CUBED 3
Decoding. Language. Reading.

THIRD EDITION

Douglas B. Petersen
Trina D. Spencer

Language Dynamics GROUP

FIFTH 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 (101) ○ Mod. Risk (74-100) ○ High Risk (0-73)		○ Benchmark (114) ○ Mod. Risk (92-113) ○ High Risk (0-91)		○ Benchmark (123) ○ Mod. Risk (94-122) ○ High Risk (0-93)
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 (33) ○ Mod. Risk (19-32) ○ High Risk (0-18)		○ Benchmark (36) ○ Mod. Risk (21-35) ○ High Risk (0-20)		○ Benchmark (37) ○ Mod. Risk (24-36) ○ High Risk (0-23)
NLM Questions		○ Benchmark (21) ○ Mod. Risk (13-20) ○ High Risk (0-12)		○ Benchmark (22) ○ Mod. Risk (14-21) ○ High Risk (0-13)		○ Benchmark (22) ○ Mod. Risk (15-21) ○ High Risk (0-14)
Personal Generation*		No benchmarks or risk cut points		No benchmarks or risk cut points		No benchmarks or risk cut points
DDM Decoding Inventory**	**Score**	**Status**	**Score**	**Status**	**Score**	**Status**
DI Closed Syllables		○ 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

Last Friday, Corbin was in the library looking for books to 11
use for a school project. Even though he wasn't allowed 21
to have food or drink in the library, Corbin snuck in a juice 34
box. While he was distractedly walking down the aisle, 43
he tripped and spilled the bright red juice all over the 54
book that he was holding! Corbin was horrified because 63
this had never happened before. He quickly decided to 72
clean up the sticky liquid. Even though he tried to wipe 83
up the mess that he made, it was too late because the 95
book's pages were already saturated with the liquid. They 104
were covered in juice! Corbin was scared, but he knew 114
that he had to confess; he decided to tell the librarian 125
who was working. He said, "I accidentally spilled juice on 135
this book. I promise it won't happen again." The strict, 145
intimidating librarian snapped, "There is no way to get 154
the stains out, so this book is toast! You will certainly 165
need to compensate for your mistake by paying a fine." 175
The librarian explained that a fine is a sum of money that 187
a person pays when they are caught breaking a rule. The 198
amount of money depends on the severity of the violation 208
and fines are given so people will stick to the rules. Corbin 220
told the librarian that he thought it was unfair because it 231
was an accident. The librarian said, "You can't bring food 241
or drinks in the library. You knew that the juice box wasn't 253
allowed, but you disobeyed. Because you ruined the book, 262
you have to pay the replacement fine." After listening 271
to the librarian, Corbin knew she was right. Fortunately, 280
he had extra money left over from lunch which he used 291
to pay the fine. Corbin felt relieved that he did the right 303
thing and resolved to never break the rules again. 312

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	____	= ____ (101)
ACCURACY	# Correct words read	____	÷	Total words read in 1 min	____	= ____

PROSODY RATING select one		
	Primarily word-by-word reading. No meaningful syntax.	①
	Primarily 2-word phrases. Awkward word groupings.	②
	Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
	Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC) — SCORE ____

Character	Corbin / Any name	②	a boy / the boy	①
Setting	in the library looking for books	②	library / looking	①
Problem (P)	tripped, spilled juice on book	②	ruined book	①
Feeling	horrified / scared	②	didn't like it / cried	①
Plan (PL)	decided to clean book himself	②	decided to go	①
Attempt (A)	tried to wipe up the mess	②	tried to fix it	①
Consequence / Complication (CP)	the pages were already soaked / the book was still covered in juice	②	it was wet	①
Feeling-2	scared / worried	②	cried / screamed	①
Plan-2 (PL2)	he knew he had to confess	②	decided to tell	①
Attempt-2 (A2)	told the librarian he spilled juice	②	talked to her	①
Consequence (C)	librarian told him to pay a fine	②	give her money	①
Ending (E)	paid the fine / never broke rules again	②	paid her	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE ____

fines are money you pay for breaking rules	①	how much you pay depends on how bad it is	①	fines help people follow the rules	①

EPISODE 1 COMPLEXITY (EC1) — SCORE ____

(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., book that... / lunch which... / librarian 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

distractedly	①	sum	①
horrified	①	severity	①
saturated	①	violation	①
confess	①	stick to the rules	①
intimidating	①	resolved	①
book is toast	①		①
compensate	①		①

NLM QUESTIONS

EXPOSITORY (E) — 1 pt = main idea; 1 pt each = supporting ideas — SCORE ____

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

INFERENTIAL VOCABULARY (IV) — 3 pts = A: clear/complete; 2 pts = A: unclear/incomplete; 1 pt = B: correct; 0 pts = B: incorrect — SCORE ____

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

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

A: The librarian told Corbin to compensate for damaging the book. What does compensate mean?	③	②
B: Does compensate mean *to pay back* or *to throw away*?	①	⓪
A: Corbin had to pay some money because of his serious violation. What does violation mean?	③	②
B: Does violation mean *to break a rule* or *to lose something*?	①	⓪
A: The juice saturated the book's pages, so the book was ruined. What does saturated mean?	③	②
B: Does saturated mean *shrunk* or *soaked*?	①	⓪

INFERENTIAL REASONING (IR) — 2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = unrelated / no response — SCORE ____

Using clues from the story, what flavor of juice do you think Corbin was drinking?	②	①	⓪	Why do you think that? 1 pt = uses information from story	① ⓪
Using clues from the story, how often do you think Corbin had ignored the "no drink" rule?	②	①	⓪	Why do you think that? 1 pt = uses information from story	① ⓪
What do you think Corbin could have done if he did not have enough money to pay the fine?	②	①	⓪	Why do you think that? 1 pt = uses background knowledge	① ⓪

PERSONAL WRITING GENERATION *(OPTIONAL)*

Give Student NLM Writing Form. SAY: **"In this story, Corbin was horrified he ruined the book. Write a story about a time when you ruined something."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* (33)	+	NLM QUESTIONS SCORE (21)	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC		Combine: E + IV + IR		*Use NLM RETELL SCORE to make benchmark decisions

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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. 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 Friday, Cleo, who was a very curious girl, stood outside 11
her sister's bedroom. Although Cleo knew entering her 20
sibling's room alone was prohibited, she snuck in to look 31
at her sister's beautiful jewelry collection which was on the 41
dresser. When she held up one of her sister's tiny, delicate 52
rings that was as brilliant as fire, it slipped suddenly 61
through her clumsy fingers. It hit the floor, rolled away, 70
and disappeared into the fluffy rug! Cleo felt panicked. 82
She knew she had to locate it before her sister returned, 95
as she would be mad about the lost ring. She decided to 104
search carefully, sweeping her hands across the floor. Cleo 114
felt distressed because she couldn't find it. She decided 125
to go to her sister, who cared a lot about her collection, 135
to confess that she had lost the special, treasured ring. 149
Cleo said, "I am so sorry. I went into your room and lost 162
a ring. Will you help me look for it?" Her sister was angry 175
that she lost the ring because it was one of a kind. It had 183
semi-precious gemstones, such as rubies and topaz, which 193
are materials that are difficult to find. However, her sister 203
swallowed her anger and replied, "I wish you would stop 215
playing with my rings. Let's go up to my room and search 226
for it." They went up the stairs and combed through the 235
room. After searching carefully, they found the beloved 245
ring. Cleo was relieved to return it to the jewelry collection. 255
Cleo commented to her sister, "If you gave me some 267
rings, I wouldn't be so tempted to play with yours. My ring 276
collection would be beautiful, like yours. You could give me 288
the old ones you never wear." Her sister relented and gave 300
her three less valuable rings. Cleo took the rings, gave her 311
sister a hug, and happily promised to never play with her 320
sister's rings again.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY	Total words read in 1 min	[ ]	–	# Errors in 1 minute	[ ]	= [ ] 114
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	Cleo / Any name	②	a girl / the girl	①
Setting	In her sister's room	②	home / playing / looking	①
Problem (P)	lost the ring / couldn't find the ring	②	lost it	①
Feeling	panicked / frantic / scared	②	didn't like it / cried	①
Plan (PL)	decided to search the rug carefully	②	decided to look	①
Attempt (A)	swept her hands across the floor	②	tried to find it	①
Consequence / Complication (CP)	she couldn't find the ring / the ring was still lost	②	couldn't find it	①
Feeling-2	distressed / worried / upset	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask her sister for help	②	decided to try again	①
Attempt-2 (A2)	asked her sister to help her find it	②	talked to her	①
Consequence (C)	the sisters searched together / they found the ring and put it back	②	they looked for it / found it	①
Ending (E)	she promised to never play with them	②	didn't do it again	①
End Feeling	relieved / happy	②	smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE [ ]

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

EPISODE 1 COMPLEXITY (EC1) — 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., rings that... / collection 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

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

NLM QUESTIONS

EXPOSITORY (E) — 1 pt = main idea; 1 pt each = supporting ideas — SCORE [ ]

What did you learn from the passage about semi-precious stones?	semi-precious gemstones are valuable / they made the ring valuable	①	the stones are difficult to find	①	some examples are rubies and topaz	①		
What did Cleo say to convince her sister to give her rings?	you should give me some rings	①	I won't be tempted to play with yours	①	my ring collection will be beautiful like yours	①	give me the ones you never wear	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?"**

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

A: Going into her sister's room was prohibited. Cleo snuck in to look at her jewelry collection. What does prohibited mean?	③	②
B: Does prohibited mean *not allowed* or *keep secret*?	①	⓪
A: The sisters combed through the room. They found the rings. What does comb mean?	③	②
B: Does comb mean *to walk* or *to search*?	①	⓪
A: The ring was treasured. Her sister was mad it got lost. What does treasured mean?	③	②
B: Does treasured mean *hidden* or *chreished*?	①	⓪

INFERENTIAL REASONING (IR) — 2 pts = clear & complete; 1 pt = unclear/incomplete; 0 pts = unrelated / no response — SCORE [ ]

Using clues from the story, how often do you think Cleo sneaks into her sister's room?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①⓪
Using clues from the story, how many rings do you think Cleo had before her sister gave her some?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①⓪
How do you think Cleo's sister got so many rings in her jewelry collection?	②	①	⓪	Why do you think that? 1 pt = uses background knowledge	①⓪

PERSONAL WRITING GENERATION *(OPTIONAL)*

Give Student NLM Writing Form. SAY: **"In this story, Cleo was panicked when she lost her sister's ring. Write a story about a time when you lost something."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*		+	NLM QUESTIONS SCORE		=	NLM READING COMPOSITE SCORE
	36			22		
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**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. 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 Friday, Theresa was playing at the beach with her family. 11
She had just finished building a beautiful sandcastle that had 21
taken hours to complete. Suddenly, without warning, an ocean 30
wave came crashing onto the beach, forcefully knocking over 39
her castle. Theresa was infuriated. She decided to construct 48
a wall that would be sturdy enough to protect her castle. 59
Theresa formed a wall of sand and then built her castle again. 71
However, when another furious, giant wave came crashing 79
in, it completely knocked down the wall and lay waste to the 91
sandcastle. Theresa, who was beside herself with frustration, 99
realized she had to get some help. Theresa tearfully talked to 110
her brother, who asked her, "Why don't you surround your 120
castle with a moat?" Since Theresa had never heard of a moat 132
before, she replied, "Can you show me what you are talking 143
about?" Theresa's brother excitedly retrieved information 149
about a moat using his phone. He read aloud that "a moat is a 163
deep, broad ditch filled with water which surrounds a castle. 173
Moats were used historically to fortify castles against enemies. 182
In some cases, moats were even built around entire towns." 192
Theresa wasn't sure a moat would work, but her brother was 203
relentless. He explained that a sandcastle with a moat would 213
look amazing and that if a moat worked with real castles, then 225
it should work with sandcastles, too. He told her that as long as 238
the moat is deep enough, the castle would stay safe. He also 250
told her he would help her dig the moat. Theresa was finally 262
convinced it was good idea. They quickly dug a deep moat and 274
then rebuilt her sandcastle. When a giant wave came crashing 284
onto the shore, the moat filled with water, just like her brother 296
had said it would, but the castle remained intact. Theresa was 307
delighted because her sandcastle was protected from the 315
waves and was even bigger and better than before. 324

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	___	= ___ (123)
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	Theresa / any name	2	a girl / the girl	1
Setting	playing/building sandcastle at beach	2	beach / playing/building	1
Problem (P)	wave knocked down sandcastle	2	it got ruined	1
Feeling	infuriated / mad / sad	2	didn't like it / cried	1
Plan (PL)	decided to build a wall	2	decided to try	1
Attempt (A)	built a wall out of sand	2	did it	1
Consequence / Complication (CP)	a wave knocked down the wall and the sandcastle	2	it didn't work	1
Feeling-2	frustrated / mad / sad	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask her brother for help	2	decided to try again	1
Attempt-2 (A2)	told her brother what happened	2	talked to him	1
Consequence (C)	he told her she should build a moat / he helped her build a moat	2	he helped her	1
Ending (E)	sandcastle didn't get knocked down	2	it worked	1
End Feeling	relieved / happy	2	smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

SCORE ___

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

EPISODE 1 COMPLEXITY (EC1)

(from 2 pt NDC section) 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	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., sandcastle that... / water which... / Theresa 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

without warning	1	beside herself	1
forcefully	1	historically	1
construct	1	fortify	1
sturdy	1	relentless	1
forming	1	intact	1
furious	1		1
lay waste	1		1

NLM QUESTIONS

EXPOSITORY (E)

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

What did you learn from the passage about moats?	moat is a ditch filled with water that surrounds a castle	1	historically used to fortify castles against enemies	1	some moats are built around entire towns	1		
What did Theresa's brother say to convince her to build a moat?	a sandcastle with a moat would look amazing	1	if it worked with real castles, it would work with sand	1	if the moat was deep, sandcastle would stay safe	1	he said he would help her dig it	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?"**

Ask B question if A is answered incorrectly

A: The wave came crashing in and lay waste to the sandcastle. What does lay waste mean?	3	2
B: Does lay waste mean *to destroy* or *to throw away*?	1	0
A: Moats were used to fortify castles against enemies. They were deep ditches filled with water. What does fortify mean?	3	2
B: Does fortify mean *to protect* or *to build*?	1	0
A: A giant wave crashed onto the beach, filling the moat with water, but the sandcastle stayed intact. What does intact mean?	3	2
B: Does intact mean *to crumble* or *to stay together*?	1	0

INFERENTIAL REASONING (IR)

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

Using clues from the story, how safe do you think it was to swim in the ocean that day?	2	1	0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from the story, how much experience do you think Theresa's brother had building sandcastles?	2	1	0	Why do you think that? 1 pt = uses information from story	1 0
What do you think Theresa's brother was doing before he helped her build the moat?	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, Theresa was mad her sandcastle got ruined. Write a story about a time when something you worked on got ruined."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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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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