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 interference 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

Available at www.LanguageDynamicsGroup.com
CUBED includes two main sets of measures, which together address 18 targets, ensuring you to get the FULL PICTURE of your students’ literacy.

**Narrative Language Measures (NLM)**

CUBED assesses a variety of literacy skills in the context of narratives, which are highly relevant for school assessment and instruction. The Narrative Language Measures (NLM) include a set of measures to assess listening comprehension and one for measuring reading comprehension. The NLM Listening assesses retelling, comprehension questions, definitional vocabulary, and personal generation while the NLM Reading assesses decoding fluency, retelling, comprehension questions, definitional vocabulary, and narrative writing.

**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.

**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.

**Dynamic Decoding Measures (DDM)**

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.

**Phonemic Awareness**
- **Targets:**
  - Phoneme Segmentation
  - First Sounds
  - Phoneme Blending

**Word Identification**
- **Targets:**
  - Irregular Words
  - Letter Sounds
  - Letter Names

**Decoding**
- **Targets:**
  - Silent ‘e’
  - CCVC
  - CVC

**Innovative Dynamic Assessment**

Graduated prompting procedures help identify a student's zone of proximal development.

**Pinpoint Intervention Targets**

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