

SECOND GRADE



NLM³ LISTENING

Narrative Language Measures

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Benchmark Record Forms

Beginning of Year / Middle of Year / End of Year

School: _____ Name: _____
Teacher: _____ Date of Birth: _____ Grade: _____

Child Name/ID _____ Audio File _____ Examiner _____ Date _____

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen very carefully. Are you ready?"

Read primer story, word for word: "One day, Pablo went swimming. He remembered that his new cellphone was still in his pocket. He was scared that the lake water ruined his phone. He ran home to put his phone into a bowl of uncooked rice. Pablo knew that the rice could pull out the water and would help prevent more damage to his phone. After three days, Pablo checked to see if his phone still worked, and it worked perfectly."

SAY: "Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Pablo fix the problem?"

"What do you think the weather was like? Why?"

SAY: "Now I'm going to tell you an even longer story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen very carefully. Are you ready?"

Last night, Brandon was up late watching a show in the front room. It was about angler fish, which are deep-sea creatures that have long scary teeth. They also have a light that dangles from their heads. Even though he was really tired, he couldn't sleep because he kept imagining scary sea creatures menacingly surrounding his bed in the dark. Brandon was very scared. He bravely decided to get out of bed to open his door. He opened the door, but it was still too dark. Brandon was terrified because he thought he could still see the ugly sea creatures everywhere. Then he decided to ask for help from his mom, who is very kind. Brandon found his mom and worriedly said, "I'm scared. There are monsters in my room." His mother replied, "I'm sure there aren't any monsters in your room. But let's get a nightlight." She gave him a blue, crystal nightlight. After Brandon plugged in the new, glowing nightlight, his room wasn't shadowy anymore. Brandon's room was not scary, and he felt relieved. He peacefully slept all night.

Start audio recorder




SAY: "Thanks for 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.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Brandon / any name	2	a boy / the boy	1
Setting	watching a show / front room	2	watching / front room	1
Problem (P)	couldn't sleep/imagining creatures	2	couldn't do it	1
Feeling	scared / sad	2	didn't like it / cried	1
Plan (PL)	decided to open the door	2	decided to go	1
Attempt (A)	got out of bed / opened his door	2	got out / did it	1
Consequence / Complication (CP)	room was too dark / still scared	2	didn't work / dark	1
Feeling-2	terrified / scared	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask mom for help	2	decided to get help	1
Attempt-2 (A2)	told mom he was scared	2	talked to her	1
Consequence (C)	mom gave him a nightlight / it wasn't dark anymore	2	she helped him / made it better	1
Ending (E)	peacefully slept / less scary	2	it was OK / he did it	1
End Feeling	relieved / happy	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 angler fish	①	 have long teeth	①	 light dangles from head	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)		select one	because / so that		1 1 1
P+PL -or- PL+CP	-or-		when / while		1 1 1
P+A -or- P+CP	-or-	A+CP	after / before		1 1 1
P+A+CP	-or-	P+PL+CP	since/however/although/even though		1 1 1
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		1 1 1
(from 2 pt NDC section)		select one	(e.g., creatures that... / fish which... / mom who...)		1 1 1
P/CP+PL2 -or- P/CP+A2	-or-	P/CP+C	VOCABULARY COMPLEXITY (VC) SCORE		
P/CP+C	-or-	P/A2+C	1 pt per word below (or equally complex synonym)		
P/CP+C+E	-or-	P/CP+A2+E	1 pt (up to 2) for other complex vocabulary words		
P/CP+A2+C	-or-	P/CP+PL2+C	dangles	1	shadowy 1
P/CP+A2+C+E	-or-	P/CP+PL2+C+E	imagining	1	peacefully 1
			menacingly	1	1
			terrified	1	1
			worriedly	1	1

NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	2	1	0
Where was Brandon in the beginning of the story?	2	1	0
Why was Brandon scared?	2	1	0
How did he first try to fix his problem?	2	1	0
Why did he talk to his mom?	2	1	0
How did the story end?	2	1	0
What two things did you learn about angler fish from the story?	2	1	0

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?"			
A: Brandon imagined monsters. They weren't really there. What does imagine mean?	3	2	
B: Does imagine mean <i>to think</i> or <i>to catch</i> ?	1	0	
A: Sea creatures were menacingly surrounding him. They were scaring him. What does menacingly mean?	3	2	
B: Does menacingly mean <i>sad</i> or <i>dangerous</i> ?	1	0	
A: His room wasn't shadowy anymore. He could see. What does shadowy mean?	3	2	
B: Does shadowy mean <i>dark</i> or <i>loud</i> ?	1	0	

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how often do you think Brandon usually needs a nightlight to sleep?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, how bright do you think the hallway was when he opened his door?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Why do you think Brandon's mom already had a nightlight?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Brandon was scared of the dark. Tell me a story about when you got scared." Encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	18	NLM QUESTIONS SCORE	24	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC		Combine: F+IV+IR		

Child Name/ID _____ Audio File _____ Examiner _____ Date _____

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen *very* carefully. Are you ready?"

Read primer story, word for word: "Last Friday, Miranda was swinging in her huge backyard with her sister. She was upset because she was not swinging very high. She knew that gravity was keeping her close to the ground because she had recently learned that gravity is a force that pulls things down. Miranda asked her sister, who was swinging much higher, for help. Her sister said, 'Move your legs back and forth when you swing. Then you will go even higher.' After she listened to her sister, Miranda was able to swing incredibly high. She was happy that she learned how to swing better."

SAY: "Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Miranda fix her problem?"

"Was Miranda's sister younger or older than her? Why?"

SAY: "Now I'm going to tell you an even longer story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen *very* carefully. Are you ready?"

Last week, Shiro excitedly wore a nice, white shirt to school because he was getting his picture taken. He wanted to look magnificent, but while he was working on a new art project, a girl who wasn't paying attention accidentally bumped into him. She spilled vibrant, red paint all over Shiro's shirt, which got completely covered. Shiro felt panicked. He frantically rushed to the sink with the plan to wash out the paint. He held his shirt under the water so that it would wash out, but the stain spread more! Shiro was frustrated. He decided to ask his teacher for help. He said, "Can you get this paint out of my shirt?" Shiro's teacher said, "This red paint won't come out of a white shirt. It's an oil-based paint. Oil-based paint has a thick composition. It doesn't dissolve in water; however, we can find another shirt." His teacher persistently searched the lost-and-found that was mostly filled with coats and gloves until she finally discovered a nice shirt. After his picture was taken, Shiro felt relieved because the picture looked great.

Start audio recorder

SAY: "Thanks for 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.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
👤 Character	Shiro / any name	②	a girl / the girl	①
📍 Setting	painting in class	②	painting / class	①
🔴 Problem (P)	spilled paint on his shirt	②	spilled it / got dirty	①
😱 Feeling	panicked / sad / mad / angry	②	didn't like it / cried	①
🎯 Plan (PL)	decided to wash out the paint	②	decided to clean	①
👉 Attempt (A)	rinsed shirt / washed shirt	②	tried to do it	①
😞 Consequence / Complication (CP)	the stain didn't go away / shirt looked worse	②	didn't work / looked bad	①
😞 Feeling-2	frustrated / sad / mad	②	didn't like it / cried	①
🎯 Plan-2 (PL2)	decided to ask teacher for help	②	decided to get help	①
👉 Attempt-2 (A2)	asked how to get rid of paint	②	talked to her	①
😞 Consequence (C)	said paint won't come out / she got him a different shirt	②	it won't work / she found one	①
📸 Ending (E)	picture taken / picture looked great	②	it was good	①
😊 End Feeling	happy / content	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
🔵 oil-based paint	①	🔵 thick composition	①	🔵 doesn't dissolve in water	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that	①①①		
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP		②	when / while	①①①		
P+A+CP -or- P+PL+CP		④	after / before	①①①		
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though	①①①		
(from 2 pt NDC section)		select one	(noun) that / which / who	①①①		
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	(e.g., lost and found that... / shirt which... / girl who...)	①①①		
P/CP+C+E -or- P/CP+A2+E		③	VOCABULARY COMPLEXITY (VC)		SCORE	
P/CP+A2+C -or- P/CP+PL2+C		④	1 pt per word below (or equally complex synonym)			
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	1 pt (up to 2) for other complex vocabulary words			
			magnificent	①	dissolve	①
			accidentally	①	persistently	①
			vibrant	①		①
			frantically	①		①
			composition	①		

NLM QUESTIONS

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	①
Where was Shiro in the beginning of the story?	②	①	①	①
Why was Shiro panicked?	②	①	①	①
How did he first try to fix his problem?	②	①	①	①
Why did he talk to his teacher?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about oil-based paint from this story?	②	①	①	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: Shiro wanted to look magnificent. He wanted a great photo. What does magnificent mean?	③	②	①
	B: Does magnificent mean happy or very good?	①	①	①
	A: Shiro's teacher persistently looked for a shirt. She finally found one. What does persistently mean?	③	②	①
	B: Does persistently mean quickly or to keep trying?	①	①	①
	A: He wanted the paint to dissolve, but washing it didn't work. What does dissolve mean?	③	②	①
	B: Does dissolve mean to go away or to shine bright?	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how much experience do you think Shiro has with oil-based paint?	②	①	①	①
Using clues from this story, what do you think the weather is like in the winter where Shiro lives?	②	①	①	①
Why do you think Shiro wanted to look good for his school pictures?	②	①	①	①
Why do you think that?	①	①	①	①
Why do you think that?	①	①	①	①
Why do you think that?	①	①	①	①

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Shiro was upset his shirt got ruined. Tell me a story about when something of yours got ruined." Encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	20	+	NLM QUESTIONS SCORE	25	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC			Combine: F + IV + IR			

Child Name/ID _____ Audio File _____ Examiner _____ Date _____

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen *very* carefully. Are you ready?"

Read primer story, word for word: "Yesterday, Kaycee was painting a beautiful picture in her bedroom. She was frustrated because she had run out of green paint and could not find a new bottle. She suddenly remembered her teacher talking about color theory at school, which describes how the primary colors, like yellow and blue, can combine to make a color like green. Kaycee carefully mixed her yellow and blue paints and successfully made new green paint. She was thrilled that she could finish her picture of a park using the perfect, green hue."

SAY: "Thanks for listening. Now you tell me that *exact* same story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Kaycee fix her problem?"

"Why do you think Kaycee needed green paint? Why?"

SAY: "Now I'm going to tell you an even longer story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen *very* carefully. Are you ready?"

Yesterday, Nathan was playing a videogame at home. He had just removed the plastic wrapper and was excited to play it. But the game was extremely difficult, which discouraged Nathan. He couldn't beat his game. He was stuck on the complex, final level. So he decided to watch a tutorial on how to accomplish the last task. Tutorials are special online videos that clearly provide instructions on how to do something. Even though Nathan looked, he couldn't find a video that was helpful. He still didn't know how to win his game. Nathan felt frustrated because he was competitive. He didn't like to lose. Determined to find a solution, he decided to get help. He talked to his best friend who was a talented video gamer. He asked, "What should I do so that I can finally beat my game?" Nathan's friend eagerly said, "While I play, watch me and copy what I do." Then Nathan's friend perfectly demonstrated how to play. Nathan excitedly played the difficult level again. After he mastered it, he felt proud because he successfully beat the game.

Start audio recorder



SAY: "Thanks for 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.

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Nathan / any name	②	a boy / the boy	①
Setting	playing a game at home	②	playing game / home	①
Problem (P)	couldn't win the game	②	couldn't do it	①
Feeling	discouraged / sad / mad	②	didn't like it / cried	①
Plan (PL)	decided to watch video	②	decided to look	①
Attempt (A)	looked for videos about game	②	looked for one	①
Consequence / Complication (CP)	couldn't find video / couldn't win the game	②	it didn't work / couldn't do it	①
Feeling-2	frustrated / sad / mad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask friend for help	②	decided to ask	①
Attempt-2 (A2)	asked friend how to win game	②	asked him	①
Consequence (C)	friend told him to watch him / friend showed him how to win	②	helped him / showed him	①
Ending (E)	he played again / he beat game	②	he did it	①
End Feeling	happy / proud	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
 tutorials	① 	special video	① 	provide instructions	① 

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		111	
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP		2	when / while		111	
P+A+CP -or- P+PL+CP		4	after / before		111	
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though		111	
(from 2 pt NDC section)		select one	(noun) that / which / who (e.g., videos that... / game which... / friend who...)		111	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		2	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C+E -or- P/CP+A2+E		3	1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C		4	discouraged	1	demonstrated	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	complex	1	mastered	1
			accomplish	1		1
			competitive	1		1
			solution	1		

NUM QUESTIONS

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	
Where was Nathan in the beginning of the story?	②	①	①	
Why was Nathan sad?	②	①	①	
How did he first try to fix his problem?	②	①	①	
Why did he talk to his friend?	②	①	①	
How did the story end?	②	①	①	
What two things did you learn about tutorials from this story?	②	①	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: He couldn't accomplish the last task. It was very hard. What does accomplish mean?	③	②	
	B: Does accomplish mean <i>to finish</i> or <i>to watch</i> ?	①	①	
	A: His friend demonstrated how to win. Nathan watched him. What does demonstrate mean?	③	②	
	B: Does demonstrate mean <i>to show</i> or <i>to listen</i> ?	①	①	
	A: Nathan mastered the game. Then he was very proud. What does master mean?	③	②	
	B: Does master mean <i>to borrow</i> or <i>to win</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE		
Using clues from this story, how often do you think Nathan has played this video game?	②	①	①	Why do you think that? 1 pt = uses information from story	①	①
Using clues from this story, why do you think Nathan couldn't find a tutorial for the final level?	②	①	①	Why do you think that? 1 pt = uses information from story	①	①
How do you think Nathan's friend knew how to beat the level?	②	①	①	Why do you think that? 1 pt = uses background knowledge	①	①

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Nathan was discouraged he couldn't beat a game. Tell me a story about a time when you couldn't do something." Encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	23	+	NLM QUESTIONS SCORE	26	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC			Combine: F+IV+IR			