

LANGUAGE ASSESSMENTS OVERVIEW

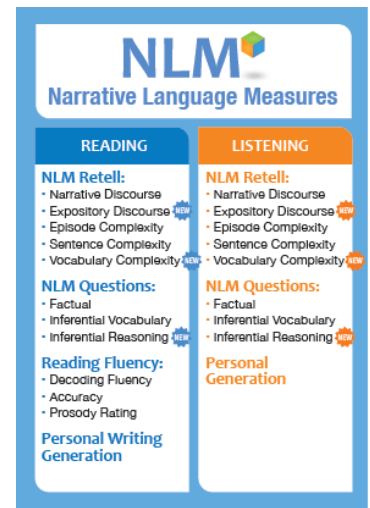
NARRATIVE LANGUAGE MEASURES (NLM)



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OVERVIEW

- Part of a **broader assessment battery**: CUBED-3 (Peterson, B.D. and Spencer, T.D., 2023)
- 2 parts**: NLM Listening (NLM-L) and NLM Reading (NLM-R)
- Uses personal-themed narratives to assess:
 - Oral language** (expression and comprehension). *Through the NLM-Listening*
 - Reading measures**: reading comprehension and decoding fluency. *Through the NLM-Reading*
→ see each assessment's section for more information.



- Kindy - Year 8**
- Free**

- Materials for both **benchmarking and progress tracking**
 - Benchmarking: Determining where a child sits in relation to other children*
 - Progress monitoring: Used for tracking progress – can be administered regularly*
- Benchmarked** based on months of schooling. Standardised with validity & reliability data available
- Uses:**

✓ Tier 1	✓ Tier 2	✓ Tier 3	
✓ Screening for difficulties			✓ Goal setting
✓ Benchmarking/identifying students falling behind			✓ Planning
✓ Severity rating			✓ Pre-post progress monitoring
✓ Longitudinal data collection (across years)			✓ Frequent progress monitoring
- Can be administered by **teachers and trained EAs**
- Approx. 10-15 min administration & scoring time** (once practised at tool use)
- Administer individually. Score most of assessment **with the student there**
- Online scoring, analysis & progress tracking available** at a cost through CUBED Insight, a web based application.

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IMPORTANT NOTES

- **US assessment:**
 - WA Kindy = US “Pre-school”
 - WA Pre Primary = US “Kindergarten”
 - WA Years 1→8 = US Grades 1→8

Please see page 3 for which timepoint/test to administer

- Benchmark tests are categorised by ‘**timepoint**’ of schooling which links to the **beginning of year (BOY) middle of year (MOY) and end of year (EOY)**. Make sure to use the correct assessment that corresponds to the time of year students are tested.
- The current CUBED-3 manual does not provide benchmark data for AU Kindergarten BOY and MOY, however the NEMLDC Outreach data spreadsheet provides approximate benchmark scores for these time points, which are based off the previous version of the NLM-L (very similar in Kindy to the NLM-L3).
- **NEMLDC data spreadsheets** for entering and analysing NLM-L and NLM-R data are available at <https://northeastldc.wa.edu.au/nemldc-data-sheets/>. These spreadsheets colour code and graph data, and can be used to track student data across time.

SUPPORTING VIDEOS

- 5min overview of the **CUBED-3 assessments**: <https://vimeo.com/1057017790/ca1648d681>
- 10min overview of **Kindy NLM-L administration**: <https://vimeo.com/1057212533/b3f35e735e>
- 18 min overview of the **original (pre-2023) NLM**: <https://vimeo.com/687005788/f1b6e720dd>
- **CUBED-3 assessment administration and scoring training videos** available at: <https://languagedynamicsgroup.com/cubed-training-videos-pdf/>. Note – these videos are of the original NLM assessments, however are very similar to the NLM-3.

ACCESSING THE ASSESSMENT

- Part of a broader CUBED-3 assessment. Free download from <https://www.languagedynamicsgroup.com/cubed/>
- Access CUBED-Insight (web based scoring, data analysis & reporting) from <https://www.languagedynamicsgroup.com/products/cubed/cubed-insight/>

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WHICH TESTS TO ADMINISTER

WA Recommendations for benchmarks:

Student's WA Year Group at Assessment	WA Term of Assessment	Weeks	Updated Benchmark Assessments to Administer	Progress Monitoring Assessments to Administer
Kindy <i>Administer the NLM-Listening</i>	Term 1 Week 1 to Term 2 Week 5		None – focus on developing students' oral language and phonological awareness skills. Pre-School, BOY assessment can be used however no benchmark is available. <i>If using the data spreadsheets however, an approximate benchmark can be attained. Using the highest out of 2 test scores is more reliable however not essential.</i>	Any progress monitoring assessment
	Term 2 Week 6 to Term 3 Week 10		None – focus on developing students' oral language and phonological awareness skills. Pre-School, MOY assessment can be used however no benchmark is available. <i>If using the data spreadsheets however, an approximate benchmark can be attained. Using the highest out of 2 test scores is more reliable however not essential.</i>	
	Term 4 Week 1 - 10		Pre-School, EOY benchmark assessment	
Pre-primary <i>Administer the NLM-Listening</i>	Term 1 Week 1 to Term 2 Week 5		Kindergarten, BOY benchmark assessment	Any progress monitoring assessment
	Term 2 Week 6 to Term 3 Week 10		Kindergarten, MOY benchmark assessment	
	Term 4 Week 1 - 10		Kindergarten, EOY benchmark assessment	
Year 1+ <i>Consider administering the NLM-Reading first, then the NLM-Listening as needed for student not reading fluently / where oral language information is sought.</i>	Term 1 Week 1 to Term 2 Week 5		Grade Level (1-8), BOY benchmark assessment	Any progress monitoring assessment
	Term 2 Week 6 to Term 3 Week 10		Grade Level (1-8), MOY benchmark assessment	
	Term 4 Week 1 - 10		Grade Level (1-8), EOY benchmark assessment	

US grades used in the assessment:

- WA **Kindy** = US Pre-school
- WA **Pre Primary** = US Kindergarten
- WA **Years 1-8** = US Grade 1-8

Suggested WA benchmarking periods***:

- **Beginning of Year (BOY)** = Term 1 Week 1 – Term 2 Week 5
- **Middle of Year (MOY)** = Term 2 Week 6 – Term 3 Week 10
- **End of Year (EOY)** = Term 4 Week 1 – Week 10

Term	Week									
	1	2	3	4	5	6	7	8	9	10
1	BOY (from T1 W1)									
2						MOY (from T2 W6)				
3										
4	EOY (from T4 W1)									

Dark colours = ideal testing windows – see overpage***

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***Testing window notes:

When asked directly, a CUBED consultant recommended the following timepoints as **ideal benchmark testing windows** to best align with when the CUBED benchmark research data was collected:

- **Beginning of Year (BOY)** = Term 1 Week 1 – Week 9
- **Middle of Year (MOY)** = Term 3 Week 1 – Week 7
- **End of Year (EOY)** = Term 4 Week 4 - Week 10

These ideal testing windows however, do not capture term 2 when a lot of WA schools choose to test. As such, the previously given WA testing periods have been developed using the cut point time period descriptors (beginning, middle and end of year) given in the NLM manual. These WA testing windows on page 3 are mostly the same as the ideal testing windows given above, with the exception of:

- **BOY in WA testing windows used for longer** (till week 5 of term 2) = **increased confidence in benchmark risk category**
 - Students tested are compared to students who have had the same, or less schooling.
So, if a student is identified as at risk, it is very likely that the student is actually at risk.
- **MOY benchmarks in WA testing windows are used for longer** (though term 3 wks 8-10) = **increased confidence in benchmark risk category**
 - Students tested are compared to students who have had the same, or less schooling.
So, if a student is identified as at risk, it is very likely that the student is actually at risk
- **EOY benchmarks in WA testing windows used earlier** than in the ideal testing situation (weeks 1-3) = **interpret with caution in weeks 1-3**
 - In weeks 1-3, students would be compared to students who have had the same or more schooling. So, if a student is identified as at risk in weeks 1-3, we can be less certain that this is because the student is actually at risk vs. because they are being compared to students who have had more time in school.
 - In term 4, weeks 4-10, the benchmark risk categories given can be relied upon, because students are being compared to a population who have had the same or less schooling.

If your school chooses to follow the suggested WA benchmarking periods, please be aware that the accuracy of data comparison with the CUBED-3 benchmark data may not be as accurate as when testing in the ideal testing windows.

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USEFUL PAGES IN THE CUBED RESOURCES FOR THE NLM:

CUBED MANUAL

Overview and Assessment Selection

- p7-13: CUBED assessments linked to the Reading and Writing Ropes
- **p14-15: Overview of CUBED assessments**

- **p18-23: CUBED administration timeline & subtest flow charts**
- p26 -27: **NLM-overview**
- p88-89: **DDM overview**

Administration & Scoring

- p24-25: CUBED Administration and Scoring overview

- **p34-36: NLM-Reading Decoding Fluency guidelines**
- **p37-66: NLM-Listening & Reading guidelines**
 - p41-41: **Story retell** scoring
 - p43: **Sentence complexity** scoring
 - p44-45 **Story questions** scoring
 - p57-63: **Inferential vocabulary** scoring
 - p64-66: **Inferential reasoning** scoring
 - p67-87: (optional) Personal generation

- p90- **Dynamic Decoding Measures** Administration and Scoring
 - p90-107: **Phonemic awareness** subtest
 - p108-117: **Orthographic mapping** subtest
 - p118-124: **Decoding inventory** subtest

- p201-2031: **NLM scoring flow charts** (useful with any fiction sample)
- p205-206: Expository Language Measure (**ELM**) **flow chart** (useful with any expository sample)

Interpretation & Use of Data

- p125: **Interpreting** the CUBED overview
- **p126-128: Benchmarking scores**

- p129-138: **Action flow charts** based off test results
- p170-171: **Composite scores**

STUDENT STIMULUS MATERIALS: BENCHMARKING

- p2-8: Dynamic Decoding Measures materials
- p9-14: First grade NLM-Reading stimuli
- p15-20: Second grade NLM-Reading stimuli
- p21-26: Third grade NLM-Reading stimuli
- p27-29: Fourth grade NLM-Reading stimuli
- p30-32: Fifth grade NLM-Reading stimuli
- p33-35: Sixth grade NLM-Reading stimuli
- p36-38: Seventh grade NLM-Reading stimuli
- p39-41: Eighth grade NLM-Reading stimuli

STUDENT STIMULUS MATERIALS: PROGRESS

MONITORING

- p2-8: Dynamic Decoding Measures materials
- p9-24: First grade NLM-Reading stimuli
- p25-40: Second grade NLM-Reading stimuli
- p41-56: Third grade NLM-Reading stimuli

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NLM - LISTENING (NLM-L)

OVERVIEW:

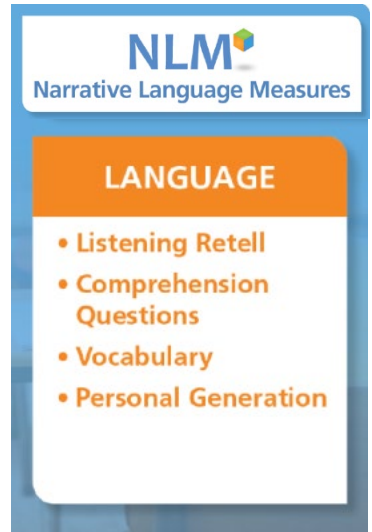
- **Kindy – Year 3**
- Assesses **oral language**
- **Many stories** – useful for tracking & regular assessment
 - **21 benchmark assessments** - 9x each 'Kindergarten' & 3x each for 'Preschool', 1st, 2nd & 3rd grades
 - **Several progress monitoring assessments**
- Pictures go with WA Kindy (US Pre-school) stories, however other stories do not have pictures
- Audio recording assessments is not required, however is recommended

ASSESSMENT OVERVIEW:

- **Essential parts of assessment** - students:
 - Listen to or read a brief story
 - **Retell** the story to the examiner – *assesses story grammar, vocabulary use and briefly probes connector use through the sentence complexity score*
- **Optional parts of assessment** - students:
 - **Answer questions about:**
 - **The story** - *assesses story grammar comprehension*
 - **Vocabulary words** – *probes ability to infer vocabulary meaning*
 - **Inferences** relating to the story
 - **Generate their own story** – *assesses oral story generation and connector use*

SCORES MEASURING SPECIFIC SKILLS:

- **Expression:**
 - **Overall language:** measures of story structure use and language complexity (grammar)
 - *In retell:* Listening retell total score
 - *In narrative generation:* Story total score (from flow chart)
 - **Use of story macrostructure**
 - *In retell:* NLM retell score + sub scores: narrative discourse complexity score + episode subtotal score
 - *In narrative generation:* Story grammar score (from flow chart)
 - **Basic grammar (connector use)**
 - *In retells:* Sentence complexity score
 - *In generations:* Language complexity score (from flow charts)
 - **Vocabulary use**
 - *In narrative retell:* Vocabulary complexity score
- **Understanding: Overall:** NLM Questions score.
 - Sub skills:** *Answering questions about...*
 - **The story:** Factual questions score
 - **Vocabulary:** Inferential vocabulary score
 - **Inferences:** Inferential reasoning score



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NLM – LISTENING STORY RETELL KINDY BENCHMARKS

The NLM-L testing manual includes benchmark scores for the latter part of WA Kindy term 3 and all of term 4 ('spring' testing point), but not WA Kindy terms 1 and 2 ('fall' and 'winter' testing points).

*Benchmark scores for Story Retell in terms BOY & MOY (1-3) of Kindy have been calculated using the percentile ranks given in the 2020 CUBED norm-referenced technical manual.

EOY benchmark scores are from the 2023 manual.

Term of testing	Weeks of testing	Test	Retell Scores falling in risk categories			
			Estimated Significantly below (at risk)	Estimated Moderately below (some risk)	Estimated Benchmark (minimal risk) or higher	Advanced
1 & 2	All	'Pre-school' BOY*	0-5	6-9	10+	NA
3	1-6	'Pre-school' MOY*	0-7	8-12	13+	NA
	7-10	'Pre-school' EOY	0-3	4-5	6-9	10+
4	1-10					

***For this data to be most valid, assess the child on 2 stories, then choose the highest of the 2 scores to compare to these benchmark score estimates.**

Please note that there are slight differences in the cut point ranges for Spring compared to the other seasons. This is likely because the end of year assessment is more difficult than the start and middle of year assessments, and possibly added to by the different method of cut point calculation used across the end of year vs. start and middle of year testing points.

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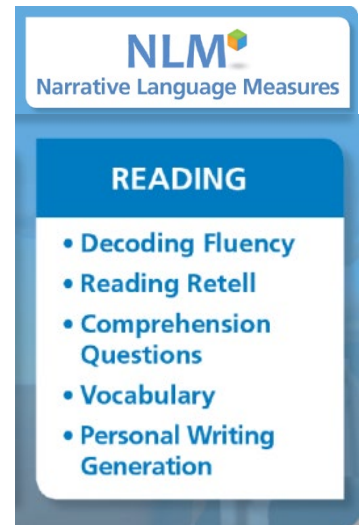
NLM-READING (NLM-R)

OVERVIEW

- **Years 1 - 8**
- **Many stories** – useful for tracking & regular assessment
 - **18 benchmark assessments** - 6x each for grades 1- 3, 3x for grades 4-8
 - **Several progress monitoring assessments**

ASSESSMENT OVERVIEW:

- **Essential parts of assessment** - students:
 - **Read a passage out loud** – assesses *decoding & reading fluency in context*
- **Optional parts of assessment** - students:
 - **Answer questions about:**
 - **The story** - assesses *story grammar comprehension*
 - **Vocabulary words** – probes *ability to infer vocabulary meaning*
 - **Inferences** relating to the story
 - **Write their own story** – assesses *oral story generation and connector use*



SCORES MEASURING SPECIFIC SKILLS:

- **Decoding & Fluency:**
 - **Decoding & word recognition fluency:**
 - Decoding fluency score (benchmarked)
 - Accuracy score (%)
- **Expression:**
 - **Overall language:** measures of story structure use and language complexity (grammar)
 - *In retell:* Listening retell total score
 - *In written generation:* Story total score (from flow chart)
 - **Use of story macrostructure**
 - *In retell:* NLM retell score + sub scores: narrative discourse complexity score + episode subtotal score
 - *In written generation:* Story grammar score (from flow chart)
 - **Basic grammar (connector use)**
 - *In retells:* Sentence complexity score
 - *In generations:* Language complexity score (from flow charts)
 - **Vocabulary use**
 - *In written retell:* Vocabulary complexity score
- **Understanding: Overall:** NLM Questions score.
 - Sub skills:** *Answering questions about...*
 - **The story:** Factual questions score
 - **Vocabulary:** Inferential vocabulary score
 - **Inferences:** Inferential reasoning score
- **Writing conventions:** *In written generation:* Writing conventions score (from flow chart)