Reading ability is the product of decoding and language skills. Many students experience difficulty with language and/or decoding, creating a condition where students are struggle while learning to read. In the DDM subtest, CUBED pinpoints students’ phonological awareness and decoding skills so that targeted intervention can begin immediately. CUBED also accurately and reliably assesses comprehension through listening and reading retells from the NLM subtests. Comprehension questions probe students’ vocabulary and inferential skills. Scores are compared to benchmark standards for screening and educators can monitor students’ progress over time.

Are you getting the FULL PICTURE?

Highlights of the CUBED:

- Serves as a universal screener and progress monitoring assessment
- Identifies students in need of more intensive phonological awareness, decoding, language, or writing intervention
- Quick and easy to administer and score
- Designed for use within multi-tiered systems of supports
- Can be administered digitally through CUBED Insight or downloaded for free
NLM® LISTENING

- Expressive Language
  Using the optional personal generation section, expressive language can be elicited, transcribed, and analyzed.

- Listening Comprehension
  Listening comprehension is measured through story retells as well as questions about the story.

- Inferential Word Learning
  Definitional vocabulary questions reflect students’ ability to determine the meaning of words through context.

- Proxy for Reading Comprehension
  Because listening and reading comprehension are the same construct, the NLM Listening measures reading comprehension before students can decode.

Grades: PreK – 3rd Grade

NLM® READING

- Decoding Fluency
  Across each grade level, all decoding fluency passages have the exact same lexile score, and are parallel in length, story structure and linguistic features.

- Reading Comprehension
  Allows for a comparative analysis of reading comprehension against the listening comprehension (NLM Listening).

- Pinpoint Intervention Focus
  The NLM Reading helps educators determine if a students needs decoding or language focused intervention.

- Writing
  Using the optional personal writing generation section, students’ writing can be elicited and scored.

Grades: 1st – 3rd Grade
CUBED assesses decoding and foundational code skills using the Dynamic Decoding Measures (DDM), which is comprised of three dynamic assessments with multiple levels (targets). The DDM uses a ‘testing the limits’ or ‘test-teach-retest’ dynamic assessment approach to identify a student’s current level of performance and learning potential for phonemic awareness, identification of words, letters, and sounds, and nonsense word decoding.

- Innovative Dynamic Assessment
Graduating/Proceeding procedures help identify a student’s zone of proximal development.

- Pinpoint Intervention Targets
Educators need to know just more than who needs intervention. The various targets in the DDM also help educators know what to focus on in intervention.

### DDM Dynamic Decoding Measures

**TARGET 1: Phoneme Segmentation**
- **Say:** "Tell me the sound in the word ___ (Circle all letters that make the sound)."
- **Say:** "Tell me the sound in the word ___ (Point to each letter/word and have the student imitate the pattern for each word)."
- **Say:** "Tell me all the sounds in the word ___ (Point to each letter/word and have the student imitate the pattern for each word)."
- **Say:** "Tell me all the sounds in the word ___ (Point to the first letter)."

**TARGET 2: First Sounds**
- **Say:** "Tell me the first sound in the word ___ (Point to each letter/word)."
- **Say:** "Tell me the first sound in the word ___ (Point to the first letter)."

**TARGET 3: Letter Sounds**
- **Say:** "Tell me the sound ___ (Circle the intensity of sound support needed)."
- **Say:** "Tell me the sound ___ (Point to each letter/word)."

**TARGET 4: Letter Names**
- **Say:** "Tell me the name ___ (Point to each letter/word)."
- **Say:** "Tell me the name ___ (Point to each letter/word)."

### Dynamic Decoding

**Target 2: Minimal Instruction**
- **Say:** "Tell me the sound ___ (Point to each letter/word)."
- **Say:** "Tell me the sound ___ (Point to each letter/word)."

**Target 3: Explicit Instruction**
- **Say:** "Tell me the sound ___ (Point to each letter/word)."
- **Say:** "Tell me the sound ___ (Point to each letter/word)."

**Target 4: Omnipotent Instruction**
- **Say:** "Tell me the sound ___ (Point to each letter/word)."
- **Say:** "Tell me the sound ___ (Point to each letter/word)."
CUBED MEASURES | RELIABILITY SCORE
---|---
DDM Phonemic Awareness | 96.1%
Phoneme Segmentation | 96.1%
First Sounds | 97.4%
Phoneme Blending | 100%
DDM Word Identification | 95.8%
Irregular Words | 95.8%
Letter Sounds | 97.7%
Letter Names | 98%
DDM Decoding | 99.3%
CVC (pretest sounds) | 99.3%
CCVC | 94.2%
Silent ‘e’ | 96.2%
NLM Listening | 95%
Real-Time Narrative Retell Scoring | 95%
Story Questions | 96%
Vocabulary Questions | 82%

FALL CUBED SCALED SCORE (Language Composite)

<table>
<thead>
<tr>
<th>Criterion Measure</th>
<th>n</th>
<th>r</th>
<th>R²</th>
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<tbody>
<tr>
<td>Measuring Academic Progress (MAP) Fall RIT Score</td>
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<tr>
<td>MAP Foundational Skills</td>
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<tr>
<td>MAP Language and Writing</td>
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<td>MAP Information and Literature</td>
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<tr>
<td>MAP Vocabulary Use and Functions</td>
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FALL CUBED SCALED SCORE (Language Composite)

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<tr>
<th>Criterion Measure</th>
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<th>R²</th>
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<tbody>
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<tr>
<td>NLM:L/R Vocab and DDM Irregular Words Predicting MAP Vocabulary Use and Functions</td>
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<td>Decoding Fluency and Phoneme Segmentation Predicting MAP Language and Writing</td>
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<tr>
<td>DDM Irregular Words, Vocabulary Questions, and Phoneme Segmentation Predicting MAP Language and Informational</td>
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CUBED 3rd Grade Fall Assessment

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<th>Criterion Measure (End of Year Reading)</th>
<th>Sensitivity</th>
<th>Specificity</th>
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<tr>
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<td>73%</td>
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<tr>
<td>PAWS (end of year) Below Basic = At Risk**</td>
<td>100%</td>
<td>83%</td>
</tr>
<tr>
<td>PAWS (end of year) Below Basic = At Risk***</td>
<td>75%</td>
<td>76%</td>
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For more information or a full list of research articles, visit LanguageDynamicsGroup.com