CUBED 3
Decoding. Language. Reading.

THIRD EDITION

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Language Dynamics GROUP

SEVENTH 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 (138) ○ Mod. Risk (80-137) ○ High Risk (0-79)		○ Benchmark (138) ○ Mod. Risk (89-137) ○ High Risk (0-88)		○ Benchmark (138) ○ Mod. Risk (99-137) ○ High Risk (0-98)
Reading Fluency: Accuracy		○ Benchmark (98%) ○ Not at benchmark (0-97%)		○ Benchmark (98%) ○ Not at benchmark (0-97%)		○ Benchmark (98%) ○ Not at benchmark (0-97%)
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 (40) ○ Mod. Risk (29-39) ○ High Risk (0-28)		○ Benchmark (40) ○ Mod. Risk (29-39) ○ High Risk (0-26)		○ Benchmark (40) ○ Mod. Risk (29-39) ○ High Risk (0-28)
NLM Questions		○ Benchmark (23) ○ Mod. Risk (17-22) ○ High Risk (0-16)		○ Benchmark (23) ○ Mod. Risk (17-22) ○ High Risk (0-16)		○ Benchmark (23) ○ Mod. Risk (17-22) ○ High Risk (0-16)
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 summer, Chanda was visiting her grandpa who lived in 10
a house with a huge, grassy yard. Chanda wanted to play 21
in the luxurious grass. Her grandpa warned her that if 31
she went out without proper shoes, she would probably 40
injure her foot. However, Chanda blatantly ignored him 48
and bolted outside like a cheetah. As she ran through the 59
grass, she stepped on an old, wooden board and felt a 70
sudden pain pierce her foot. She sat down and saw that 81
she had a thin sliver of wood that was as sharp as a needle 95
stuck in her big toe where she had stepped on the board. 107
Chanda was worried. She knew she had to get the sliver 118
out so that her toe would stop throbbing with pain. She 129
tried to pull it out, but the little piece of wood was still 142
firmly lodged in her toe. She felt panicked and reluctantly 152
decided to ask her grandpa for help. Chanda asked her 162
grandpa, "Can you help me? I got a sliver stuck in my 174
foot!" Her grandpa replied with exasperation, "I told you 183
not to run outside barefoot! I'm pretty frustrated because 192
you didn't listen to me. I'll need to extract the sliver with 204
my tweezers." Chanda shook her head because the pointy 213
tweezers looked frightening. Her grandpa said, "You need 221
to let me remove the sliver so your foot will heal. If you 234
don't, it might get infected." He knew that infections are 244
caused by bacteria, which can breach your skin through 253
cuts. An infection can cause pain, redness, and swelling if 263
it isn't treated. Chanda decided to let her grandpa remove 273
the sliver. She squeezed her eyes shut and he quickly 283
pulled it out. She was relieved because the pain went away 294
immediately. After that, Chanda always wore her shoes 302
outside. 303

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	[ ]	= [ ] 138
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	Chanda / any name	②	a girl / the girl	①
Setting	visiting grandpa's house / playing in grass	②	house / playing	①
Problem (P)	got a sliver of wood in her foot	②	got hurt	①
Feeling	worried / nervous	②	didn't like it / cried	①
Plan (PL)	knew she had to get it out	②	she knew it	①
Attempt (A)	tried to pull it out	②	tried to do it	①
Consequence / Complication (CP)	couldn't pull it out / it was still stuck in her toe	②	couldn't do it	①
Feeling-2	panicked / upset / sad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask her grandpa for help	②	decided to ask	①
Attempt-2 (A2)	asked grandpa to help remove sliver	②	asked him	①
Consequence (C)	he said he needed to use tweezers / she let him use the tweezers	②	he needed to do it / he tried to do it	①
Ending (E)	he pulled it out and pain went away	②	it was gone / it was better	①
End Feeling	relieved / thankful	②	smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE [ ]

infections	①	caused by bacteria that gets inside body	①	can cause pain, redness and swelling	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., sliver that... / bacteria which... / grandpa 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

luxurious	①	sharp as a needle	①
proper	①	lodged	①
injure	①	exasperation	①
blatantly	①	extract	①
bolted	①	breach	①
like a cheetah	①		①
pierce	①		①

NLM QUESTIONS

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

What did you learn from the passage about infections?	Infections are caused by bacteria	①	bacteria can breach your skin through cuts	①	infections can cause pain, redness and swelling	①		
What did Chanda's grandpa say to convince her to remove sliver?	You need to let me remove the sliver	①	if I don't take it out it will keep bothering you	①	it might get infected if it's not removed	①	if I take it out now it will heal quickly	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: Chanda bolted outside like a cheetah. What does bolted mean?	③	②
B: Does bolted mean *ran quickly* or *spotted*?	①	⓪
A: The wood was firmly lodged in her toe. What does lodged mean?	③	②
B: Does lodged mean *stuck* or *broken*?	①	⓪
A: Her grandpa replied with exasperation, "I told you not to run outside with your shoes off!" What does exasperation mean?	③	②
B: Does exasperation mean *patience* or *irritation*?	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 many times do you think Chanda's grandpa has removed slivers?	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 the weather was like?	②	①	⓪	**Why do you think that?** 1 pt = uses information from story	①	⓪
Why would Chanda not want to wear shoes when she played outside?	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, Chanda was worried she had a sliver in her foot. Write a story about a time when you got hurt."** 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
[ ] 40		[ ] 23		[ ]
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

Last spring, Lany was in her bedroom practicing for the 10
school play. Even though she loved acting, she was 19
struggling because she couldn't remember her lines. To 27
try to learn her lengthy, sophisticated lines, Lany decided 36
to read her script out loud in front of a mirror. However, 48
even after she tried this strategy, she realized that the 58
lines wouldn't stick in her head. Since the date of the 69
play was coming up quickly, Lany felt panicked because 78
she was unprepared, and she knew that her role was an 89
important part of the play. She decided to ask for help 100
from her grandmother, who was a seasoned performer. 108
Lany anxiously asked her grandmother, "I'm struggling 115
to learn my script that is long. Can you help me?" After 127
her grandmother thought about how she memorized her 135
lines, she advised Lany to go through the script in pieces, 146
so she could perfect each section before moving on to 156
the next. Once she heard her grandmother's advice, Lany 165
dissented because she thought it wouldn't work. "That'll 173
take forever! I don't have enough time to learn it bit by 185
bit!" Her grandmother kindly responded, "Going through 192
each section slowly is definitely a better way to learn 202
your lines. It will help you identify the hardest parts so 213
that you can work on them. Trust me, you will be able to 226
memorize your monologues if you do them in pieces." Her 236
grandmother explained that a monologue is a long, wordy 245
speech which is performed by a single actor. Monologues 254
express the character's thoughts and emotions out 261
loud. They are generally difficult to learn, which is why 271
breaking them down can be helpful. Lany agreed to give it 282
a try. After she practiced her lines in sections for a week, 294
Lany knew them like the back of her hand. She felt proud 306
because she was ready to perform. 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	[ ]	=	[ ] 138
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	Lany / any name	②	a girl / the girl	①
Setting	in her bedroom practicing for the play	②	bedroom / practicing	①
Problem (P)	she couldn't remember her lines	②	she forgot	①
Feeling	struggling / panicked / scared	②	sad / cried	①
Plan (PL)	decided to read her script out loud	②	decided to try	①
Attempt (A)	read the entire thing multiple times	②	practiced	①
Consequence / Complication (CP)	the lines wouldn't stick in her head / she couldn't remember them	②	she couldn't say it	①
Feeling-2	panicked / scared / worried	②	sad / cried	①
Plan-2 (PL2)	decided to ask grandmother for help	②	decided to ask	①
Attempt-2 (A2)	asked grandma to help her	②	talked to her	①
Consequence (C)	told her to go through script slowly and perfect each section	②	she helped her / she told her how	①
Ending (E)	after practicing, she knew her lines	②	she did it	①
End Feeling	proud / relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE

monologues are long speeches by actor	①	they express thoughts and emotions	①	they are hard to learn	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., script that... / speech which... / grandmother 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

sophisticated	①	identify	①
strategy	①	express	①
unprepared	①	generally	①
seasoned	①	breaking them down	①
advised	①	like the back of her hand	①
dissented	①		①
bit by bit	①		①

NLM QUESTIONS

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

What did you learn from the passage about monologues?	monologues are long, wordy speeches given by an actor	①	they express the character's thoughts and emotions	①	they are generally difficult to learn	①		
What did Lany's grandmother do to help her learn her lines?	She told Lany to break her lines down and learn them bit by bit	①	going through each section slowly is a better way to learn	①	It will help you identify the hardest parts so you can work on them	①	You can memorize it if you do it in pieces	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: Lany's grandmother was a seasoned performer. She was good at memorizing lines. What does seasoned mean?	③	②
B: Does seasoned mean *interesting* or *experienced*?	①	⓪
A: Lany had a hard time memorizing her lines. They were sophisticated. What does sophisticated mean?	③	②
B: Does sophisticated mean *difficult* or *funny*?	①	⓪
A: When her grandmother helped her, Lany dissented because she thought it would take too long. What does dissent mean?	③	②
B: Does dissent mean *to ignore* or *to disagree*?	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 many times has Lany had to memorize a monologue?	②	①	⓪	**Why do you think that?** 1 pt = uses information from story	①	⓪
Using clues from the story, how many plays do you think Lany's grandmother has been in?	②	①	⓪	**Why do you think that?** 1 pt = uses information from story	①	⓪
What do you think would have happened if Lany had not learned her lines in time?	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, Lany struggled to remember her lines. Write a story about a time when you had a hard time learning something."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE (40)	+	NLM QUESTIONS SCORE (23)	=	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**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

**Last Monday, Enzo was picking at his lunch in the cafeteria. 10
He was feeling nervous because he had to give a 21
presentation in his class that started in about 20 minutes. 31
Although his friends were telling their usual amusing 39
stories, he couldn't focus. His stomach was in knots. 48
When it was time to go to class, Enzo began to panic. He 61
was a shy and reserved boy, and the thought of speaking 72
in front of the entire class made him even more tense. 83
He hoped that taking a sip of water from his water bottle 95
would calm his anxiety; however, it only made things 104
worse. When Enzo took a drink of water, he was trembling 115
so much it spilled down the front of his shirt. As Enzo 127
looked up, he saw his teacher waiting at the entrance to 138
the classroom and his panic skyrocketed. He decided to 147
ask her for help. Enzo said unsteadily, "Can you please 157
help me calm down? I'm so nervous because I have to 168
do my presentation in class today." Enzo's experienced 176
teacher, who had worked with hundreds of students, 184
replied, "Make sure to take slow, deep breaths before 193
you start. Focusing on your breathing will calm you 202
down and help you think clearly." She also cautioned him 212
about hyperventilating, which can happen if someone 219
breathes too quickly when they feel nervous or stressed. 228
Their body can't get enough air, and they may feel dizzy 239
or lightheaded. Enzo was skeptical, but at this point he 249
was definitely willing to try anything. He said, "Thank 258
you, I'll try to breathe more slowly." Enzo decided to take 269
his caring teacher's advice. He regulated his breathing 277
and when it was time to give his presentation, his words 288
eloquently flowed out. After his presentation was over, 296
Enzo was proud of himself because he was able to calm 307
down and deliver a great speech. 313**

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	☐	= ☐ (138)
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	Enzo / any name	②	a boy / the boy	①
Setting	eating lunch in cafeteria	②	cafeteria / eating lunch	①
Problem (P)	stomach hurt because of presentation	②	he felt bad	①
Feeling	nervous / mad / sad	②	sad / cried	①
Plan (PL)	decided to get a drink of water	②	decided to get it	①
Attempt (A)	took a sip of water from water bottle	②	he did it	①
Consequence / Complication (CP)	he spilled water down his shirt / still felt nervous about presentation	②	it was bad	①
Feeling-2	mad / angry / nervous / anxious	②	sad / cried	①
Plan-2 (PL2)	decided to ask teacher for help	②	decided to ask	①
Attempt-2 (A2)	asked teacher for help to calm down	②	talked to her	①
Consequence (C)	she told him to take slow, deep breaths	②	she helped him / she told him how	①
Ending (E)	he was able to give presentation	②	he did it	①
End Feeling	happy / thrilled / proud	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) — SCORE ☐

hyperventilating	①	breathing too quickly	①	when you feel nervous or stressed	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., class that... / hyperventilating 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

presentation	①	unsteadily	①
amusing	①	cautioned	①
in knots	①	skeptical	①
reserved	①	regulated	①
tense	①	eloquently	①
trembling	①		①
skyrocketed	①		①

NLM QUESTIONS

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

What did you learn from the passage about hyperventilating?	it happens when someone breathes too quickly	①	their body can't get enough air	①	they may feel dizy	①		
What did Enzo's teacher tell him to convince him to breathe slower?	make sure to take slow, deep breaths	①	helps you calm down	①	helps you think clearly	①	you don't want to hyperventilate	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: Enzo was reserved. He was scared to give a presentation. What does reserved mean?	③	②
B: Does reserved mean *shy* or *smart*?	①	⓪
A: Enzo gave an eloquent speech. His teacher's advice had worked. What does eloquent mean?	③	②
B: Does eloquent mean *well spoken* or *loud*?	①	⓪
A: Enzo's teacher told him to regulate his breathing, which calmed him down. What does regulate mean?	③	②
B: Does regulate mean *ignore* or *control*?	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 Enzo's teacher has seen students hyperventilate?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①	⓪
Using clues from the story, how much do you think Enzo cared about giving a good presentation?	②	①	⓪	Why do you think that? 1 pt = uses information from story	①	⓪
Why do you think Enzo was skeptical about his teacher's advice?	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, Enzo was nervous about giving his presentation. Write a story about a time when you were nervous."** Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE (40)	+	NLM QUESTIONS SCORE (23)	=	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**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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