

THIRD EDITION

THIRD 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.

Last week, Carla, who loved dressing up, was painting her 10 nails at the new kitchen counter. She had some glittery, pink nail polish. When she inadvertently knocked over the small bottle, she was worried because she didn't want to stain the counter. It was quickly spilling everywhere, so she swiftly picked up the messy bottle. She decided to get a rag. Although Carla tried to clean it up, the rag didn't work. The bright, sparkly liquid smeared all over. She felt panicked. She needed her mom's help since she couldn't clean up the nail polish. So she decided to show her mom the counter. Carla said, "I accidentally spilled nail polish. I need your help so that I can clean it." Carla's mom said, "These new countertops are granite which is a porous rock that absorbs liquids. That's why you couldn't scrub the stain off the counter. You need something to help extract the nail polish. Nail polish remover will probably work." After her mom easily removed the stain, Carla was relieved because the mess was gone. Then Carla and her mom painted their nails together.

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	Carla / any name	②	a girl / the girl	①	
Setting	painting nails in kitchen	②	painting nails / kitchen	①	
Problem (P)	spilled nail polish	②	made a mess	①	
Feeling	sad / mad / worried	②	didn't like it / cried	①	
Plan (PL)	decided to get a rag	②	decided to get something	①	
Attempt (A)	tried to clean it up	②	tried to fix it	①	
Consequence / Complication (CP)	spread all over / made bigger mess / nail polish still there	②	didn't work / it was bad	①	
Feeling-2	sad / mad / panicked	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 her	①	
Consequence (C)	mom helped her remove the nail polish	②	she helped her	①	
Ending (E)	mess was gone / painted nails	②	it was better / had fun	①	
End Feeling	happy / relieved	②	liked it / smiled	①	
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
granite	①	porous rock	①	absorbs liquids	①
EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE		SENTENCE COMPLEXITY (SC) SCORE	
select one					
P+PL	-or- PL+CP	-or-		because / so that	① ① ①
P+A	-or- P+CP	-or-	A+CP	when / while	① ① ①
P+A+CP	-or-	P+PL+CP		after / before	① ① ①
EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)		SCORE		(noun) that / which / who (e.g., rock that... / granite which... / Carla who...)	
select one				① ① ①	
P/CP+PL2	-or- P/CP+A2	-or-	P/CP+C	-or-	P/A2+C
P/CP+C+E		-or-	P/CP+A2+E	VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+A2+C		-or-	P/CP+PL2+C	1 pt per word below (or equally complex synonym)	
P/CP+A2+C+E		-or-	P/CP+PL2+C+E	1 pt (up to 2) for other complex vocabulary words	
				glittery	① accidentally
				inadvertently	① porous
				sparkly	① extract
				smeared	①
				panicked	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 Carla in the beginning of the story?	② ① ①			
Why was Carla worried?	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 granite 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?"	A: Carla inadvertently spilled it. She made a mess. What does inadvertently mean?	③ ②		
	B: Does inadvertently mean accidentally or easily?	① ①		
	A: The rag just smeared the stubborn stain. It didn't work. What does stubborn mean?	③ ②		
	B: Does stubborn mean bright or permanent?	① ①		
Ask B question if A is answered incorrectly	A: Her mom resolved the problem. Carla was happy. What does resolve mean?	③ ②		
	B: Does resolve mean to find a solution or to ignore?	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 Carla has spilled nail polish before?	② ① ①		Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how often do you think Carla's mom has cleaned up nail polish?	② ① ①		Why do you think that? 1 pt = uses information from story	① ①
What do you think Carla did after she painted her nails?	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, Carla was worried she spilled polish. Write a story about a time when you spilled something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* ²⁵	+	NLM QUESTIONS SCORE* ²⁶	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		
*If below Retell benchmark (25) 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 spring, Molly drove with her family to a park that had beautiful, rolling hills. After they arrived, they unloaded their bikes so that they could go trail riding. Molly's bike, which was usually in pristine condition, started making a horrible, grinding sound. She looked down and saw that the chain had fallen off, likely because her bike had been neglected all winter. Even though Molly was worried, she decided to try riding without the chain. She pedaled hard, but her bike wouldn't move! Molly felt frustrated because her bike seemed useless. She wondered if her dad, who was an avid bike-rider, would be able to help. Molly walked her bike over to him and said, "Could you help fix my bike?" Molly's dad patiently replied, "You simply need your chain tightened. Without a functioning bike chain, your bike can't get energy from the pedals to move the wheels." Fortunately, her dad always came prepared with bike tools. After he tightened the chain, Molly began riding again. She was happy because her bike worked perfectly! Molly easily traversed the park trails all day with her family.

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
*If below benchmark (73) consider administering DDM subtests		
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
select one	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	Molly / any name	②	a girl / the girl	①
Setting	went to the park / biked in park	②	riding / park	①
Problem (P)	her bike broke / the chain fell off	②	it broke	①
Feeling	sad / mad / worried	②	didn't like it / cried	①
Plan (PL)	decided to keep riding	②	decided to try	①
Attempt (A)	she pedaled hard	②	she tried doing it	①
Consequence / Complication (CP)	bike wouldn't move / bike was still broken	②	didn't work / still broken	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	wondered if dad could help	②	decided to get help	①
Attempt-2 (A2)	asked dad to fix broken bike	②	talked to him	①
Consequence (C)	he had tools to fix chain / he fixed her bike	②	helped her / fixed it	①
Ending (E)	she rode her bike all day	②	she did it with them	①
End Feeling	happy / excited / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
bike chain	①	energy from pedals	①	moves the wheels	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from ② pt NDC section)			because / so that		① ① ①
select one			when / while		① ① ①
P+PL -or- PL+CP	-or- P+A -or- A+CP	②	after / before		① ① ①
P+A+CP -or- P+PL+CP		④	since/however/although/even though		① ① ①
			(noun) that / which / who		① ① ①
			(e.g., park that.../ bike which.../ dad who...)		

EPISODE 2 COMPLEXITY (EC2)		SCORE	VOCABULARY COMPLEXITY (VC)		SCORE	
(from ② pt NDC section)			1 pt per word below (or equally complex synonym)			
select one			1 pt (up to 2) for other complex vocabulary words			
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	rolling	①	fortunately	①
P/CP+C+E -or- P/CP+A2+E		③	pristine	①	flawlessly	①
P/CP+A2+C -or- P/CP+PL2+C		④	grinding	①	traversed	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	neglected	①		①
			avid	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
Where was Molly in the beginning of the story?		②	①	①
Why was Molly worried?		②	①	①
How did she first try to fix her problem?		②	①	①
Why did she talk to her dad?		②	①	①
How did the story end?		②	①	①
What two things did you learn about bike chains 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?"	A: Her dad was an avid bike-rider. He knew how to fix her chain. What does avid mean?	③	②	
	B: Does avid mean to be nice or to do something a lot?	①	①	
	A: Molly didn't have a functioning bike chain. Her bike wouldn't move. What does functioning mean?	③	②	
	B: Does functioning mean working or shiny ?	①	①	
Ask B question if A is answered incorrectly	A: Molly traversed the park trails all day. The bike didn't break. What does traverse mean?	③	②	
	B: Does traverse mean to look at or to ride across?	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 Molly's family goes bike riding in the winter?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, how often do you think Molly's dad repairs bikes?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
What kind of vehicle do you think Molly's family drives?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Molly was worried her bike was broken. Write a story about a time when something of yours was broken." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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

Yesterday morning, Jen quietly walked into the kitchen. She got up early so that she could make breakfast for her mom. When Jen saw her dad in the kitchen, she asked him to help her make breakfast. But sadly, her dad was in a hurry. Jen was disappointed because she needed some help. She wanted to make fresh, delicious popovers, which are her mom's favorite breakfast. Popovers are fluffy rolls that are baked in muffin tins. They are made with lots of eggs and butter. Jen decided to try to bake the popovers independently. She found the recipe. But she quickly grew frustrated because she couldn't understand the convoluted instructions. She decided to wake up her sister, who was a fabulous cook. Jen hesitantly woke her sister up. She whispered, "Will you please help me make mom's special breakfast?" Although Jen's sister was very fatigued, she immediately said, "I forgot what day it is. I'll be right there to help you." After Jen and her sister cooked the breakfast, she was happy since she got to prepare her mom a special breakfast. Her mom loved it.

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"/>	89
*If below benchmark (89) administer NLM Reading Benchmark 2		
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
select one	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	Jen / any name	②	a girl / the girl	①
Setting	walked into the kitchen	②	walked in / kitchen	①
Problem (P)	needed help cooking breakfast	②	needed help	①
Feeling	sad / mad / disappointed	②	didn't like it / cried	①
Plan (PL)	decided to cook it herself	②	decided to try	①
Attempt (A)	got the recipe	②	tried it	①
Consequence / Complication (CP)	couldn't understand recipe / still wanted to make breakfast	②	was confused / wanted it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask her sister for help	②	decided to ask	①
Attempt-2 (A2)	whispered "can you help me?"	②	asked her	①
Consequence (C)	they cooked the breakfast / she learned how to cook it	②	did it / made it	①
Ending (E)	her mom loved it	②	it was good	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
popovers	①	fluffy rolls baked in muffin tins	①	made with eggs and butter	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)			because / so that		① ① ①
select one			when / while		① ① ①
P+PL -or- PL+CP	-or- P+A -or- A+CP	②	after / before		① ① ①
P+A+CP -or- P+PL+CP		④	since/however/although/even though		① ① ①
			(noun) that / which / who		① ① ①
			(e.g., rolls that.../ popovers which.../ sister who...)		① ① ①

EPISODE 2 COMPLEXITY (EC2)		SCORE	VOCABULARY COMPLEXITY (VC) SCORE	
(from 2 pt NDC section)			1 pt per word below (or equally complex synonym)	
select one			1 pt (up to 2) for other complex vocabulary words	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	delicious	hesitantly
P/CP+C+E -or- P/CP+A2+E		③	fluffy	fatigued
P/CP+A2+C -or- P/CP+PL2+C		④	independently	prepare
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	convoluted	
			fabulous	

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 Jen in the beginning of the story?		②	① ①	②
Why was Jen disappointed?		②	① ①	②
How did she first try to fix her problem?		②	① ①	②
Why did she talk to her sister?		②	① ①	②
How did the story end?		②	① ①	②
What two things did you learn about popovers from this story?		②	① ①	②

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: Jen couldn't bake the popovers independently . She got her sister. What does independently mean?	③	②	③
	B: Does independently mean <i>very well</i> or <i>on your own</i> ?	①	①	②
	A: Jen's sister was fatigued . It was early in the morning. What does fatigued mean?	③	②	③
	B: Does fatigued mean <i>angry</i> or <i>tired</i> ?	①	①	②
Ask B question if A is answered incorrectly	A: The instructions were convoluted . Jen couldn't understand them. What does convoluted mean?	③	②	③
	B: Does convoluted mean <i>complicated</i> or <i>old</i> ?	①	①	②

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 Jen has made popovers?	② ① ①	Why do you think that?	① ①	②
Using clues from this story, why do you think Jen's sister immediately agreed to help?	② ① ①	Why do you think that?	① ①	②
Why do you think Jen's dad was in a hurry?	② ① ①	Why do you think that?	① ①	②

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Jen was sad she couldn't make breakfast. 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*	+	NLM QUESTIONS SCORE*	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		
*If below Retell benchmark (29) or Questions benchmark (27) 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.

Yesterday, Cody was at home getting ready for school. He was looking for his homework, which was an elaborate report on glaciers. He had spent hours writing about how glaciers are valleys of ice that slowly move across the land because they are thousands of feet thick. But he couldn't find it in his backpack. Cody desperately needed it so that he could get it to his teacher, who was very stern. When Cody couldn't find his report anywhere in the house, he was devastated since it had taken him so long to write it. He finally realized he had probably left it in the car, which was usually very messy. Cody looked in the car, but it had just been cleaned. He was hysterical because he really needed that report. He decided to talk to his mom. He urgently said, "I can't find my report! Do you have it?" Cody's mom uneasily said, "I might have thrown it away." Then Cody searched through the grimy trash and recovered it. After he found his report, Cody was relieved and vowed to always put his homework away.

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"/>	89
	*If below benchmark (89) consider administering DDM subtests	
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
select one	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	Cody / any name	②	a boy / the boy	①
🏠 Setting	home getting ready for school	②	home / getting ready	①
📖 Problem (P)	couldn't find book report	②	couldn't do it	①
😞 Feeling	sad / mad / devastated	②	didn't like it / cried	①
🗒️ Plan (PL)	decided to look in the car	②	decided to look	①
🔍 Attempt (A)	looked in the car	②	looked for it	①
📢 Consequence / Complication (CP)	couldn't find the report/ still needed the report	②	didn't get it / wanted it	①
😞 Feeling-2	sad / hysterical / worried	②	didn't like it / cried	①
🗒️ Plan-2 (PL2)	decided to ask mom for help	②	decided to ask	①
🗨️ Attempt-2 (A2)	said "do you have it?"	②	asked mom	①
📢 Consequence (C)	said "I might have thrown it out" / searched the trash and found it	②	didn't have it / got it	①
🏠 Ending (E)	put the homework away	②	put it back	①
😊 End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
🌊 glaciers	①	❗ valleys of ice that move slowly	①	❗ thousands of feet thick	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
			since/however/although/even though		①①①
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		①①①
(from ② pt NDC section)		select one	(e.g., ice that.../homework which.../teacher who...)		
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	elaborate		①
			grimy		①
			devastated		①
			recovered		①
			hysterical		①
			vowed		①
			urgently		①
			uneasily		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
Where was Cody in the beginning of the story?	②	①	①
Why was Cody devastated?	②	①	①
How did he first try to fix his problem?	②	①	①
Why did he talk to his mom?	②	①	①
How did the story end?	②	①	①
What two things did you learn about glaciers from this story?	②	①	①

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: Cody was hysterical. He couldn't find his report. What does hysterical mean?	③	②
	B: Does hysterical mean panicked or lost?	①	①
Ask B question if A is answered incorrectly	A: Cody vowed to always put his homework away. He felt devastated when he lost it. What does vowed mean?	③	②
	B: Does to vow mean to promise or to feel sorry?	①	①
	A: Cody recovered the report. He could finally turn it in. What does recovered mean?	③	②
	B: Does recovered mean to drop or to find?	①	①

INFERENCE REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how accepting of late homework do you think Cody's teacher is?	②	①	①
Using clues from this story, how do you think Cody's report looked after he got it from the trash?	②	①	①
Why do you think Cody left his report in the car?	②	①	①

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Cody was sad he lost his homework. Write a story about a time when you lost something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	+	NLM QUESTIONS SCORE*	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		
*If below Retell benchmark (29) or Questions benchmark (27) 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.

Once, Jake, a brave boy, was eating lunch at his friend's house since they didn't have school that day. His friend challenged him to eat a red chili pepper. Red chili peppers are a hot type of pepper which start out green but turn red as they ripen. When Jake bit into it, the fiery, spicy pepper burned his mouth. It was painful. He was worried because it wouldn't stop burning. Jake decided to drink some water to cool off his mouth. He quickly guzzled a glass of water. Although it helped some, Jake couldn't stop the burning. He felt panicked. Jake desperately turned to his friend, who loves eating spicy food, thinking he could help. He frantically said, "My mouth is still burning. What should I do?" Jake's friend calmly said, "You need to slowly drink some milk so that your mouth will stop burning." After Jake deliberately sipped some milk that his friend quickly gave him, which took him a long time, he felt relieved because the intolerable, intense pain was finally gone. Jake never ate another one of those scorching peppers again.

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"/>	93
*If below benchmark (93) administer NLM Reading Benchmark 2		
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
select one	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	Jake / any name	②	a boy / the boy	①
Setting	eating at his friend's house	②	eating / friend's house	①
Problem (P)	bit hot pepper / mouth burning	②	he got hurt	①
Feeling	sad / mad / worried	②	didn't like it / cried	①
Plan (PL)	decided to drink some water	②	decided to drink	①
Attempt (A)	drank a lot of water	②	did it	①
Consequence / Complication (CP)	didn't take away the pain / mouth was still burning	②	didn't work / still hurt	①
Feeling-2	sad / mad / scared / panicked	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask friend for help	②	decided to get help	①
Attempt-2 (A2)	said "what should I do?"	②	talked to him	①
Consequence (C)	told him to drink milk / drank milk / pain was gone	②	helped him / it helped	①
Ending (E)	never ate a pepper again	②	didn't do it again	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
red chili pepper	①	hot type of pepper	①	start off green but turn red when ripe	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)			because / so that		① ① ①
select one			when / while		① ① ①
P+PL -or- PL+CP	-or- P+A -or- A+CP	②	after / before		① ① ①
P+A -or- P+CP	-or- P+A+CP	④	since/however/although/even though		① ① ①
EPISODE 2 COMPLEXITY (EC2)			(noun) that / which / who		① ① ①
(from 2 pt NDC section)			e.g., school that.../pepper which.../friend who...		① ① ①
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	ripen		① intolerable
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	fiery		① intense
			guzzled		① scorching
			frantically		①
			deliberately		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 Jake in the beginning of the story?	②	①	①	③
Why was Jake worried?	②	①	①	③
How did he first try to fix his problem?	②	①	①	③
Why did he talk to his friend?	②	①	①	③
How did the story end?	②	①	①	③
What two things did you learn about red chili peppers 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?"	A: Jake guzzled the water. His mouth was burning. What does guzzle mean?	③	②	⑤
	B: Does guzzle mean to drink quickly or to spit?	①	①	②
	A: He deliberately drank some milk. It took him a long time to drink it. What does deliberately mean?	③	②	⑤
	B: Does deliberately mean slowly or angrily?	①	①	②
Ask B question if A is answered incorrectly	A: The intolerable pain was gone. The pepper had burned him. What does intolerable mean?	③	②	⑤
	B: Does intolerable mean funny or bad?	①	①	②

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 Jake accepts his friend's challenges?	② ① ①	Why do you think that?	① ① ①	⑤
Using clues from this story, how many times do you think Jake's friend had eaten peppers?	② ① ①	Why do you think that?	① ① ①	⑤
Why do you think Jake and his friend didn't have school that day?	② ① ①	Why do you think that?	① ① ①	⑤

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Jake was worried the pepper wouldn't stop burning. Write a story about a time when you were worried." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	+	NLM QUESTIONS SCORE*	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		
*If below Retell benchmark (34) or Questions benchmark (29) 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.

Saturday, Megan was in her room, counting her allowance. She ¹⁰ wanted to spend the money she had been saving on a fun, new camera. But Megan's mom wasn't home to drive her to the store. She was unhappy. Megan impatiently decided to find her older brother, who just got his license. Although she found him, he couldn't drive her because his vehicle, an old, worn-out truck, was out of commission. Megan was annoyed since she couldn't find a ride. Then Megan decided to call her mom to see if she could help. She said, "Can you take me shopping so I can buy an instant camera? They are so cool! The film that you put in the camera has special chemicals, which develop pictures in seconds!" Megan's mom said, "I'll be home soon. Make sure your room is clean - then I will gladly take you." After Megan's mom got home and inspected her room, she willingly gave her a ride. Megan was ecstatic because she finally got to purchase the camera she'd been desperately waiting to buy. She quickly took a picture of her mom to thank her.

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"/> ⁹³ *If below benchmark (93) consider administering DDM subtests
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	Megan / any name	2	a girl / the girl	1
Setting	in her room counting money	2	in room / counting	1
Problem (P)	she didn't have a ride to store	2	couldn't get there	1
Feeling	sad / mad / unhappy	2	didn't like it / cried	1
Plan (PL)	decided to look for brother	2	decided to look	1
Attempt (A)	she found her brother	2	found him	1
Consequence / Complication (CP)	he couldn't drive her / she still didn't have a ride	2	he couldn't / still couldn't get there	1
Feeling-2	sad / mad / upset / annoyed	2	didn't like it / cried	1
Plan-2 (PL2)	decided to call mom	2	decided to call	1
Attempt-2 (A2)	said "can you take me?"	2	talked to her	1
Consequence (C)	mom said yes / she took her to buy camera	2	helped her / she got one	1
Ending (E)	she got it and took picture of mom	2	she played with it	1
End Feeling	happy / excited / ecstatic	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
instant camera	1	film has special chemicals	1	develops pictures in seconds	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- A+CP	2	when / while	1 1 1		
P+A -or- P+CP	-or- A+CP	2	after / before	1 1 1		
P+A+CP -or- P+PL+CP		4	since/however/although/even though	1 1 1		
EPISODE 2 COMPLEXITY (EC2)			(noun) that / which / who	1 1 1		
(from 2 pt NDC section) select one			(e.g., film that.../ chemicals which.../ brother 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) 1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C		4	allowance	1	ecstatic	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	impatiently	1	purchase	1
			out-of-commission	1	desperately	1
			inspected	1		1
			willingly	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 Megan in the beginning of the story?	2	1	0	
Why was Megan unhappy?	2	1	0	
How did she first try to fix her problem?	2	1	0	
Why did she call her mom?	2	1	0	
How did the story end?	2	1	0	
What two things did you learn about instant cameras 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?"	A: Her brother's truck was out of commission. He couldn't take her. What does out of commission mean?	3	2	
	B: Does out-of-commission mean rusty or not working?	1	0	
	A: Her mom willingly gave her a ride after she inspected her room. What does willingly mean?	3	2	
	B: Does willingly mean slowly or cheerfully?	1	0	
Ask B question if A is answered incorrectly	A: Megan finally got to purchase the camera. She started taking pictures. What does purchase mean?	3	2	
	B: Does purchase mean to buy or to use?	1	0	

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 Megan had saved for the camera?	2 1 0	Why do you think that?	1 1 0	
Using clues from this story, what do you think Megan's room looked like when her mom got home?	2 1 0	Why do you think that?	1 1 0	
Where do you think her mom was before she got home?	2 1 0	Why do you think that?	1 1 0	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Megan was upset she didn't have a ride to the store. Write a story about a time when you didn't get to go somewhere." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's

NLM RETELL SCORE*	+	NLM QUESTIONS SCORE*	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

*If below Retell benchmark (34) or Questions benchmark (29) administer NLM Listening