fix her problem?	②①⓪
Why did she talk to her sister?	②①⓪
How did the story end?	②①⓪
What two things did you learn about popovers from this story?	②①⓪

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?"**

Ask **B** question if **A** is answered incorrectly

A: Jen couldn't bake the popovers independently. She got her sister. What does independently mean?	③	②
B: Does independently mean *very well* or *on your own*?	①	⓪
A: Jen's sister was fatigued. It was early in the morning. What does fatigued mean?	③	②
B: Does fatigued mean *angry* or *tired*?	①	⓪
A: The instructions were convoluted. Jen couldn't understand them. What does convoluted mean?	③	②
B: Does convoluted mean *complicated* or *old*?	①	⓪

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	⓪	Why do you think that? 1 pt = uses information from story	① ⓪
Using clues from this story, why do you think Jen's sister immediately agreed to help?	②	①	⓪	Why do you think that? 1 pt = uses information from story	① ⓪
Why do you think Jen's dad was in a hurry?	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, 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*		+	NLM QUESTIONS SCORE*		=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC	(29)		Combine: F + IV + IR	(27)		

**If below Retell benchmark (29) or Questions benchmark (27) administer NLM Listening*

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**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 8
school. He 10 **was looking for his homework, which** 16
was an elaborate report on glaciers. He had spent 25
hours writing about how glaciers are valleys of ice 34
that slowly move across the land because they are 43
thousands of feet thick. But he couldn't find it in 53
his backpack. Cody desperately needed it so that 61
he could get it to his teacher, who was very stern. 72
When Cody couldn't find his report anywhere in the 81
house, he was devastated since it had taken him so 91
long to write it. He finally realized he had probably 101
left it in the car, which was usually very messy. 111
Cody looked in the car, but it had just been cleaned. 122
He was hysterical because he really needed that 130
report. He decided to talk to his mom. He urgently 140
said, "I can't find my report! Do you have it?" 150
Cody's mom uneasily said, "I might have thrown 158
it away." Then Cody searched through the grimy 166
trash and recovered it. After he found his report, 175
Cody was relieved and vowed to always put his 184
homework away. 186

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) (from 2 pt NDC section)	SCORE ____ 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)	SCORE ____ select one
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE ____
because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., ice that... / homework which... / teacher who...)	①①①

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?	②①⓪
Where was Cody in the beginning of the story?	②①⓪
Why was Cody devastated?	②①⓪
How did he first try to fix his problem?	②①⓪
Why did he talk to his mom?	②①⓪
How did the story end?	②①⓪
What two things did you learn about glaciers from this story?	②①⓪

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?" Ask B question if A is answered incorrectly	A: Cody was hysterical. He couldn't find his report. What does hysterical mean?	③②
	B: Does hysterical mean *panicked* or *lost*?	①⓪
	A: Cody vowed to always put his homework away. He felt devastated when he lost it. What does vowed mean?	③②
	B: Does to vow mean *to promise* or *to feel sorry*?	①⓪
	A: Cody recovered the report. He could finally turn it in. What does recovered mean?	③②
	B: Does recovered mean *to drop* or *to find*?	①⓪

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?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, how do you think Cody's report looked after he got it from the trash?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Why do you think Cody left his report in the car?	②①⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

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*

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NLM Listening

Third Grade Benchmark*

Middle of Year

***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

(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) — SCORE

(from 2 pt NDC section) select one

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

SENTENCE COMPLEXITY (SC) — SCORE

because / so that	1 1 1
when / while	1 1 1
after / before	1 1 1
since/however/although/even though	1 1 1
(noun) that / which / who (e.g., someone that.../ monkey which.../employee 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

strange	1	attentive	1
leisurely	1	reunited	1
eventually	1	relieved	1
frantically	1		1
anxious	1		1

NLM QUESTIONS

FACTUAL (F) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Who was the story about?	2 1 0
Where was Chloe in the beginning of the story?	2 1 0
Why was Chloe afraid?	2 1 0
How did she first try to fix her problem?	2 1 0
Why did she talk to the woman?	2 1 0
How did the story end?	2 1 0
What two things did you learn about habitats from this story?	2 1 0

INFERENTIAL VOCABULARY (IV) — SCORE

3 pts = A: clear/complete; 2 pts = A: unclear/incomplete; 1 pt = B: correct; 0 pts = B: incorrect

If A answer is similar to grey text, say: "What else does _____ mean?"

Ask B question if A is answered incorrectly

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 0
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 0
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 0

INFERENTIAL REASONING (IR) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, how long do you think Chloe was watching the monkey?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, how often do you think the employee helps other lost people at the zoo?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
How do you think Chloe knew that the woman worked at the zoo?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

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		

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DDM Decoding Inventory (DI)

Benchmark* **Middle of Year**

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 quin 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

hez**es** paf**ed** sen**est** bru**ful** tem**ness** **pre**miv | fot**ing** **un**ron **re**pog miv**er** dut**less** gip**ly**

TARGET: Vowel Teams (grades 1.5+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

f**ee**p n**ai**g t**ou**v k**ea**t h**ea**g g**ou**p**ai**k | z**ay** l**oa**k z**oo**n s**ou**d w**oo**k p**oi**g sh**aw** h**ie**b r**oe**f z**ow** b**ew**k p**au**k

TARGET: Vowel-R-Controlled (grades 1.5+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

kl**ar** n**er** f**oar**p m**our** l**are** l**irparg** | t**or** w**ir** pl**oor** r**ar**k z**air** k**ear** z**ur** th**eer** gl**ier** s**earc** l**ourt** v**our** sl**ore**

TARGET: Advanced Affixes (grades 2+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 6

mub**tion** **dis**cla gob**ic** mav**ible** gop**ture** gep**ous** | **bi**mog **tri**zom **non**plut zik**able** **mis**dut **trans**bub **uni**quin vi**rupt**

TARGET: Complex Vowels (grades 2+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

v**ind** n**ild** z**ough** k**eigh** gl**aught** k**ighd**o**st** | v**ost** gr**old** f**igh** p**ight** w**ought** p**ough** kl**augh**

TARGET: Advanced Word Forms (grades 2.5+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

we**cent** sm**ink** l**omb** gli**stle** oh**ong** gr**ombacent** | bri**sm** gr**unk** m**ank** **gho**sl fu**tle**

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.	/tĕmbŏg/	①
2. David played the game with a stick that he called a **stodrun**.	/stŏdrun/ /stōdrun/	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.	/kīdōst/ /kīdŏst/	①
6. There are other people in the game called **ungobers**. They try to take the block away.	/ŭngōbers/ /ŭngŏbers/	①
7. If they take the block away, then they get a second block called a **bimudgeic**.	/bīmŭdgēk/ /bīmŭdgĭk/	①
8. If they take the block away again, then they get a golden block called a **poughtigild**.	/pōtĭgĭld/ /pŏtĭgĭld/	①
9. If they take the block away a third time, then they get a glowing block called a **grombacent**.	/grombāsĕnt/ /grombăsĕnt/	①
10. Once anyone has a glowing block, they can exchange, or **ponerate** it for a very large block.	/pōnĕrāt/ /pŏnĕrāt/	①
11. Each player on the team wears **lirmarves** to protect them, which are made out of foam.	/lirmarves/	①

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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.

10

Once, Jake, a brave boy, was eating lunch at his 10
friend's house since they didn't have school that 18
day. His friend challenged him to eat a red chili 28
pepper. Red chili peppers are a hot type of pepper 38
which start out green but turn red as they ripen. 48
When Jake bit into it, the fiery, spicy pepper burned 58
his mouth. It was painful. He was worried because it 68
wouldn't stop burning. Jake decided to drink some 76
water to cool off his mouth. He quickly guzzled 85
a glass of water. Although it helped some, Jake 94
couldn't stop the burning. He felt panicked. Jake 102
desperately turned to his friend, who loves eating 110
spicy food, thinking he could help. He frantically 118
said, "My mouth is still burning. What should I do?" 128
Jake's friend calmly said, "You need to slowly drink 137
some milk so that your mouth will stop burning." 146
After Jake deliberately sipped some milk that his 154
friend quickly gave him, which took him a long time, 164
he felt relieved because the intolerable, intense 171
pain was finally gone. Jake never ate another one of 181
those scorching peppers again. 185

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	____	= ____ (93)
ACCURACY	# Correct words read	____	÷	Total words read in 1 min	____	= ____

**If below benchmark (93) administer NLM Reading Benchmark 2*

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	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	①

EPISODE 1 COMPLEXITY (EC1) — SCORE ____

(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) — SCORE ____

(from ② pt NDC section) select one

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

SENTENCE COMPLEXITY (SC) — SCORE ____

because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., school that... / pepper which... / friend who...)	①①①

VOCABULARY COMPLEXITY (VC) — SCORE ____

1 pt per word below (or equally complex synonym)
1 pt (up to 2) for other complex vocabulary words

ripen	①	intolerable	①
fiery	①	intense	①
guzzled	①	scorching	①
frantically	①		①
deliberately	①		①

NLM QUESTIONS

FACTUAL (F) — SCORE ____

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Who was the story about?	②①⓪
Where was Jake in the beginning of the story?	②①⓪
Why was Jake worried?	②①⓪
How did he first try to fix his problem?	②①⓪
Why did he talk to his friend?	②①⓪
How did the story end?	②①⓪
What two things did you learn about red chili peppers from this story?	②①⓪

INFERENTIAL VOCABULARY (IV) — SCORE ____

3 pts = A: clear/complete; 2 pts = A: unclear/incomplete; 1 pt = B: correct; 0 pts = B: incorrect

If **A** answer is similar to grey text, say: **"What else does _____ mean?"**

Ask **B** question if **A** is answered incorrectly

A: Jake guzzled the water. His mouth was burning. What does guzzle mean?	③②
B: Does guzzle mean *to drink quickly* or *to spit*?	①⓪
A: He deliberately drank some milk. It took him a long time to drink it. What does deliberately mean?	③②
B: Does deliberately mean *slowly* or *angrily*?	①⓪
A: The intolerable pain was gone. The pepper had burned him. What does intolerable mean?	③②
B: Does intolerable mean *funny* or *bad*?	①⓪

INFERENTIAL REASONING (IR) — SCORE ____

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, how often do you think Jake accepts his friend's challenges?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, how many times do you think Jake's friend had eaten peppers?	②①⓪	Why do you think that? 1 pt = uses information from story	①⓪
Why do you think Jake and his friend didn't have school that day?	②①⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

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*

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**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 8
allowance. She 10 **wanted to spend the money** 15
she had been saving on a fun, new camera. But 25
Megan's mom wasn't home to drive her to the store. 35
She was unhappy. Megan impatiently decided to 42
find her older brother, who just got his license. 51
Although she found him, he couldn't drive her 59
because his vehicle, an old, worn-out truck, was 67
out of commission. Megan was annoyed since 74
she couldn't find a ride. Then Megan decided to 83
call her mom to see if she could help. She said, 94
"Can you take me shopping so I can buy an instant 105
camera? They are so cool! The film that you put in 116
the camera has special chemicals, which develop 123
pictures in seconds!" Megan's mom said, "I'll be 131
home soon. Make sure your room is clean – then I 141
will gladly take you." After Megan's mom got home 150
and inspected her room, she willingly gave her a 159
ride. Megan was ecstatic because she finally got 167
to purchase the camera she'd been desperately 174
waiting to buy. She quickly took a picture of her 184
mom to thank her. 188

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	☐ =	☐ (93)
ACCURACY	# Correct words read	☐	÷	Total words read in 1 min	☐ =	☐

**If below benchmark (93) consider administering DDM subtests*

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) (from 2 pt NDC section)	SCORE ☐ 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)	SCORE ☐ select one
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC)	SCORE ☐
because / so that	①①①
when / while	①①①
after / before	①①①
since/however/although/even though	①①①
(noun) that / which / who (e.g., film that... / chemicals which... / brother who...)	①①①

VOCABULARY COMPLEXITY (VC) SCORE ☐ 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
allowance	①	ecstatic	①
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?	②①⓪
Where was Megan in the beginning of the story?	②①⓪
Why was Megan unhappy?	②①⓪
How did she first try to fix her problem?	②①⓪
Why did she call her mom?	②①⓪
How did the story end?	②①⓪
What two things did you learn about instant cameras from this story?	②①⓪

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?" Ask B question if A is answered incorrectly		
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	⓪
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	⓪
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	⓪

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	⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from this story, what do you think Megan's room looked like when her mom got home?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①⓪
Where do you think her mom was before she got home?	②	①	⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

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*

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NLM Listening

Third Grade Benchmark* | **End of Year**

***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

(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) — SCORE

(from 2 pt NDC section) — select one

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

SENTENCE COMPLEXITY (SC) — SCORE

because / so that	1 1 1
when / while	1 1 1
after / before	1 1 1
since/however/although/even though	1 1 1
(noun) that / which / who (e.g., problems that... / homework which... / mom 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

apprehensively	1	complex	1
doubted	1	daunting	1
grueling	1	pleased	1
desperately	1		1
persevere	1		1

NLM QUESTIONS

FACTUAL (F) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

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

INFERENTIAL VOCABULARY (IV) — SCORE

3 pts = A: clear/complete; 2 pts = A: unclear/incomplete; 1 pt = B: correct; 0 pts = B: incorrect

If A answer is similar to grey text, say: **"What else does _____ mean?"**

Ask B question if A is answered incorrectly

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

INFERENTIAL REASONING (IR) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = incorrect

Using clues from this story, when do you think the math homework was due?	2 1 0	Why do you think that? 1 pt = uses information from story	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 that? 1 pt = uses information from story	1 0
Why do you think Pablo didn't know how to solve the problem?	2 1 0	Why do you think that? 1 pt = uses background knowledge	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		

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DDM Decoding Inventory (DI)

Benchmark* **End of Year**

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 quin 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

hez**es** paf**ed** sen**est** bru**ful** tem**ness** **pre**miv | fot**ing** **un**ron **re**pog miv**er** dut**less** gip**ly**

TARGET: Vowel Teams (grades 1.5+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

f**ee**p n**ai**g t**ou**v k**ea**t h**ea**g g**ou**p**ai**k | z**ay** l**oa**k z**oo**n s**ou**d w**oo**k p**oi**g sh**aw** h**ie**b r**oe**f z**ow** b**ew**k p**au**k

TARGET: Vowel-R-Controlled (grades 1.5+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

kl**ar** n**er** f**oar**p m**our** l**are** l**irparg** | t**or** w**ir** pl**oor** r**ar**k z**air** k**ear** z**ur** th**eer** gl**ier** s**earc** l**ourt** v**our** sl**ore**

TARGET: Advanced Affixes (grades 2+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 6

mub**tion** **dis**cla gob**ic** mav**ible** gop**ture** gep**ous** | **bi**mog **tri**zom **non**plut zik**able** **mis**dut **trans**bub **uni**quin vi**rupt**

TARGET: Complex Vowels (grades 2+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

v**ind** n**ild** z**ough** k**eigh** gl**aught** k**ighdost** | v**ost** gr**old** f**igh** p**ight** w**ought** p**ough** kl**augh**

TARGET: Advanced Word Forms (grades 2.5+) — WHOLE WORDS BLENDED CORRECTLY = ☐ 6 — CORRECT TARGETS = ☐ 7

we**cent** sm**ink** l**omb** gli**stle** oh**ong** gr**ombacent** | bri**sm** gr**unk** m**ank** **gho**sl fu**tle**

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.	/tĕmbŏg/	①
2. David played the game with a stick that he called a **stodrun**.	/stŏdrun/ /stōdrun/	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.	/kīdōst/ /kīdŏst/	①
6. There are other people in the game called **ungobers**. They try to take the block away.	/ŭngōbers/ /ŭngŏbers/	①
7. If they take the block away, then they get a second block called a **bimudgeic**.	/bīmŭdgēk/ /bīmŭdgĭk/	①
8. If they take the block away again, then they get a golden block called a **poughtigild**.	/pōtĭgĭld/ /pŏtĭgĭld/	①
9. If they take the block away a third time, then they get a glowing block called a **grombacent**.	/grombāsĕnt/ /grombăsĕnt/	①
10. Once anyone has a glowing block, they can exchange, or **ponerate** it for a very large block.	/pōnĕrāt/ /pŏnĕrāt/	①
11. Each player on the team wears **lirmarves** to protect them, which are made out of foam.	/lirmarves/	①

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