

SECOND GRADE



NLM³ READING

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

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. *Do not let student skip a line.* After 1 minute, place a bracket () after last word read.

Yesterday, Marta and her mom were shopping at a store. She needed to get a gift for her friend. She was upset because she didn't have much time. Marta was thinking about getting a game. Her friend had a new computer with lots of RAM, which helps it run fast and open many things all at the same time. She dug through the bin of games and finally found a great game. But sadly, she didn't have the money to buy it. Marta felt bad because she still didn't have a gift.

After she put the game back, she decided to ask her artistic mom, who was very creative, for guidance. She urgently said, "What should I give my best friend?" Marta's mom said, "Make her something at home. It will be more meaningful." Although Marta didn't have a lot of time, she was able to make the perfect gift. When her friend eagerly opened the present, she loved the beautiful, personalized gift. Marta was extremely happy because she got to give her friend something that she cherished.

Start audio recorder

SAY: "Thanks for reading and 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.

READING FLUENCY

DECODING FLUENCY* Total words read in 1 min - # Errors in 1 minute = ⁴⁷
*If below benchmark (47) administer NLM Reading Benchmark 2




ACCURACY # Correct words read ÷ Total words read in 1 min =

PROSODY RATING select one

Primarily word-by-word reading. No meaningful syntax.	①
Primarily 2-word phrases. Awkward word groupings.	②
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Marta / any name	②	a girl / the girl	①
Setting	shopping at a store	②	shopping / store	①
Problem (P)	didn't have gift	②	didn't know what to do	①
Feeling	sad / mad / upset	②	didn't like it / cried	①
Plan (PL)	decided to buy a game	②	decided to get something	①
Attempt (A)	found a game	②	got one	①
Consequence / Complication (CP)	didn't have enough money / still didn't have a gift	②	didn't work / not gift	①
Feeling-2	sad / mad / upset	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)	asked mom for help	②	talked to mom	①
Consequence (C)	mom told her to make something	②	mom helped her	①
Ending (E)	made a perfect gift / friend loved	②	she made it	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
 computer RAM	①	 helps computers run fast	①	 helps open many things at same time	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- P+A -or- P+CP	②	when / while	① ① ①	
P+A+CP -or- P+PL+CP		④	after / before	① ① ①	
EPISODE 2 COMPLEXITY (EC2)		select one	since/however/although/even though	① ① ①	
(from 2 pt NDC section)			(noun) that / which / who	① ① ①	
			(e.g., something that... / RAM which... / mom who...)		

COMPLEXITY (C2) (from 2 pt NDC section)		select one		VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②		1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words	
P/CP+C+E -or- P/CP+A2+E		③		guidance	①
P/CP+A2+C -or- P/CP+PL2+C		④		urgently	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤		meaningful	①
				eagerly	①
				personalized	①

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 Marta in the beginning of the story?	② ① ①			
Why was Marta upset?	② ① ①			
How did she first try to fix her problem?	② ① ①			
Why did she talk to her mom?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about computer RAM 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: Marta urgently had to get a present. She didn't have a lot of time. What does urgent mean?	③	②	
	B: Does urgent mean to be <i>fun</i> or <i>needs to happen now</i> ?	①	①	
	A: Marta needed guidance . She talked to her mom. What does guidance mean?	③	②	
	B: Does guidance mean <i>money</i> or <i>advice</i> ?	①	①	
	A: Her friend loved the personalized gift. It wasn't from the store. What does personalized mean?	③	②	
	B: Does personalized mean <i>special</i> or <i>strong</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, when do you think her friend's party was?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, what do you think Marta's mom does for work?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
What do you think Marta made for her friend?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: "In this story, Marta was sad she didn't have money for a gift. Write a story about a time when you couldn't get something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	18	+	NLM QUESTIONS SCORE*	24	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC				Combine: F + IV + IR		
*If below Retell benchmark (18) or Questions benchmark (24) administer NLM Listening						

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

SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.** After 1 minute, place a bracket () after last word read.

Last week, Cora was exploring a theme park. She wanted ¹⁰ to go on all the big rides, but she was not able to because she was too short. Even though Cora was upset, she hoped to find other rides that were fun. After she looked for a while, Cora found a thrilling ride that was shaped like a giant snake, and it went really fast. But when she tried to get on it, a man, who wore a uniform, sadly told Cora she was too short.

The man explained he had to enforce the strict safety regulations, which were rules that must be obeyed so that people don't get hurt. Cora felt disappointed because it seemed like she would never find a suitable ride. She decided to ask the man for help. Cora optimistically said, "Can you show me a fun ride I'm tall enough for?" He said, "Yes! The Ferris wheel should be perfect!" When she saw it, Cora quickly got on ride. After the exhilarating ride was finished, Cora was happy because she finally discovered a perfect, fun ride.

Start audio recorder

SAY: "Thanks for reading and 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.

READING FLUENCY

DECODING FLUENCY* Total words read in 1 min - # Errors in 1 minute = ⁴⁷
*If below benchmark (47) consider administering DDM subtests

ACCURACY # Correct words read ÷ Total words read in 1 min =

PROSODY RATING select one

Primarily word-by-word reading. No meaningful syntax.	①
Primarily 2-word phrases. Awkward word groupings.	②
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Cora / any name	②	a girl / the girl	①
Setting	exploring a park	②	exploring / park	①
Problem (P)	too short for the rides	②	couldn't play	①
Feeling	sad / mad / upset	②	didn't like it / cried	①
Plan (PL)	decided to find a ride	②	decided to look	①
Attempt (A)	saw a fun ride	②	saw something	①
Consequence / Complication (CP)	the man said no / couldn't find a ride to go on	②	no good / can't do it	①
Feeling-2	sad / mad / disappointed	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask a man for help	②	decided to get help	①
Attempt-2 (A2)	asked a man for help	②	talked to someone	①
Consequence (C)	said, "let me show you a ride" / rode the Ferris wheel	②	helped her / did her	①
Ending (E)	found the perfect ride	②	new ride	①
End Feeling	happy / glad	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
🔊 safety regulations	①	🔊 rules that must be obeyed	①	🔊 people don't get hurt	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	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., rules that... / regulations which... / man who...)		①①①

VOCABULARY COMPLEXITY (VC)				SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				
thrilling	①	exhilarating		①
strict	①	discovered		①
enforced	①			①
suitable	①			①
optimistically	①			

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 Cora in the beginning of the story?	②	①	①	①
Why was Cora upset?	②	①	①	①
How did she first try to fix her problem?	②	①	①	①
Why did she talk to the worker?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about safety regulations 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?"	A: It seemed like Cora would never find a suitable ride. She was disappointed. What does suitable mean?	③	②	
Ask B question if A is answered incorrectly	B: Does suitable mean acceptable or boring?	①	①	
	A: The man had to enforce the safety regulations. Cora was too short to go on the ride. What does enforce mean?	③	②	
	B: Does enforce mean to make someone obey or to ignore?	①	①	
	A: Cora found a thrilling ride. It was shaped like a giant snake. What does thrilling mean?	③	②	
	B: Does thrilling mean old or exciting?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many times do you think Cora has been to the park?	②	①	①	①
Using clues from this story, why do you think Cora talked to the man to find a ride to go on?	②	①	①	①
Who do you think Cora was with at the theme park?	②	①	①	①

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: "In this story, Cora was upset she couldn't go on a ride. Write a story about a time when you couldn't do something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	18	+	NLM QUESTIONS SCORE*	24	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC			Combine: F+IV+IR			
*If below Retell benchmark (18) or Questions benchmark (24) administer NLM Listening						

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

SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, ask student to stop reading. Examiner reads remainder of passage.

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. Do not let student skip a line. After 1 minute, place a bracket () after last word read.

One day, Daniel was in his art class making a small clay pot. When he was done, he went to pick up the pot, but it was stuck to the table, which made him nervous. Daniel decided to try to gently lift it off the table so that he wouldn't ruin it. But Daniel's pot was really stuck. Daniel was sad and put his head on the table. Finally, Daniel decided to get help. Daniel said to his teacher "My pot is stuck!" Daniel's teacher kindly said,

"Before I work with clay, I put canvas down because canvas is a thick cloth that is made from cotton. The clay won't adhere to it. Since your pot is already stuck, I'll remove it using a special technique." Then she quickly illustrated how to get it unstuck. Daniel closely observed the teacher, who had solved this problem many times, take some thin wire and deftly slide it under the pot. When he saw it easily come right off the table, Daniel immediately felt relieved because he wouldn't have to construct a new pot.

Start audio recorder

SAY: "Thanks for reading and 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.

READING FLUENCY

DECODING FLUENCY*	Total words read in 1 min	—	# Errors in 1 minute	=	73
	*If below benchmark (73) administer NLM Reading Benchmark 2				
ACCURACY	# Correct words read	÷	Total words read in 1 min	=	
PROSODY RATING	Primarily word-by-word reading. No meaningful syntax.	①			
	Primarily 2-word phrases. Awkward word groupings.	②			
	Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③			
	Meaningful phrases. Appropriate syntax. Expressive interpretation.	④			

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Daniel / any name	②	a boy / the boy	①
Setting	in art class making a pot	②	class / making pot	①
Problem (P)	pot got stuck on the table	②	couldn't get it	①
Feeling	nervous / mad / angry	②	didn't like it / cried	①
Plan (PL)	decided to try to lift it off the table	②	decided to pull	①
Attempt (A)	lifted it off the table	②	he tried it	①
Consequence / Complication (CP)	it was really stuck / still couldn't get it off the table	②	didn't work / couldn't get it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask teacher for help	②	decided to talk	①
Attempt-2 (A2)	he said "my pot is stuck"	②	he talked to her	①
Consequence (C)	teacher removed it with wire / pot came off table	②	she fixed it / she got it	①
Ending (E)	didn't have to make a new one	②	it was OK	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
canvas	①	thick cloth made from cotton	①	clay won't stick to it	①

EPISODE 1 COMPLEXITY (EC1)		SCORE
(from 2 pt NDC section) select one		
P+PL -or- PL+CP	-or- P+A -or- P+CP -or- A+CP	②
P+A+CP	-or- P+PL+CP	④

EPISODE 2 COMPLEXITY (EC2)		SCORE
(from 2 pt NDC section) select one		
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	②
P/CP+C+E	-or- P/CP+A2+E	③
P/CP+A2+C	-or- P/CP+PL2+C	④
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC)		SCORE
because / so that		①①①
when / while		①①①
after / before		①①①
since/however/although/even though		①①①
(noun) that / which / who	(e.g., cloth that... / table which... / teacher who...)	①①①

VOCABULARY COMPLEXITY (VC)		SCORE	
1 pt per word below (or equally complex synonym)			
1 pt (up to 2) for other complex vocabulary words			
adhere	①	relieved	①
technique	①	construct	①
illustrated	①		①
observed	①		①
deftly	①		

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 Daniel in the beginning of the story?	②	①	①	
Why was Daniel nervous?	②	①	①	
How did he first try to fix his problem?	②	①	①	
Why did he talk to his teacher?	②	①	①	
How did the story end?	②	①	①	
What two things did you learn about canvas 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: Daniel's teacher deftly removed the pot with wire. She had done it before. What does deftly mean?	③	②	
	B: Does deftly mean <i>slowly</i> or <i>skillfully</i> ?	①	①	
	A: The teacher illustrated how to remove the clay pot. Daniel watched her. What does illustrate mean?	③	②	
	B: Does illustrate mean <i>to spell</i> or <i>to show</i> ?	①	①	
	A: Clay won't adhere to canvas. It will come off easily. What does adhere mean?	③	②	
	B: Does adhere mean <i>stick</i> or <i>slide</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many clay pots do you think Daniel has made before?	②	①	①	
Why do you think that?	①	①		
Using clues from this story, how many students do you think got their clay stuck to the table?	②	①	①	
Why do you think that?	①	①		
Why do you think Daniel's class was making clay pots?	②	①	①	
Why do you think that?	①	①		

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: "In this story, Daniel was nervous his pot was stuck. Write a story about a time when something you had was stuck." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	20	+	NLM QUESTIONS SCORE*	25	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		*If below Retell benchmark (20) or Questions benchmark (25) administer NLM Listening		

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

SCRIPT

Place Student Passage in front of student. SAY: “Please read this out loud. Do your very best reading. I’ll help you if you need it. When you’re done I’m going to ask you to tell me the *exact* same story, and I’m going to ask you some questions. Are you ready?”

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. *Do not let student skip a line.* After 1 minute, place a bracket () after last word read.

On Sunday, Fiona, a very shy girl, was in the car with her family. They slowly pulled into her grandpa’s big driveway. She saw lots of cars parked at her grandpa’s house. Fiona was upset because she didn’t know there would be so many people visiting her grandpa. Fiona decided to stick close to her outgoing, older brother. She held his hand so that she would feel better. But Fiona still felt uneasy. Even though she loved her grandpa, she didn’t like big crowds.

She decided to quietly talk to her brother, who always took care of her. Fiona said, “Please help me find a quiet place.” Her brother kindly answered, “There are lots of people, which can feel overwhelming. Let’s go to grandpa’s den.” His den was a small, extra room that was packed with books. After Fiona went to the room, she quickly found a book and snuggled up on her favorite, cozy chair. Fiona immediately felt relieved because it was nice and quiet. When it was time to leave, Fiona sweetly said goodbye to her grandpa.

Start audio recorder

SAY: “Thanks for reading and 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.

READING FLUENCY

DECODING FLUENCY*	Total words read in 1 min <input type="text"/> — # Errors in 1 minute <input type="text"/> = <input type="text"/> ⁷³ <i>*If below benchmark (73) consider administering DDM subtests</i>
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>
PROSODY RATING	Primarily word-by-word reading. No meaningful syntax. (1) Primarily 2-word phrases. Awkward word groupings. (2) Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax. (3) Meaningful phrases. Appropriate syntax. Expressive interpretation. (4)

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Fiona / any name	2	a girl / the girl	1
Setting	riding/driving to grandpa’s house	2	driving / grandpa’s	1
Problem (P)	didn’t know there would be lots of people	2	didn’t like it	1
Feeling	upset / sad / mad	2	didn’t like it / cried	1
Plan (PL)	decided to stay with brother	2	decided to go inside	1
Attempt (A)	held brother’s hand	2	did it	1
Consequence / Complication (CP)	still felt uneasy / didn’t like big crowds	2	didn’t work / didn’t like it	1
Feeling-2	uneasy / upset / sad / mad	2	didn’t like it / cried	1
Plan-2 (PL2)	decided to ask brother for help	2	decided to get help	1
Attempt-2 (A2)	said “help me find a quiet place”	2	talked to him	1
Consequence (C)	said “it can be overwhelming” / went to grandpa’s den	2	went somewhere quiet	1
Ending (E)	read book in quiet room / said bye	2	did it / she left	1
End Feeling	relieved / happy	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 den	①	 small, extra room	①	 had lots of books	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- P+A -or- P+CP -or- A+CP	2	when / while	1 1 1
P+A+CP -or- P+PL+CP	4	after / before	1 1 1
EPISODE 2 COMPLEXITY (EC2)	SCORE	since/however/although/even though (noun) that / which / who (e.g., room that... / people which... / brother who...)	1 1 1
(from 2 pt NDC section)	select one	VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	2	1 pt per word below (or equally complex synonym)	
P/CP+C+E -or- P/CP+A2+E	3	1 pt (up to 2) for other complex vocabulary words	
P/CP+A2+C -or- P/CP+PL2+C	4	outgoing 1 relieved 1	
P/CP+A2+C+E -or- P/CP+PL2+C+E	5	uneasy 1 sweetly 1	
		overwhelming 1	
		snuggled 1	
		cozy 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 Fiona in the beginning of the story?	2	1 0	
Why was Fiona upset?	2	1 0	
How did she first try to fix her problem?	2	1 0	
Why did she talk to her brother?	2	1 0	
How did the story end?	2	1 0	
What two things did you learn about a den from this 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?” Ask B question if A is answered incorrectly	A: Her brother was outgoing . The crowd didn’t bother him. What does outgoing mean? B: Does outgoing mean <i>talkative</i> or <i>tall</i> ?	3 2 1 0	
	A: Crowds can feel overwhelming . Fiona wanted to be alone. What does overwhelming mean? B: Does overwhelming mean <i>scary</i> or <i>boring</i> ?	3 2 1 0	
	A: Fiona sat on a cozy chair. She felt relieved. What does cozy mean? B: Does cozy mean <i>old</i> or <i>comfortable</i> ?	3 2 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 Fiona visits her grandpa’s house?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, what do you think Fiona likes to do?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Why do you think so many people were visiting Fiona’s grandpa?	2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Fiona was upset because there were so many people. Write a story about a time when you felt uneasy.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE* ²⁰	+	NLM QUESTIONS SCORE* ²⁵	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		
*If below Retell benchmark (20) or Questions benchmark (25) administer NLM Listening				

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

SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. *Do not let student skip a line.* After 1 minute, place a bracket () after last word read.

On Saturday, Jacob, who loved the outdoors, was fishing with ¹⁰ his grandpa at a nearby river delta. The triangle-shaped piece of land, which formed when the fresh water of the river flowed into the salty water of the ocean, was their favorite place to fish. Jacob tried to cast the line into the brackish water, but his line snagged in a tree behind him. Jacob panicked and thought he could just pull the line free. But when Jacob whipped the line hard, it got caught even worse!

Jacob was frustrated. He hesitated to ask his grandpa, an expert fisherman, for help because he was obviously having a great time. Jacob nervously asked, "Grandpa, can you help me?" His grandpa said, "Happy to help! That's quite the snag!" After his grandpa expertly untangled the badly twisted line from the tree, Jacob moved so that his line wouldn't get caught again and excitedly cast out into the water. Jacob almost immediately caught a big, beautiful fish! He felt elated because he had never caught a fish that big before.

Start audio recorder

SAY: "Thanks for reading and 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.

READING FLUENCY

DECODING FLUENCY* Total words read in 1 min - # Errors in 1 minute = ⁶⁷
*If below benchmark (87) administer NLM Reading Benchmark 2




ACCURACY # Correct words read ÷ Total words read in 1 min =

PROSODY RATING select one

Primarily word-by-word reading. No meaningful syntax.	①
Primarily 2-word phrases. Awkward word groupings.	②
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Jacob / any name	②	a boy / the boy	①
Setting	fishing at a river/river delta	②	fishing / river	①
Problem (P)	line got snagged in tree	②	it was stuck	①
Feeling	panicked / mad / upset	②	didn't like it / cried	①
Plan (PL)	decided to pull the line	②	decided to try	①
Attempt (A)	he pulled it/whipped it hard	②	he tried it	①
Consequence / Complication (CP)	it was really stuck even worse / couldn't get it untangled	②	didn't work / couldn't get it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask grandpa for help	②	decided to ask	①
Attempt-2 (A2)	he said "can you help me?"	②	he asked him	①
Consequence (C)	grandpa untangled the line / he moved away from tree	②	it got fixed / he moved	①
Ending (E)	caught a big fish	②	he got one	①
End Feeling	excited / elated / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	river delta	①		triangle piece of land	①		forms when river flows into ocean	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- P+A -or- P+CP	②	when / while		① ① ①
P+A+CP	-or- P+PL+CP	④	after / before		① ① ①
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though		① ① ①
(from 2 pt NDC section)		select one	(noun) that / which / who		① ① ①
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	②	(e.g., fish that... / land which... / Jacob who...)		

(from 2 pt NDC section)		select one	VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words	
P/CP+C+E -or- P/CP+A2+E		③	brackish	①
P/CP+A2+C -or- P/CP+PL2+C		④	snagged	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	whipped	①
			nervously	①
			expertly	①

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 Jacob in the beginning of the story?	② ① ①			
Why was Jacob panicked?	② ① ①			
How did he first try to fix his problem?	② ① ①			
Why did he talk to his grandpa?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about a river delta 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: The river water was brackish . It was close to the ocean. What does brackish mean?			③ ②
	B: Does brackish mean <i>shallow</i> or <i>salty</i> ?			① ①
	A: Jacob whipped the line. It was caught on a tree. What does whip mean?			③ ②
	B: Does whip mean <i>to let go of</i> or <i>to tug fast</i> ?			① ①
	A: Jacob felt elated . He caught a huge fish. What does elated mean?			③ ②
	B: Does elated mean <i>happy</i> or <i>worried</i> ?			① ①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how much practice do you think Jacob's grandpa has at untangling line?	② ① ①			① ①
Using clues from this story, how many fish do you think there were in the river?	② ① ①			① ①
What do you think they did with the fish that they caught?	② ① ①			① ①

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: "In this story, Jacob was upset he couldn't untangle his line. Write a story about a time when you couldn't do something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	23	+	NLM QUESTIONS SCORE*	26	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC				Combine: F + IV + IR		
*If below Retell benchmark (23) or Questions benchmark (26) administer NLM Listening						

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

SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the *exact* same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. After 1 minute, or if student makes 7 or more errors in the first 10 words, *ask student to stop reading. Examiner reads remainder of passage.*

While student is reading, put a slash (/) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. *Do not let student skip a line.* After 1 minute, place a bracket () after last word read.

Last week, Luiz went outside to feed his pet goats. His goats, which are called Fainting goats, are very friendly. However, when they get scared, their legs get stiff and they fall over. When Luiz poured some grain into their feeder, he noticed there was only one goat in the pen. The other goat had escaped and was eating some thick, overgrown bushes in the backyard. Luiz felt worried because he didn't know how he would catch the goat that always ran from him.

He decided to slowly approach the cagey goat so that he could capture it. But every time he got close, it quickly bounded away. Luiz was frustrated. He decided to ask his dad, who knew about goats, for advice. Luiz said, "Do you have any tips for catching my goat?" His dad replied, "Grab a handful of grain. Since goats can't resist food, it should follow you." After Luiz held out his hand with some grain, he was relieved because the goat eagerly followed him into the pen. Then Luiz made sure the gate was tightly shut.

Start audio recorder

SAY: "Thanks for reading and 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.

READING FLUENCY

DECODING FLUENCY* Total words read in 1 min - # Errors in 1 minute = ⁸⁷
*If below benchmark (87) consider administering DDM subtests

ACCURACY # Correct words read ÷ Total words read in 1 min =

PROSODY RATING select one

Primarily word-by-word reading. No meaningful syntax.	①
Primarily 2-word phrases. Awkward word groupings.	②
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Luiz / any name	②	a boy / the boy	①
Setting	outside feeding goats	②	outside / feeding goats	①
Problem (P)	one of the goats got out	②	it was gone	①
Feeling	worried / sad / upset	②	didn't like it / cried	①
Plan (PL)	decided to try and catch it	②	decided to try	①
Attempt (A)	he slowly walked over to it	②	he tried	①
Consequence / Complication (CP)	goat quickly ran off / he still didn't know how to catch it	②	didn't work / couldn't get it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask dad for help	②	decided to ask	①
Attempt-2 (A2)	he said "do you have any tips?"	②	he talked to him	①
Consequence (C)	dad told him to get some grain / the goat followed him into pen	②	he told him / it worked	①
Ending (E)	made sure the gate was locked	②	it was good	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
Fainting goats	①	very friendly goats	①	they fall over when they are scared 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	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., goat that... / goats which... / dad 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		
			overgrown	①	resist ①
			approach	①	eagerly ①
			cagey	①	
			capture	①	
			bounded	①	

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	③
Where was Luiz in the beginning of the story?	②	①	①	③
Why was Luiz worried?	②	①	①	③
How did he first try to fix his problem?	②	①	①	③
Why did he talk to his dad?	②	①	①	③
How did the story end?	②	①	①	③
What two things did you learn about Fainting goats from this story?	②	①	①	③

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: Luiz tried to capture the goat. It had escaped out of the pen. What does capture mean?	③	②	⑤
	B: Does capture mean to catch or to follow?	①	①	②
	A: His dad said goats can't resist food. The goat quickly followed Luiz into the pen. What does resist mean?	③	②	⑤
	B: Does resist mean to refuse or to be scared?	①	①	②
	A: He decided to slowly approach the goat. He tried to catch it. What does approach mean?	③	②	⑤
	B: Does approach mean to feed or to get close?	①	①	②

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how do you think the goat got out of the pen?	②	①	①	③
Using clues from this story, how many times do you think Luiz has had to catch one of his goats?	②	①	①	③
Why do you think Luiz has pet goats?	②	①	①	③

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Luiz was worried he wouldn't be able to catch his goat. Write a story about a time when you couldn't do something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	23	+	NLM QUESTIONS SCORE*	26	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC			Combine: F + IV + IR			*If below Retell benchmark (23) or Questions benchmark (26) administer NLM Listening