

THIRD 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, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

"One day, Pablo went swimming in a crystalline lake. He suddenly realized that his cell phone was still in his pocket. He felt panicked because his phone was new. He quickly bolted out of the lake and sprinted home to put his phone, which was turned off, in a bowl of uncooked rice. Pablo knew that rice was absorbent. This meant that the rice could extract the moisture and would help prevent further damage to his phone. Pablo waited three agonizing days, and then, holding his breath, turned on his phone. It was perfectly dry and worked beautifully."

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 retells, 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, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

On Saturday, Kai was home cleaning the house. After several hours, he desperately wanted to go play, so his mom told him to go to the new, giant community center to play basketball. His mom said that anyone can go there, and that lots of kids play sports there. Kai immediately began looking for his basketball. When he couldn't find it in his room, he got agitated because it was supposed to be there. So then he decided to carefully scrutinize the garage. Although Kai methodically looked in the large, cluttered garage, which was full of sports equipment, he still couldn't find his basketball. Kai was irritated because he really needed his basketball. He wondered if maybe his best friend, who also loved basketball, had it. He decided to call his friend. Kai said, "I can't find my basketball that is brand new. Do you have it?" Kai's friend said excitedly, "You left your nice basketball at my house!" Then they played basketball together. Kai was really happy because he had lots of fun. After that, he always kept his basketball in a safe place.

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	Kai / any name	②	a boy / the boy	①
Setting	at home cleaning the house	②	home / cleaning	①
Problem (P)	couldn't find basketball	②	couldn't do it	①
Feeling	sad / mad / agitated	②	didn't like it / cried	①
Plan (PL)	decided to search garage	②	decided to do it	①
Attempt (A)	looked all over garage	②	did it	①
Consequence / Complication (CP)	couldn't find it / still missing	②	all gone / couldn't do it	①
Feeling-2	sad / mad / irritated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to call friend	②	decided to get help	①
Attempt-2 (A2)	asked his friend about it	②	asked friend	①
Consequence (C)	his friend had the ball	②	said yes / got it	①
Ending (E)	played basketball with friend	②	he could do it	①
End Feeling	happy / pleased	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
community center	①	anyone can go	①	play sports there	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	① ① ①
when / while	① ① ①
after / before	① ① ①
since/however/although/even though	① ① ①
(noun) that / which / who (e.g., basketball that... / garage which... / friend who...)	① ① ①

VOCABULARY COMPLEXITY (VC) SCORE
1 pt per word below (or equally complex synonym)
1 pt (up to 2) for other complex vocabulary words
desperately ① cluttered ①
agitated ① irritated ①
carefully ① excitedly ①
scrutinize ①
methodically 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 Kai in the beginning of the story?			2	1 0
	Why was Kai agitated?			2	1 0
	How did he first try to fix his problem?			2	1 0
	Why did he talk to his friend?			2	1 0
	How did the story end?			2	1 0
	What two things did you learn about community centers from this story?			2	1 0

INFERENCE 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: Kai scrutinized every part of the garage. He was looking for his basketball. What does scrutinize mean?			③	②
	B: Does scrutinize mean <i>look closely</i> or <i>clean</i> ?			①	①
	A: Kai methodically searched the garage. He looked for a long time. What does methodically mean?			③	②
	B: Does methodically mean <i>quickly</i> or <i>carefully</i> ?			①	①
	A: The garage was cluttered . It was full of camping stuff. What does cluttered mean?			③	②
	B: Does cluttered mean <i>cold</i> or <i>unorganized</i> ?			①	①

INFERENCE REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, where else do you think Kai plays basketball with his friend?	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 Kai's family likes to do for fun?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Kai was cleaning the house on a Saturday?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Kai was upset he couldn't find his ball. Tell me a story about a time when you lost something." Encourage the child (up to 3x) to produce a related story. Score using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	25	+	NLM QUESTIONS SCORE	26	=	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, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please 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. While Miranda was swinging, she 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 started pumping her legs and was able to swing incredibly high. She was so excited that she had 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 do you think that?"

SAY: "Now I'm going to tell you an even longer story. When I'm done, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

One day, Chloe was walking around a zoo with her really large class. Her teacher was talking about how habitats are places where wild animals live and find their food and water. But Chloe wasn't paying attention because she was staring at a strange, colorful monkey which was leisurely swinging in the trees. She eventually looked up from the cute monkey. But her class was gone. Chloe was afraid because she was lost. She thought it would be best to look for her class. Although she frantically searched, she couldn't find her class anywhere. She felt really anxious. After Chloe looked around for someone that could help, she decided to ask a kind, attentive woman, an employee who was watching everyone, for help. Chloe nicely said, "I need help so that I can find my class." The woman said, "I saw them go inside the snake exhibit." The polite employee led her inside the building, and she was reunited with her class. When Chloe found them, she felt relieved since she wasn't lost anymore. Then she stayed with her class the rest of the day.

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	Chloe / any name	②	a girl / the girl	①
Setting	walking with class at a zoo	②	walking / zoo	①
Problem (P)	class was gone / she was alone	②	didn't know what to do	①
Feeling	sad / mad / afraid	②	didn't like it / cried	①
Plan (PL)	thought/decided look for them	②	decided to go	①
Attempt (A)	looked by the elephants	②	she left / walked	①
Consequence / Complication (CP)	couldn't find anyone / was still lost	②	didn't work / wanted them	①
Feeling-2	sad / mad / scared / anxious	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask woman for help	②	decided to get help	①
Attempt-2 (A2)	said "have you seen my class?"	②	talked to someone	①
Consequence (C)	she said where they were / she found her class	②	helped her / showed her	①
Ending (E)	stayed with her class	②	they got together	①
End Feeling	happy / excited / fortunate	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
habitats	①	where wild animals live	①	where animals find food and water

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	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	VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+C+E -or- P/CP+A2+E	③	1 pt per word below (or equally complex synonym)	
P/CP+A2+C -or- P/CP+PL2+C	④	1 pt (up to 2) for other complex vocabulary words	
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤	strange	①
		leisurely	①
		eventually	①
		frantically	①
		anxious	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 Chloe in the beginning of the story?			②	① ① ①
 Why was Chloe afraid?			②	① ① ①
 How did she first try to fix her problem?			②	① ① ①
 Why did she talk to the woman?			②	① ① ①
 How did the story end?			②	① ① ①
 What two things did you learn about habitats 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: The woman was attentive . She knew where her class was. What does attentive mean?	③	②	
	B: Does attentive mean <u>watchful</u> or <u>well-paid</u> ?	①	①	
Ask B question if A is answered incorrectly	A: Chloe found her class in the snake exhibit . It was full of snakes. What is an exhibit ?	③	②	
	B: Does exhibit mean a <u>display</u> or a <u>pool</u> ?	①	①	
	A: Chloe was reunited with her class. She finally found them. What does reunite mean?	③	②	
	B: Does reunite mean to <u>use again</u> or <u>to join</u> ?	①	①	

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think Chloe was watching the monkey?	② ① ①	Why do you think that? 1 pt = uses information from story	① ① ①
Using clues from this story, how often do you think the employee helps other lost people at the zoo?	② ① ①	Why do you think that? 1 pt = uses information from story	① ① ①
How do you think Chloe knew that the woman worked at the zoo?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ① ①

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Chloe was afraid because she got lost at the zoo. Tell me a story about a time when you got lost." Encourage the child (up to 3x) to produce a related story. Score using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	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, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

Read primer story, word for word: "Yesterday, Kaycee was painting a picture in her bedroom. While she was working, she suddenly ran out of green paint. She frantically searched for another bottle of green paint but was frustrated when she could not find one. While she was searching, she recalled learning about color theory at school. She learned that the primary colors red, yellow, and blue combine to make different colors. Her teacher said that yellow and blue make green. So, she decided to use both her yellow and blue paints to create a green pigment. After meticulously mixing the correct proportions of yellow and blue, Kaycee was ecstatic because she was able to complete her picture of a park."

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 retells, 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, I'm going to ask you to tell me the entire story. I'm also going to ask you some questions, so please listen very carefully. Are you ready?"

Late one night, Pablo was in his kitchen apprehensively doing math homework. He wasn't sure how to do a challenging story problem. He felt frustrated. He doubted if he could do any problems that were so grueling. But Pablo decided to keep working on his homework, which he desperately needed to finish. He quickly added all the numbers together. When Pablo's mom, who was sitting at the kitchen table, checked his answer, she told him his answer wasn't right since he had just added the numbers. Then he felt discouraged because he didn't understand what to do. He wanted to give up, but Pablo decided to persevere. He asked his mom for help because she was an engineer. She does complex math all day at work so that she can fix problems and make new things. Pablo said, "Could you possibly teach me? This is a hard math problem!" His mom said kindly, "Absolutely! Let's figure it out." Then they finally figured out how to do the daunting problem. After Pablo learned the correct way to do the math, he felt pleased and did the rest himself.

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	Pablo / any name	②	a boy / the boy	①
Setting	doing homework in kitchen	②	homework / kitchen	①
Problem (P)	couldn't do a math problem	②	couldn't do it	①
Feeling	sad / mad / frustrated	②	didn't like it / cried	①
Plan (PL)	decided to try keep working on it	②	decided to do it	①
Attempt (A)	added the numbers together	②	did it	①
Consequence / Complication (CP)	the answer wasn't right / couldn't do the problem	②	it was bad / couldn't do it	①
Feeling-2	sad / mad / discouraged	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask mom for help	②	decided to get her	①
Attempt-2 (A2)	asked mom to teach him	②	asked her	①
Consequence (C)	she said "Let's figure it out." / they figured out the problem	②	it was OK / they did it	①
Ending (E)	he did the other problems	②	he could do it	①
End Feeling	happy / pleased	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	engineer	①		complex math	①		fix/make things	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	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	(eg. problems that... / homework which... / mom who...)		
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		
		apprehensively ①	complex ①	
		doubted ①	daunting ①	
		grueling ①	pleased ①	
		desperately ①		①
		persevere 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 ①	②
Where was Pablo in the beginning of the story?	②	① ①	②
Why was Pablo frustrated?	②	① ①	②
How did he first try to fix his problem?	②	① ①	②
Why did he talk to his mom?	②	① ①	②
How did the story end?	②	① ①	②
What two things did you learn about engineers from this story?	②	① ①	②

INFERENCE 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: Pablo was apprehensively doing homework. It was hard. What does apprehensive mean?	③ ②	
	B: Does apprehensive mean <i>anxiously</i> or <i>happily</i> ?	① ①	
Ask B question if A is answered incorrectly	A: The work was hard, but Pablo persevered . He did it. What does persevere mean?	③ ②	
	B: Does persevere mean <i>to keep going</i> or <i>to dislike</i> ?	① ①	
	A: The math problems were daunting . But he finally learned them. What does daunting mean?	③ ②	
	B: Does daunting mean <i>short</i> or <i>difficult</i> ?	① ①	

INFERENCE REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, when do you think the math homework was due?	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 Pablo's mom liked to learn about in school?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Pablo didn't know how to solve the problem?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

PERSONAL GENERATION (OPTIONAL)

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

NLM RETELL SCORE	34	+	NLM QUESTIONS SCORE	29	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC			Combine: F + IV + IR			