CUBED 3
Decoding. Language. Reading.

THIRD EDITION

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Language Dynamics GROUP

FOURTH GRADE

BENCHMARK BOOKLET

RECOMMENDED SUBESTS AND TARGETS

Name: _____ School Year: _____

Student ID: _____ Teacher: _____

School: _____

	Beginning of Year (BOY) DATE: _____		Middle of Year (MOY) DATE: _____		End of Year (EOY) DATE: _____	
NLM Reading	**Score**	**Status**	**Score**	**Status**	**Score**	**Status**
Reading Fluency: Decoding Fluency		○ Benchmark (92) ○ Mod. Risk (71-91) ○ High Risk (0-70)		○ Benchmark (103) ○ Mod. Risk (70-102) ○ High Risk (0-69)		○ Benchmark (115) ○ Mod.Risk (87-114) ○ High Risk (0-86)
Reading Fluency: Accuracy		○ Benchmark (97%) ○ Not at benchmark (0-96%)		○ Benchmark (97%) ○ Not at benchmark (0-96%)		○ Benchmark (97%) ○ 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		○ Benchmark (30) ○ Mod. Risk (15-29) ○ High Risk (0-14)		○ Benchmark (31) ○ Mod. Risk (17-30) ○ High Risk (0-16)		○ Benchmark (32) ○ Mod. Risk (20-31) ○ High Risk (0-19)
NLM Questions		○ Benchmark (20) ○ Mod. Risk (12-19) ○ High Risk (0-11)		○ Benchmark (20) ○ Mod. Risk (12-19) ○ High Risk (0-11)		○ Benchmark (21) ○ Mod. Risk (13-20) ○ High Risk (0-12)
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		○ 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

* 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.

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

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

10

**On Monday, Brody was in the school cafeteria with his 10
friends. While he was eating, he noticed that there was a 21
boy sitting by himself at another table. Brody felt sad for 32
the boy. Without a moment's thought, Brody, who was a 42
kind, considerate boy, decided that he would try to befriend 52
the other boy by bringing his friends over to meet him. 63
However, when Brody and his friends tried to introduce 72
themselves, the boy wouldn't talk to them and remained 81
mute, even though Brody and his friends kept trying to start 92
a conversation. Brody felt disappointed because he still 100
wanted to become friends with the boy. He wasn't sure what 111
to try next, so he decided to ask for advice from his teacher, 124
who was extremely wise. "My friends and I are trying to be 136
friends with the boy who is sitting alone, but he's as quiet as 149
a mouse. What are we doing wrong?" Brody's teacher said, 159
"You should probably try talking to him one-on-one, which is 169
a more personal way to introduce yourself individually. Plus, 178
meeting lots of people at once could be overwhelming for 188
him, especially if he is an introvert. He may be more willing 200
to talk with just you at first." The teacher explained to him 212
that an introvert is a person that doesn't enjoy crowds. She 223
explained that introverts often like to have a small, close 233
group of friends and sometimes prefer to simply enjoy the 243
peace and quiet of being alone. "That makes sense!" Brody 253
said after he thought it over. "I'll give it a try." The next day 267
at lunch, Brody approached the boy alone and introduced 276
himself. This time, the shy boy engaged in conversation with 286
him. Eventually, the boy came out of his shell enough that 297
the two of them were able to become well acquainted. Brody 308
was thrilled that he had made a new friend. 317**

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	___	= ___ (92)
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	Brody / any name	②	a boy / the boy	①
Setting	school cafeteria eating lunch	②	cafeteria / eating	①
Problem (P)	boy all alone at table	②	lonely / alone	①
Feeling	sad / feels bad	②	didn't like it / cried	①
Plan (PL)	decided to try and befriend boy	②	decided to go	①
Attempt (A)	all his friends tried to talk to boy	②	they left / walked	①
Consequence / Complication (CP)	boy wouldn't talk to them / was still sitting alone	②	didn't work / no friends	①
Feeling-2	disappointed / sad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask teacher for help	②	decided to get help	①
Attempt-2 (A2)	asked teacher how to make friend	②	asked teacher	①
Consequence (C)	teacher told him to approach boy one-on-one / by himself	②	teacher told him	①
Ending (E)	he talks to boy / they are friends	②	they got together	①
End Feeling	thrilled / happy / excited	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE

introverts are people who don't enjoy crowds	①	they often like small, close group of friends	①	they soemtimes prefer being alone	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., person that... / talk which... / Brody 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

a moment's thought	①	approached	①
considerate	①	engaged	①
befriend	①	out of his shell	①
remained	①	acquainted	①
mute	①	thrilled	①
quiet as a mouse	①		①
overwhelming	①		①

NLM QUESTIONS

EXPOSITORY (E) — SCORE

1 pt = main idea; 1 pt each = supporting ideas

What did you learn from the passage about introverts?	an introvert is a person who doesn't always enjoy crowds	①	often like small / close group of friends	①	sometimes prefer / enjoy peace of being alone	①		
What did the teacher say to help Brody get to know the other boy?	she suggested that Brody try talking to him one-on-one	①	it's more personal to introduce yourself individually	①	meeting lots of people at once can be overwhelming	①	he may be more willing to talk with just you at first	①

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: When Brody first tried to speak with the shy boy, he stayed mute. What does mute mean?	③	②
B: Does mute mean *silent* or *bored*?	①	⓪
A: The shy boy engaged with Brody, and they became friends. In this story, what does engage mean?	③	②
B: Does engage mean *to bother someone* or *to connect*?	①	⓪
A: Once Brody and the boy talked alone, they became well acquainted. What does it mean to be acquainted with someone?	③	②
B: Does acquainted mean *to look like* or *to know* someone?	①	⓪

INFERENTIAL REASONING (IR) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = unrelated / no response

Using clues from this story, how often do you think Brody has tried to meet shy people?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①	⓪
Using clues from this story, how many people do you think Brody is friends with?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①	⓪
What do you think Brody and the other boy will do now that they are friends?	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, Brody was sad to see the boy sitting alone. Write a story about a time when you tried to help someone."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* (30)	+	NLM QUESTIONS SCORE (20)	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC		Combine: E + IV + IR		*Use NLM RETELL SCORE to make benchmark decisions

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

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

10

Last week, Drake was sitting in his house watching his 10
hamster race around in an exercise ball. After a while, Drake 21
decided to go to the kitchen that was downstairs to grab 32
a scrumptious snack because he was hungry. When he 41
returned, the exercise ball, which had the lid off, was lying 52
empty on the floor. The hamster was gone! The hamster was 63
gone. Drake panicked. He decided to look everywhere for the 73
rodent. He desperately called the hamster's name. He began 82
to search fervently. He looked in every nook and cranny 92
but he couldn't find the hamster. He was worried because 102
his hamster could have hidden anywhere. He decided to ask 112
his brother for help. "Would you help me find my hamster?" 123
Drake asked. "He disappeared into thin air!" His brother, 132
who was stern, said, "Having a pet is fun; however, you need 144
to be responsible. You have to take care of them because 155
they can't do it themselves. If you're not careful, your pet 166
could potentially get hurt because it is in an unfamiliar 176
environment." Drake exclaimed, "I promise that I will never 185
let the hamster out of my sight again, but will you please 197
help me find him before something happens?" Drake's 205
brother agreed to help him and the two brothers searched 215
for the elusive, little escape artist. They decided to look 225
in the dimly lit laundry room where the hamster may have 236
found some lint to sleep in because hamsters are nocturnal 246
animals. They sleep during the day and like warm, dark 256
places where they can build nests. When Drake entered the 266
laundry room, he looked behind the machines and spotted 275
the tiny animal that was happily burrowing behind the 284
dryer where it was creating a nest from lost socks. Drake 295
was happy because he found his furry friend. He never left 306
his hamster alone outside of his cage ever again. 315

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	___	= ___ (103)
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	Drake / Any name	②	a boy / the boy	①
Setting	in house watching hamster	②	home / playing/watching	①
Problem (P)	hamster escaped / he lost hamster	②	it was gone	①
Feeling	panicked / frantic / scared	②	didn't like it / cried	①
Plan (PL)	decided to look everywhere	②	decided to find it	①
Attempt (A)	called hamster's name and searched	②	tried to find it	①
Consequence / Complication (CP)	he couldn't find the hamster / hamster was still missing	②	couldn't find it	①
Feeling-2	worried / nervous	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask his brother for help	②	decided to try again	①
Attempt-2 (A2)	asked his brother to help him find it	②	talked to him	①
Consequence (C)	the two brothers searched together for the hamster	②	they looked for it	①
Ending (E)	they found the hamster in laundry	②	he found it	①
End Feeling	happy / excited	②	smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE

hamsters are nocturnal animals	①	they sleep during the day	①	like warm places to build nests	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., kitchen that... / ball 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

scrumptious	①	out of my sight	①
desperately	①	elusive	①
fervently	①	escape artist	①
every nook and cranny	①	dimly	①
into thin air	①	burrowing	①
stern	①		①
unfamiliar	①		①

NLM QUESTIONS

EXPOSITORY (E) — SCORE

1 pt = main idea; 1 pt each = supporting ideas

What did you learn from the passage about hamsters?	hamsters are nocturnal animals	①	they sleep during the day	①	like warm places to build nests	①	
What did his brother say to help Drake be more careful in the future?	you need to be more respnosible	①	you have to take care of them	①	they can't take care of themselves	①	your pet could get hurt since it's in a new place ①

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 laundry room was dimly lit. The hamster might be sleeping there. What does dimly mean?	③	②
B: Does dimly mean *not very much light* or *lots of room*?	①	⓪
A: The brothers searched for the elusive hamster. It was an escape artist. What does elusive mean?	③	②
B: Does elusive mean *difficult to find* or *scared*?	①	⓪
A: The hamster was burrowing behind the dryer. It wanted to sleep in the socks. What does burrowing mean?	③	②
B: Does burrowing mean *eating* or *digging*?	①	⓪

INFERENTIAL REASONING (IR) — SCORE

2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = unrelated / no response

Using clues from this story, how many pets do you think Drake's brother has had before?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①	⓪
Using clues from this story, how many times do you think Drake's hamster has been lost before?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①	⓪
What do you think Drake had for a snack?	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, Drake panicked when he lost his pet. 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* (31)	+	NLM QUESTIONS SCORE (20)	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC		Combine: E + IV + IR		*Use NLM RETELL SCORE to make benchmark decisions

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

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

10

On Sunday night, Bowen was diligently working on a school 10
project in the kitchen. He was building an intricate bridge 20
out of tiny popsicle sticks. However, Bowen realized that 29
he needed more glue to complete the bridge. In a panic, 40
he decided to look in the kitchen drawer for more glue. 51
Although he searched the drawer that was full of lots of 62
things, he couldn't find any glue, and his heart sank. He 73
was concerned that he wouldn't be able to finish his bridge. 84
Then Bowen remembered that his mom, who loved to do 94
crafts, had special personal supplies upstairs in a locked 103
cabinet. Bowen tracked down his mom and asked, "Do 112
you have any glue in your craft supplies that I can use? I 125
ran out and my bridge is so close to being finished." His 137
mom kindly replied, "I don't have any more craft glue, 147
but I have some epoxy that should work!" When Bowen 157
looked confused, his mom explained that epoxy is a strong, 167
long-lasting glue. It's an adhesive that comes in two parts. 177
As you mix the ingredients together, a chemical reaction 186
happens, and the liquid turns into a glue. Because Bowen 196
had never used epoxy before and was worried it wouldn't 206
work, his mom patiently explained, "We have to use the 216
epoxy because we don't have any other kind of glue and 227
it is getting late. Plus, it will certainly be potent enough to 239
keep your bridge together. When it dries, it will be even 250
better than glue." Once Bowen agreed to give it a try, he 262
and his mom used the epoxy that she had offered him for 274
his project. It worked like a charm, and the bridge came 285
together quickly. Bowen was relieved that he was able to 295
finish the project with his mom's help. 302

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	___	= ___ (115)
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	Bowen / any name	2	a boy / the boy	1
Setting	working on school project in kitchen	2	kitchen / doing project	1
Problem (P)	ran out of glue	2	it was gone	1
Feeling	panicked / scared / mad	2	didn't like it / cried	1
Plan (PL)	decided to look in drawer for glue	2	decided to look	1
Attempt (A)	looked in the drawer	2	tried to find it	1
Consequence / Complication (CP)	couldn't find any glue / still didn't have glue	2	couldn't find it	1
Feeling-2	concerned / scared	2	didn't like it / cried	1
Plan-2 (PL2)	remembered mom had craft supplies	2	decided to as her	1
Attempt-2 (A2)	found mom and asked her for glue	2	asked her	1
Consequence (C)	mom gave him different kind of glue / the glue worked	2	she found some / it worked	1
Ending (E)	he finished the bridge with his mom	2	it was done	1
End Feeling	happy / relieved	2	smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE ___
epoxy is a strong glue	1	the glue comes in two parts you mix together	1	when mixed, a reaction happens and turns to glue	1

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section) select one	SCORE ___
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	SCORE ___
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., drawer that... / glue 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			
diligently	1	chemical reaction	1
intricate	1	certainly	1
realized	1	potent	1
complete	1	give it a try	1
personal	1	worked like a charm	1
supplies	1		1
adhesive	1		1

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea		1 pt each = supporting ideas				SCORE ___	
What did you learn from the passage about epoxy?	epoxy is a strong, long-lasting glue	1	it comes in two parts you mix together	1	when mixed, a reaction happens turning it to glue	1		
What did Bowen's mom say to convince him to use the epoxy?	you have to use it because we are out of glue	1	it will be strong enough to keep the bridge together	1	when it dries, it will be even better than glue	1	it is getting late and we can't go to the store	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: Bowen was making an intricate bridge for his project. He used lots of tiny popsicle sticks. What does intricate mean?		3	2
	B: Does intricate mean *complex* or *heavy*?		1	0
	A: The glue Bowen's mom gave him was potent enough to hold the bridge together. What does potent mean?		3	2
	B: Does potent mean *strong* or *flexible*?		1	0
Ask B question if A is answered incorrectly	A: Bowen used an adhesive to put his bridge together. What is an adhesive?		3	2
	B: Is an adhesive something that is *clear* or *sticky*?		1	0

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE ___	
Using clues from this story, how much do you think Bowen cares about doing well in school?	2	1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, when do you think Bowen's project was due?	2	1 0	Why do you think that? 1 pt = uses information from story	1 0
What are two things you think Bowen might have found in the drawer in the kitchen?	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, Drake was upset wen he couldn't finish his project. Write a story about a time when you couldn't finish something."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* (32)	+	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

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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**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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