



A Roadmap for Language and Literacy Success: Screen Early, Teach Explicitly, and Monitor Progress

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Get on the Right Track by Measuring What Matters:
VALID Tier-1 Screening and Diagnostic Assessments for DLD and Dyslexia
Tuesday 26th August 10 am-12 pm (AEST)

Accelerate Learning with Multi-tiered, Explicit, and Systematic Language Instruction
SYSTEM-WIDE Explicit, Systematic Academic Language Instruction and Intervention
Tuesday 2nd September 10 am-12 pm (AEST)

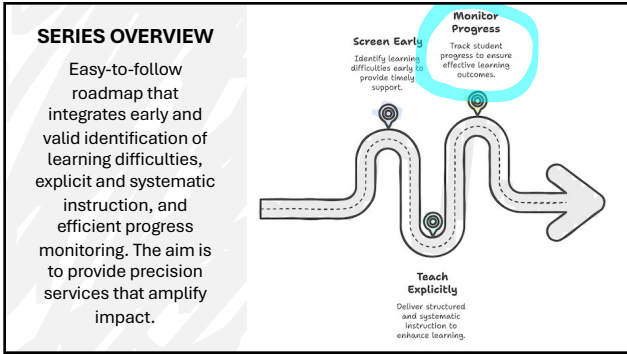
Follow the Compass with Progress Monitoring
SYSTEM-WIDE Valid Benchmark Assessments and Progress Monitoring of Decoding and Academic Language
Tuesday 9th September 10 am - 12 pm (AEST)

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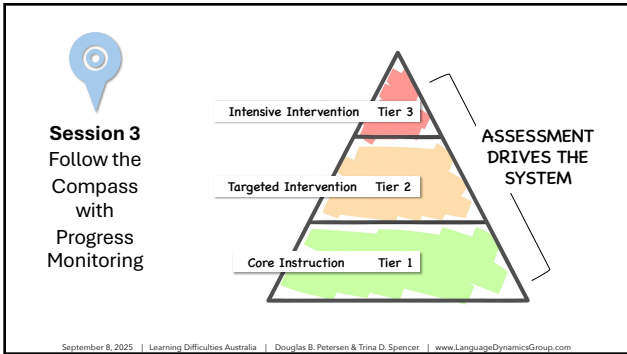


Progress Monitoring

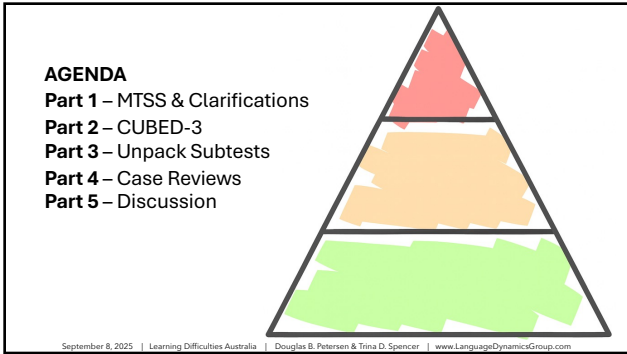
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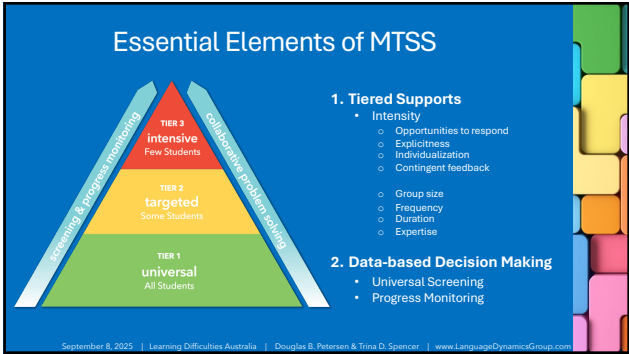
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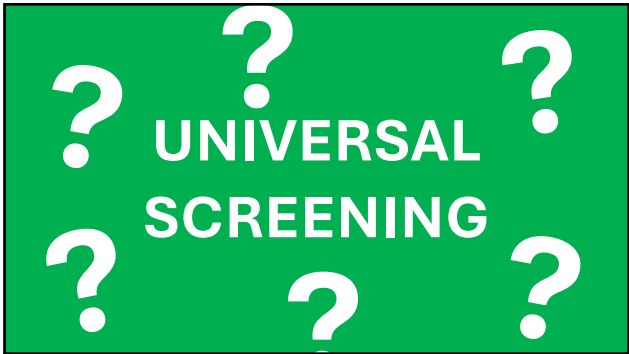
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	MTSS Screening	Disability Screening
Primary Goal	Identify students who need extra help within general education tiers.	Identify students who may need a special education evaluation.
Scope	Assess all students multiple times per year (beginning, middle, and end) to identify who may need extra support in academics, behavior, or social-emotional development.	Applied broadly (e.g., developmental screening), but the goal is different – to flag possible disability for further diagnostic evaluation.
Tools	Typically short, efficient, low-cost measures (e.g., curriculum-based measures in reading or math, behavioral screeners like SRSS-IE).	Often standardized instruments designed to detect risk relative to developmental norms (e.g., Ages & Stages, dyslexia screeners).
Follow Up	Leads to tiered interventions and ongoing progress monitoring.	Leads to referral for diagnostic assessment and possible eligibility determination.
Conceptual Frame	Part of a preventive framework to support all learners.	Part of a compliance/legal framework under IDEA/ADA/Section 504.
Stake	Low-stakes, instructional planning.	Higher-stakes, potential change in educational classification and services.

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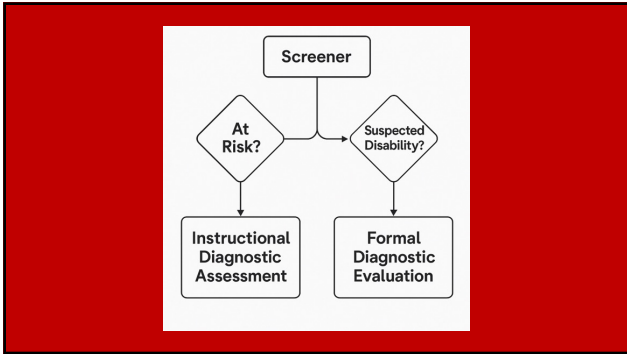
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Let's Clarify

Instructional Diagnostic Assessment in Literacy Purpose: To identify <i>specific instructional needs</i> after a screener shows a child is at risk, so teachers can target interventions. Characteristics • Often informal or curriculum-based. • Narrow focus on particular skills (e.g., letter-sound correspondence, decoding multisyllabic words, comprehension strategies). • Limited or no psychometric validation – designed more for teaching guidance than high-stakes decisions. Examples: Core phonics inventories, running records, informal spelling inventories.	Formal Diagnostic Assessment for Disability Identification Purpose: To determine whether a child meets criteria for a specific disability (e.g., dyslexia, language disorder, learning disability). Characteristics • Administered by trained specialists (e.g., school psychologists, speech-language pathologists, educational diagnosticians). • Standardized, norm-referenced tools with strong psychometric properties (reliability, validity). • Used for <i>eligibility</i> decisions and formal documentation (e.g., IEPs). Examples: Comprehensive Test of Phonological Processing (CTOPP-2), Woodcock-Johnson Tests, WIAT-4.
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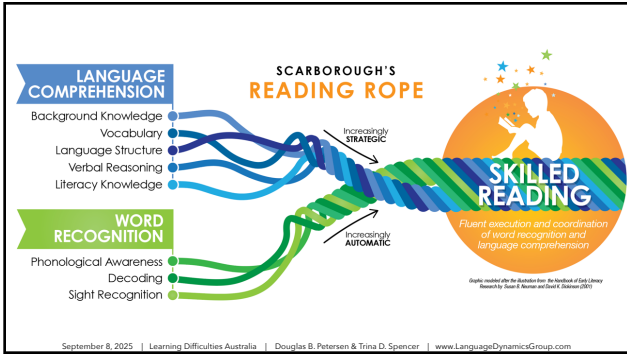
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Deno, 2003	
Purposes	Characteristics
Evaluate the effectiveness of interventions	Sensitive to growth to detect small, short-term changes in performance
Guide instructional decision-making	Instructionally relevant, providing data that links directly to teaching
Document growth over time	Show progress relative to standards (i.e., criteria)
Facilitate communication with families and teams	Accessible and graphical output that is easy to interpret and share
Support equity and early intervention	Reliable and valid, ensuring decisions are based on accurate, unbiased data.
Use frequently without disrupting instruction	Efficient and feasible, brief and simple to administer regularly.

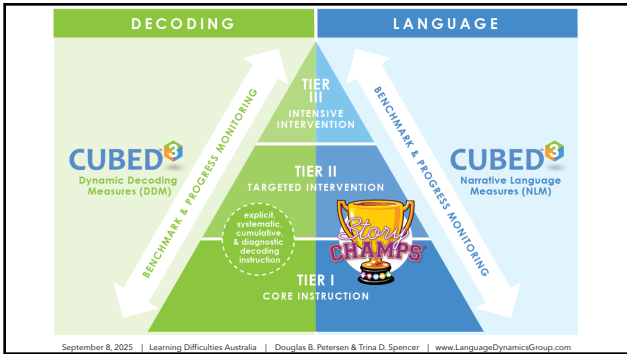
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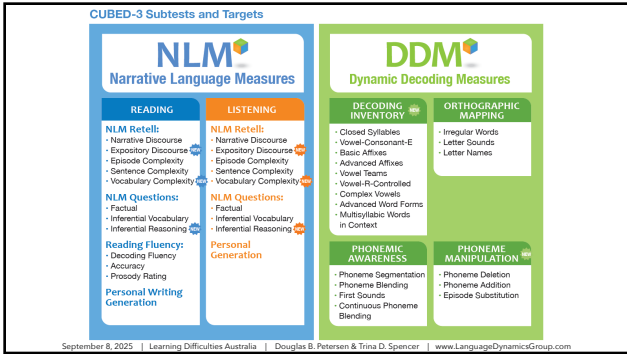
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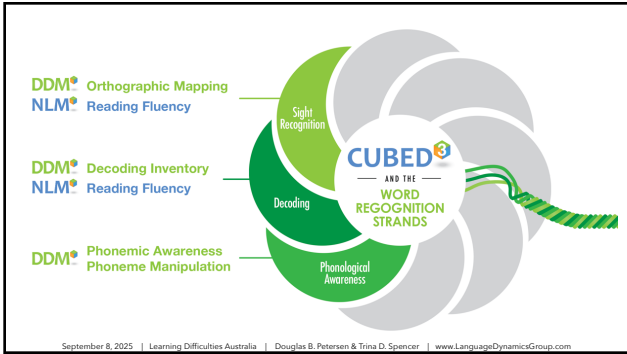
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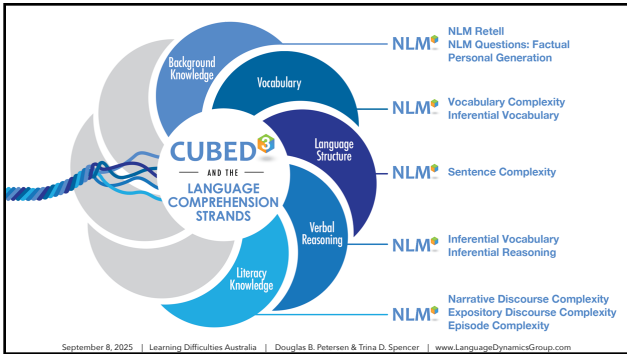
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CUBED³

It is also FREE to download at
www.LanguageDynamicsGroup.com

Universal screening and progress monitoring assessment

PURPOSE: The CUBED-3 includes a suite of universal screening and progress assessments that accurately, reliably, and efficiently measure oral and written language, including language comprehension, word recognition, and their product, reading. The CUBED-3 identifies students performing above, at, or below expectations, monitors progress over time, provides information on specific instruction/intervention targets, helps identify dyslexia and DLD, and aids in program evaluation.

TIMELINE: Universal screening using benchmark assessments three times per school year and progress monitoring assessments throughout the school year.

Benchmark Assessment
Administer to all preschool through eighth grade students during the beginning of year (BOY), middle of year (MOY), and end of the (EOY) year periods.

Progress Monitoring
Monitor progress frequently with students who are performing below benchmark expectations (e.g., every two weeks).

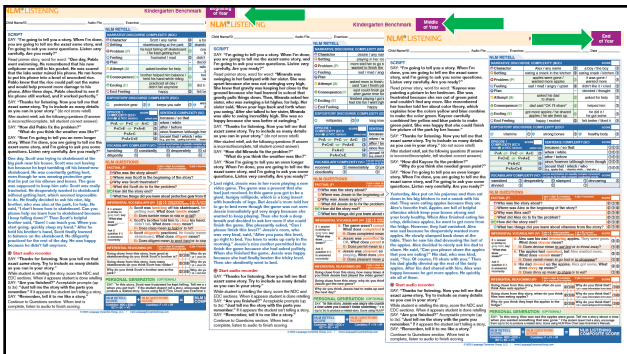
GRADES: PreK-8

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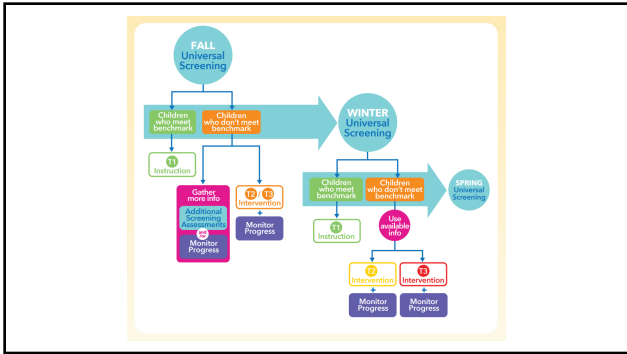
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CUBED

Language Sample Analysis

Part of a comprehensive language evaluation

Should be used for universal screening and progress monitoring

Few SLPs obtain a valid & reliable language sample, and even fewer educators analyze language samples at all

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CUBED

Narrative Language Measures (NLM) 5 Core Skills

NLM[®] READING

NLM Retell:

- Narrative Discourse
- Expository Discourse
- Episode Complexity
- Sentence Complexity
- Vocabulary Complexity

NLM Questions:

- Factual
- Inferential Vocabulary
- Inferential Reasoning

Reading Fluency:

- Decoding Fluency
- Accuracy
- Prosody Rating

Personal Writing Generation

NLM[®] LISTENING

NLM Retell:

- Narrative Discourse
- Expository Discourse
- Episode Complexity
- Sentence Complexity
- Vocabulary Complexity

NLM Questions:

- Factual
- Inferential Vocabulary
- Inferential Reasoning

Personal Generation

- Retelling of narratives with embedded complex academic language and expository information
- Comprehension of factual discourse structure and receptive language
- Ability to infer the meaning of unfamiliar words through context and their ability to use advanced vocabulary
- Within-text and elaborative inferencing
- Personal narrative generation, transcription, and oral and written expressive language

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Don't have an account yet? [Subscribe Now](#)

Welcome to Insight

Digitally administer the CUBED-3 assessment, an innovative, comprehensive literacy assessment that gets to the root of your students' reading challenges.

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CUBED-3 BENCHMARKS AND RISK CUT POINTS

Criterion-Referenced Interpretation

DDM® Decoding Inventory

TARGET®: Closed Syllables											
4	5	5	-	-	-	-	-	-	-	-	-
2	3	3	4	5	5	6	6	6	6	6	6
1	1	2	3	4	4	4	5	5	5	5	5
0	0-1	0-1	0-2	0-3	0-3	0-3	0-4	0-4	0-4	0-4	0-4

TARGET®: Vowel-Consonant-E											
4	4	5	-	-	-	-	-	-	-	-	-
1	2	2	3	5	5	6	6	6	6	6	6
0	1	1	2	4	4	5	5	5	5	5	5
0	0	0-1	0-3	0-3	0-4	0-4	0-4	0-3	0-4	0-4	0-4

TARGET®: Basic Affixes											
4	5	5	6	-	-	-	-	-	-	-	-
2	3	3	4	4	4	4	4	4	4	4	4
1	2	2	3	3	3	3	3	3	3	3	3
0	0-1	0-1	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2

BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten			First Grade			Second Grade		

KEY

Above benchmark expectations

At Benchmark expectations BENCHMARK

Moderately below benchmark expectations MODERATE RISK

Significantly below benchmark expectations HIGH RISK

RISK RECOMMENDATIONS FLOWCHART		Second Grade +
NLM Retell HIGH RISK MODERATE RISK If student is at MODERATE or HIGH RISK on the combined NLM Questions Score on ALL of the following tests, review individual sections and follow recommendations on right: • NLM Reading Benchmark 1 • NLM Reading Benchmark 2 • NLM Listening Benchmark	SECTIONS If Vocabulary Complexity (VC) is 0:	RECOMMENDATIONS Complex Vocabulary (Enhanced/Dual Episodes) Encourage and prompt use of less common, academic words while retelling stories, generating stories, and exposition. Help the student provide definitions of target vocabulary words. Story Champs level J stories and children's literature can be useful. Use narratives and informational texts from the student's curriculum. Consider explicit instruction of relative by relative pronouns such as "who", "that", or "which" (e.g., the boy who was tall). Advanced intervention can be contextualized using Story Champs stories Levels C-I, children's literature, and informational text. narratives. Story Champs Level J stories and selected children's literature can be used to help.
BENCHMARK No recommendations if student is at BENCHMARK on the combined NLM Retell Score on ANY of the following: • NLM Reading Benchmark 1 • NLM Reading Benchmark 2 • NLM Listening Benchmark		

RISK RECOMMENDATIONS FLOWCHART			Second Grade +
NLM Questions		SECTIONS	RECOMMENDATIONS
HIGH RISK MODERATE RISK If student is at MODERATE or HIGH RISK on the combined NLM Questions Score on ALL of the following tests, review individual sections and follow recommendations on right: • NLM Reading Retell 1 • NLM Reading Retell 2 • NLM Listening Retell BENCHMARK No recommendations if student is at BENCHMARK on the combined NLM Questions Score on ANY of the following: • NLM Reading Benchmark 1 • NLM Reading Benchmark 2 • NLM Listening Benchmark	If Inferential Vocabulary (IR) is 0-4 across all of the NLM Questions subtests:		Inferential Vocabulary Encourage use of clues in the story to infer meaning of words and provide definitions of target vocabulary words.
	If Inferential Reasoning (IR) is 0-6 across all of the NLM Questions subtests:		Inferential Reasoning Teach the student how to make inferences from the text and how to make elaborative inferences based on background knowledge.
	If the expository question (last question from the Factual Questions section) is 0 across all of the NLM Questions subtests:		Expository Provide explicit instruction that will help the student identify important information and comprehend specific discourse structures. Provide instruction on how concepts are connected. Pre-reading, during reading, and post-reading strategies that emphasize key words, including new tier 3 and tier 2 words, graphic organizers, asking questions, marking text, summarizing, and discussion are helpful.

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CUBED Concurrent Evidence of Validity

- Results of six studies with 1,146 preschool through third grade students
- Examined convergent and divergent concurrent validity for CUBED-3
- Participants:
 - 69% White
 - 13% Hispanic
 - 5% African American
 - 3% Native American
 - 1% Asian
 - 3% Other
- 6% with Language Disorder



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NLM Correlation with Writing and Language Sample Outcomes				
Criterion Measures	N	r	p	Effect Size
Writing				
Curriculum-Based Assessment for Writing	86			.69 (.51)
MAP Fall Language Writing	1085			.56 (.48)
FWAY Episode Complexity	50			.69 (.53)
FWAY Story Grammar	50			.67 (.52)
FWAY NDW*	112	.55 (.44)		.61 (.54)
FWAY NDW**	166			.65 (.58)
Narrative Language Sample (Frog Where Are You?)				
FWAY Episode Complexity	50			.69 (.53)
FWAY Story Grammar	50			.67 (.52)
FWAY NDW*	112	.55 (.44)		.61 (.54)
FWAY NDW**	166			.65 (.58)
NLM Listening Retell Variables with Language Sample Variables				
NLM NDW and FWAY NDW*	108			.65 (.58)
NLM NDW and FWAY NDW**	166			.67 (.52)
NLM NDW and FWAY NDW***	166			.65 (.58)
NLM NDW and FWAY NDW****	166			.64 (.56)
NLM NDW and FWAY NDW*****	166			.63 (.55)

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Relationship Between Oral Narrative Retell from NLM and Writing

Table 28. Means and standard deviations for NLM Listening retell and writing samples across multiple language measures, evidencing convergent validity. (n = 196).

Language Feature	NLM Listening Retell	Writing
Verbs	18.17 (3.44)	18.71 (4.15)
Preposition	5.93 (2.89)	6.55 (3.72)
Adjectives	0.97 (1.23)	1.29 (1.73)
Complement Clauses	1.04 (1.27)	0.86 (1.35)
Coordinating Conjunctions	1.45 (1.66)	0.71 (1.37)
Pronouns	4.54 (4.53)	4.31 (4.54)
Relative Subordinate Clauses	0.21 (.49)	.24 (.78)

Note: No significant differences between the NLM Listening retell means and the Writing means, indicating that NLM Listening retell performance will reflect a student's ability to write.

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CUBED Language Composite Correlation with MAP Reading Assessment

Criterion Measures	n	r
Grades K-3		
BOY CUBED-3 Scaled Score Language Composite		
Measuring Academic Progress (MAP) BOY		
FIT Score	1,146	.88 (.78)
MAP Foundational Skills	566	.79 (.71)
MAP Language and Writing	1,143	.85 (.76)
MAP Informational and Literature	566	.74 (.66)
MAP Vocabulary Use and Functions	1,143	.83 (.74)

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Sensitivity and Specificity of CUBED-3 Third Grade Fall Assessment for End of Year PAWS Reaching Assessment

• Note: PAWS = State of Wyoming Reading Assessment administer in March;
Predictor = CUBED-3 third grade fall combined NLM Listening, NLM Reading, NLM Vocabulary, and NLM Decoding Fluency measures, Wilks' Lambda = .770, p < .01.

CUBED-3 Third Grade BOY Assessment		
EOY Reading Criterion Measure	Sensitivity	Specificity
PAWS (end of year) Below Basic = At Risk	100%	83%

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Predicting Future Reading Ability

Longitudinal Cohort Study, Kindergarten to Fifth Grade

- Administered CUBED-3 to 162 kindergarten students in a Midwest school district
 - Administered the CUBED-3 to same group of students every year until third grade
- Examined performance of those students in fifth grade on state reading assessment
 - Poor performance indicated below 16th percentile
- Three steps integrated in each model
 - First step: **word recognition**-related subtests of the CUBED-3
 - Second step: **language** related subtests of the CUBED-3
 - Third step: **combined word recognition and language** subtests together

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Kindergarten Predictive Measures (CUBED-3)

- Word Recognition Related Measures: CUBED-3 Letter Sounds and Phoneme Segmentation subtests
- Language Related Measures: NLM Listening Composite Score (retell and questions)

	R ²	AUC	Sensitivity	Specificity
Kindergarten CUBED-3 BOY predicting Fifth Grade WYTOPP State Reading Assessment				
Step 3 CUBED Word Recognition and Language Measures	.41	.89	85% Sensitivity	85% Specificity

Note: BOY = BOYTOPP performance below the 16th percentile (local norm) = Risk.

Table 24. Sensitivity and Specificity for BOY Kindergarten CUBED-3 Word Recognition Measures Only (Step 1) and Word Recognition and Language Measures Combined (Step 2) for Predicting Fifth Grade State Reading Test Performance (WYTOPP).

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First Grade Predictive Measures (CUBED-3)

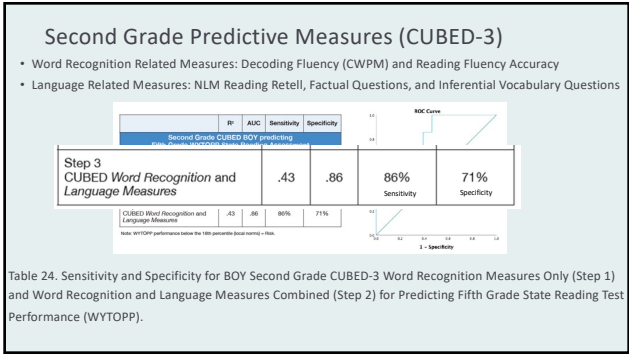
- Word Recognition Related Measures: CUBED-3 Phoneme Segmentation, Closed Syllables (CVC, CCVC) Correct Sounds, Irregular Words, Decoding Fluency, and Reading Fluency Accuracy
- Language Related Measures: NLM Reading Retell

	R ²	AUC	Sensitivity	Specificity
First Grade CUBED-3 BOY predicting Fifth Grade WYTOPP State Reading Assessment				
Step 3 CUBED Word Recognition and Language Measures	1.00	1.00	100% Sensitivity	100% Specificity

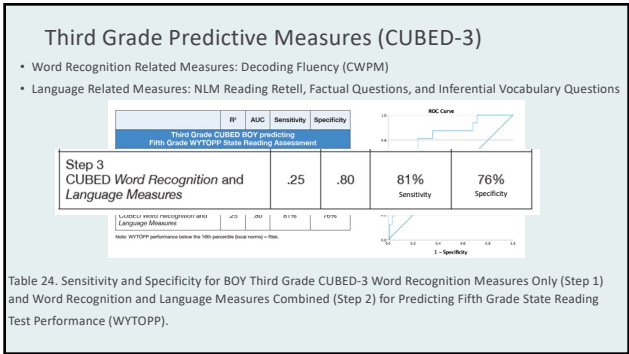
Note: BOYTOPP performance below the 16th percentile (local norm) = Risk.

Table 24. Sensitivity and Specificity for BOY First Grade CUBED-3 Word Recognition Measures Only (Step 1) and Word Recognition and Language Measures Combined (Step 2) for Predicting Fifth Grade State Reading Test Performance (WYTOPP).

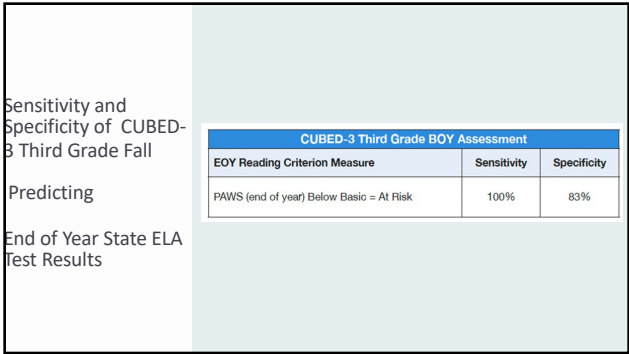
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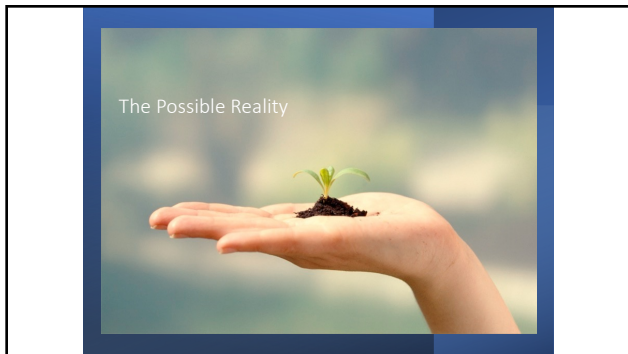
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