

FIRST GRADE



NLM³ LISTENING

Narrative Language Measures

Douglas B. Petersen
Trina D. Spencer

Progress Monitoring Record Forms

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

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

SCRIPT

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

One Saturday, Ava, a young, curious girl, was shopping at a big mall with her mom. When Ava saw a little store that had lots of jewelry, she excitedly ran over to it. She looked at every single necklace on display. After she walked out of the store, she couldn't see her mom anywhere! Ava lost her mom because she had gotten distracted. She was extremely scared. Ava decided to go back into the store to ask for help. Ava quickly found a worker who looked very kind. She politely asked, "I can't find my mom. Could you make an announcement so she can find me?" The worker said, "Sure! Since this is such a big mall, I'll try to locate her using our PA system, which uses loud speakers throughout all the stores to share information." When the worker made the announcement, Ava's worried mom quickly arrived. Ava was happy because she found her mom. She stayed next to her mom for the rest of the day so that she didn't get lost again.

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	Ava / any name	②	a girl / the girl	①
Setting	shopping at a store	②	shopping / at a store	①
Problem (P)	got lost/ lost her mom/ couldn't find mom	②	walked away / couldn't see	①
Feeling	sad/ mad/ scared	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	said "can you please help me?" / asked worker for help	②	asked the lady / found someone	①
Consequence (C)	worker called for her mom / mom quickly came	②	helped her / came	①
Ending (E)	stayed by her mom / didn't get lost again	②	was safe	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
PA system	①	loud speakers	①	share information

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., place that... / system which... / worker who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1)		SCORE
(from ② pt NDC section) select one		
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)		SCORE
curious	①	
excitedly	①	
display	①	
distracted	①	
locate	①	
announcement	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 Ava in the beginning of the story?	② ① ①			
Why was Ava scared?	② ① ①			
What did Ava do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about PA systems 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: Ava got distracted by the necklaces. She was thinking about them. What does distracted mean?	③ ②		
	B: Does distracted mean <u>to lose focus</u> or <u>to run away</u> ?	① ①		
	A: A worker helped locate Ava's mom. Ava didn't know where she was. What does locate mean?	③ ②		
	B: Does locate mean <u>to find</u> or <u>to be mad</u> ?	① ①		
Ask B question if A is answered incorrectly	A: The worker made an announcement on all the loud speakers in the mall. What does announcement mean?	③ ②		
	B: Does announcement mean <u>to walk or to say something</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 Ava was looking at necklaces?	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 Ava gets lost when she shops with her mom?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Why do you think Ava's mom needed to go to the mall?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Ava lost her mom and got scared. Tell me a story about a time when you got lost." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One day Allie, who was an energetic girl, was practicing on the balance beam at a huge, busy gym. Balance beams are about four inches wide and gymnasts do tricks on them. There were a lot of people there including her phenomenal coach. However, nobody talked to Allie at the gym, which made her really sad. She wanted to make some friends that were the same age as her because she didn't want to be lonely. She decided to talk to a teammate so that they could become friends and have fun together. When she saw her teammate, Allie eagerly ran up to her and said, "I like practicing cartwheels and handstands. What do you like to practice?" Her teammate excitedly answered, "I prefer cartwheels. I absolutely love them!" Allie and her nice teammate became good friends because they had a lot in common. Allie was pleased to finally have a friend at the gym. After their fun practice, the girls happily talked to each other for a long time.

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	Allie / any name	②	a girl / the girl	①
Setting	practicing at a gym	②	practicing / gym	①
Problem (P)	nobody talked to her / didn't know anyone	②	Was alone	①
Feeling	sad / mad / disappointed	②	didn't like it / cried	①
Plan		—	decided / planned	①
Attempt (A)	talked to a teammate / said "What do you like to do?"	②	talked / said to girl	①
Consequence (C)	made a friend / friend said "I like cartwheels"	②	she was nice	①
Ending (E)	talked for a long time / became good friends	②	talked / they were friends	①
End Feeling	happy / pleased	②	smiled / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
balance beam	①	about four inches wide	①	gymnasts do tricks on them

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., friends that... / gym which... / Allie who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)		SCORE
energetic ①	phenomenal ①	eagerly ①
prefer ①	pleased ①	excitedly 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 Allie in the beginning of the story?	② ① ①			
Why was Allie sad?	② ① ①			
What did Allie do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about balance beams 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: Allie's an energetic girl. She liked to do gymnastics. What does energetic mean?	③ ②		
	B: Does energetic mean <i>funny</i> or <i>active</i> ?	① ①		
	A: Allie eagerly ran up to her teammate. She wanted to make a friend. What does eagerly mean?	③ ②		
	B: Does eagerly mean <i>to be excited</i> or <i>to be nervous</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Allie's teammate prefers cartwheels. They are her favorite. What does prefer mean?	③ ②		
	B: Does prefer mean <i>to like better</i> or <i>to be bad at</i> ?	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 Allie has been a gymnast?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, how easy do you think it is for Allie to make friends?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Why do you think Allie didn't know anyone at the gym except for her coach?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Allie didn't know anyone at the gym. Tell me a story about a time when you felt lonely." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One night, Nina watched a lengthy movie on dinosaurs at home. It featured velociraptors, which hunted animals and had sharp, pointed teeth. Later in the night, after going to sleep, Nina abruptly woke up because she had a horrid nightmare. She dreamed that a vicious velociraptor was chasing her. Nina, who was terrified, knew she had to get out of her room. She ran to her parents, even though they were sleeping. Nina expressed, "I had a scary dream about a dinosaur. Can you please help me not be afraid anymore?" Nina's mom kindly said, "If we turn on your bright lamp, you'll see that there are no dinosaurs, and you will feel better." Then they went back to Nina's bedroom. Her mom turned on the lamp so that she could see what was around her. When her mom gently tucked her in bed, Nina felt relieved. She quickly fell asleep because the light, which lit the whole room, helped her feel a lot safer. She didn't watch scary movies right before bedtime ever again.

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	Nina / any name	②	a girl / the girl	①
Setting	watching movie at home	②	riding / at the carnival	①
Problem (P)	had a bad dream / dinosaur was in her dream	②	ride was spinning	①
Feeling	scared / sad / terrified / mad	②	didn't like it / cried	①
Plan		—	decided / knew	①
Attempt (A)	said "I had a bad dream." / told parents about dream	②	talked to her dad / got off	①
Consequence (C)	turned on a lamp / she felt safe	②	dad helped / sat down / stopped	①
Ending (E)	didn't watch scary movies anymore	②	rode again / did it again	①
End Feeling	glad / happy / relieved	②	had fun / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
velociraptors	①	dinosaurs with sharp, pointed teeth	①	hunted animals	①

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., dreamed that... / light which... / Nina who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)				SCORE			
featured	①	abruptly	①	horrid	①	vicious	①
terrified	①	expressed	①		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 Nina in the beginning of the story?	② ① ①			
Why was Nina terrified?	② ① ①			
What did Nina do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about velociraptors 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: Nina expressed why she felt terrified to her parents. Her mom helped her. What does express mean?	③ ②		
	B: Does express mean <u>to tell</u> or <u>to paint</u> ?	① ①		
	A: Nina had a dream about a vicious dinosaur. It had sharp claws. What does vicious mean?	③ ②		
	B: Does vicious mean <u>colorful</u> or <u>harmful</u> ?	① ①		
Ask B question if A is answered incorrectly	A: Nina had a horrid dream. Her mom had to comfort her. What does horrid mean?	③ ②		
	B: Does horrid mean <u>bad</u> or <u>long</u> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, what time do you think it was when Nina woke up?	② ① ①			
Using clues from this story, where do you think Nina's parents were when Nina talked to them?	② ① ①			
Why do you think Nina was watching a movie?	② ① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Nina had a bad dream and got scared. Tell me a story about a time when you got scared." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One summer, Devon, a brave boy, was walking around and exploring the woods which were by his house. While he was wandering around, a large yellow bee suddenly landed on his leg and stung him. He was upset because his leg really hurt. Devon didn't know what to do, so he quickly decided to run home. He showed the swollen sting to his mom, who was at home, so that she could help. Devon said, "I got stung by a bee on my leg and it stings so bad. Can you please help?" His mom said, "Don't worry, I have some special ointment that will help. It contains antihistamine, which will soothe your skin and quickly stop the intense pain." After she gently applied the medicine to his leg, Devon was relieved because the pain went away and he felt much better. He went on to play for the rest of the day without a thought about the bee sting. Although Devon went exploring many times again, he was always cautious of bees near him.

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	Devon / any name	②	a boy / the boy	①
Setting	walking around/exploring woods	②	walking/exploring / woods	①
Problem (P)	a bee stung him in the leg / his leg really hurt	②	he was hurt	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	showed the sting to his mom / said, "I got stung, can you help?"	②	talked to his mom / got help	①
Consequence (C)	said "I have something to help" / she put on medicine	②	mom helped / put it on	①
Ending (E)	he felt much better / played for the rest of the day	②	it was good / he played	①
End Feeling	relieved / happy	②	smiled / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
antihistamine	①	soothes skin	①	quickly stops itch and pain	①

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., ointment that... / woods which... / mom who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)		SCORE					
wandering	①	suddenly	①	soothe	①	intense	①
applied	①	cautious	①		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 Devon in the beginning of the story?	② ① ①			
Why was Devon upset?	② ① ①			
What did Devon do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about antihistamine 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
A: Devon wandering through the woods. He explored the woods. What does wandering mean?	③ ②			
B: Does wandering mean <i>to be nervous</i> or <i>to walk around</i> ?	① ①			
A: Devon's mom applied the medicine to his leg. Then he felt better. What does applied mean?	③ ②			
B: Does applied mean <i>to rub in</i> or <i>to wash</i> ?	① ①			
A: Devon was cautious of bees. He made sure there were none near him. What does cautious mean?	③ ②			
B: Does cautious mean <i>careful</i> or <i>trusting</i> ?	① ①			

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, what do you think Devon was wearing when he was exploring?	② ① ①			
Why do you think that?	① ①			
Using clues from this story, how many times do you think Devon has been stung by a bee?	② ① ①			
Why do you think that?	① ①			
Why do you think Devon was exploring in the woods?	② ① ①			
Why do you think that?	① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Devon got stung by a bee. Tell me a story about a time when you got hurt." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One hot, sunny day, Penny went swimming with her family at the beach so they could enjoy the cool ocean water. When Penny got home in the evening, she saw that her skin was very sunburned. Penny had been in a huge hurry before she got in the water and she completely forgot to put on sunscreen – a protective lotion that blocks the sun's harmful rays. She was extremely upset because it was very painful. Penny decided to quickly find her sister because she would know what to do. Penny then found her sister and pointed to the affected areas. She said, "I need help. Do you have something that can keep my sunburn from hurting?" Penny's sister, who was very resourceful, said "Yes. Let me grab some special lotion, which will help to relieve the pain and make you feel better." Then Penny's sister delicately put the balm on her sunburn. Although her skin was still tender, it wasn't as painful. Penny was relieved. She never forgot to wear sunscreen again.

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	Penny / any name	②	a girl / the girl	①
Setting	swimming at the beach	②	swimming / beach	①
Problem (P)	forgot to wear sunscreen / got a sunburn / sunburn hurt	②	she was hurting / burnt skin	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan		–	decided / thought	①
Attempt (A)	showed sister her burn / asked "Do you have something for it?"	②	talked to her sister / asked for help	①
Consequence (C)	sister put on lotion / pain went away	②	helped her / it worked	①
Ending (E)	she never forgot to wear sunscreen again	②	she learned	①
End Feeling	happy / glad / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
sunscreen	①	protective lotion	①	blocks sun rays	①

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., lotion that... / lotion which... / sister who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)				SCORE	
1 pt per word below (or equally complex synonym)	1 pt (up to 2) for other complex vocabulary words				
painful	①	affected	①	resourceful	①
relieve	①	tender	①	delicately	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 Penny in the beginning of the story?	② ① ①			
Why was Penny upset?	② ① ①			
What did Penny do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about sunscreen 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: Penny showed her sister the affected area. It was sunburned. What does affected mean?	③ ②		
	B: Does affected mean <i>covered</i> or <i>harmed</i> ?	① ①		
	A: Penny's sunburn was very painful . She needed help to make her feel better. What does painful mean?	③ ②		
	B: Does painful mean <i>to hurt</i> or <i>to be bright</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Penny's skin was tender , but it stopped hurting. What does tender mean?	③ ②		
	B: Does tender mean <i>sore</i> or <i>cold</i> ?	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 Penny was at the beach?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, why do you think Penny was in a hurry to leave the house?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Why do you think Penny's sister knew to put lotion on her sunburn?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Penny was upset because of her sunburn. Tell me a story about a time when you got hurt." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One cold, snowy day, Jay, an athletic boy, was outside building an igloo with his friends. They built the dome-shaped shelter out of blocks of compacted snow. After it was done, they started to playfully throw snowballs at each other. One snowball smacked Jay in the face, hitting his nose, which started to bleed abruptly. This made Jay upset. After his nose stopped bleeding and Jay calmed down, he thought about some rules so that no one else would get wounded again. He calmly said, "Can we make a new rule that we aren't allowed to throw snowballs at someone's face? It's too hazardous, and someone else could get hurt." Jay's best friend, who hit him, said, "Sorry. I accidentally hit you. I think that is a good rule to have." Jay and his friends were happy with the new rule because they didn't want anyone else to get hurt. Although his nose was still sore, Jay and his friends had fun throwing snowballs for the rest of the day without any injuries.

🔊 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	Jay / any name	②	a boy / the boy	①
📍 Setting	outside building an igloo	②	playing / outside	①
🔴 Problem (P)	got hit in the face / snowball made his nose bleed	②	got hit / got hurt	①
💢 Feeling	upset / sad / mad	②	didn't like it / cried	①
📝 Plan		—	decided / thought	①
⭐ Attempt (A)	said "No throwing snowballs at the face" / made new rule	②	talked to his friends	①
😊 Consequence (C)	friend said "Sorry. That's a good rule".	②	they were more careful	①
🕒 Ending (E)	not throwing at faces / threw more snowballs	②	played again	①
😊 End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
📍 igloo	①	📍 dome-shaped shelter	①	📍 made from blocks of snow	①

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., man that... / fight which... / friend who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)		SCORE	
athletic ①	smacked ①	wounded ①	calmly ①
hazardous ①	accidentally 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 Jay in the beginning of the story?		②	① ①	
🔴 Why was Jay upset?		②	① ①	
⭐ What did Jay do to fix the problem?		②	① ①	
😊 How did the story end?		②	① ①	
🕒 What two things did you learn about igloos 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: Throwing a snowball in someone's face is hazardous . Jay got hurt. What does hazardous mean?	③	②	
	B: Does hazardous mean <i>active</i> or <i>dangerous</i> ?	①	①	
	A: Jay got wounded . His nose was bleeding. What does wounded mean?	③	②	
	B: Does wounded mean <i>hurt</i> or <i>sorry</i> ?	①	①	
	A: His nose started bleeding abruptly . Jay had to quickly stop the bleeding. What does abruptly mean?	③	②	
	B: Does abruptly mean <i>suddenly</i> or <i>a lot</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how often do you think Jay and his friends play in the snow?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, what do you think Jay and his friends were wearing outside?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
How do you think Jay knew how to make an igloo?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Jay got hurt. Tell me a story about a time when you got hurt." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One warm, sunny morning, Leah was at the park practicing with her softball team. Leah's teammate, an outgoing girl, invited her to a quinceañera party for her sister. The traditional, Mexican party is a celebration for girls when they turn fifteen. Unfortunately, Leah already had plans with a different friend, who was on another softball team. Leah was disappointed because she wanted to go to the party, but she also wanted to play with her other friend. After they practiced, Leah proposed an idea to her teammate. Leah said, "I already have plans with another friend but I think she would love to go to the party too. Would it be OK if she came along?" The teammate excitedly said, "Yes! We want lots of people there because it makes it so much more fun!" Then Leah was happy because she would be able play with both friends. When Leah took her friend to the lively party, they had tons of fun. The three girls became good friends, which resulted in them playing all summer.

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	Leah / any name	②	a girl / the girl	①
Setting	playing softball at park	②	playing / at park	①
Problem (P)	teammate invited her to a party / she already had plans	②	didn't know what to do / wanted to go	①
Feeling	disappointed / sad / mad	②	didn't like it / cried	①
Plan		—	decided / proposed idea	①
Attempt (A)	asked "Can I bring my friend?"	②	talked to her / asked her	①
Consequence (C)	said she wanted lots of people at party / took friend	②	let her / said "OK" / went there	①
Ending (E)	all became friends / played together all summer	②	had fun / played together	①
End Feeling	happy / glad	②	smiled / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
quinceañera	①	traditional Mexican party	①	when girls turn 15

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., party that... / friends which... / friend who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1)		SCORE
(from ② pt NDC section) select one		
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)				SCORE			
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words							
outgoing	①	traditional	①	proposed	①	excitedly	①
lively	①	resulted	①		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 Leah in the beginning of the story?	② ① ①			
Why was Leah disappointed?	② ① ①			
What did Leah do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about a quinceañera 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: Leah's teammate was outgoing . Many people talked to her. What does outgoing mean?	③	②	
	B: Does outgoing mean <i>friendly</i> or <i>scared</i> ?	①	①	
	A: Leah proposed an idea. She wanted her friend to come with her. What does propose mean?	③	②	
	B: Does propose mean <i>to whisper</i> or <i>to ask</i> ?	①	①	
Ask B question if A is answered incorrectly	A: They went to the lively party. It was a big celebration. What does lively mean?	③	②	
	B: Does lively mean <i>fun</i> or <i>strange</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 people do you think were at the party?	② ① ①			
Using clues from this story, why do you think the three girls became such good friends?	② ① ①			
What do you think the girls did at the party?	② ① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Leah had to make a difficult choice. Tell me a story about a time when you had to make a hard choice." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One evening, Vince and his family were eating dinner in the kitchen. After dinner, they were planning on watching a movie together as a family. It was Vince's turn to choose a movie. He wanted to watch a comedy, a funny movie that has lots of jokes. However, after Vince cleared the table and wiped it down, his younger sister had already started her favorite movie. Vince was mad because she got to choose the movie last week. He decided to explain the situation to his sister, who was a considerate girl, so that she would turn off the movie. He assertively said, "Excuse me. It's my turn to choose the movie tonight. Please turn this movie off." Vince's sister said, "Ok, I'm sorry. I forgot it was your turn." Then she handed Vince the remote, which made him happy because he was finally able to choose a movie. Throughout the movie, Vince's family laughed and snacked on delicious, crunchy popcorn. They commented on how much they enjoyed the funny movie he chose.

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	Vince / any name	②	a boy / the boy	①
Setting	eating dinner in the kitchen	②	eating dinner / kitchen	①
Problem (P)	sister was watching a movie / it was his turn to pick	②	she was doing it / he wanted to do it	①
Feeling	mad / sad / angry	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	said "You picked last time." / told sister it wasn't her turn	②	talked to her	①
Consequence (C)	sister said sorry / handed him the remote	②	stopped it	①
Ending (E)	he picked the movie / they watched movie	②	watched it / ate	①
End Feeling	happy / glad	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
comedy	①	funny movie	①	lots of jokes	①

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., movie that... / remote which... / sister who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
cleared	①	situation	①	considerate	①	assertively	①
throughout	①	commented	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 Vince in the beginning of the story?	② ① ①			
Why was Vince mad?	② ① ①			
What did Vince do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about a comedy 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: Vince assertively told his sister it was his turn. He got her to listen. What does assertively mean? B: Does assertively mean <i>confidently</i> or <i>nervously</i> ?	③ ②		
Ask B question if A is answered incorrectly	A: Vince's sister was considerate . She said she was sorry. What does considerate mean? B: Does considerate mean <i>to forget</i> or <i>to care</i> ?	③ ②		
	A: Vince's family commented that they enjoyed the movie. What does comment mean? B: Does comment mean <i>to say something</i> or <i>to clap</i> ?	③ ②		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many chores do you think Vince's sister had to do after dinner?	② ① ①			
Using clues from this story, how often do you think Vince's family watches movies?	② ① ①			
What day of the week do you think they watched the movie?	② ① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Vince didn't get to choose the movie. Tell me a story about a time when you didn't get to do something you wanted." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

Once, Ava, a helpful girl, was cooking breakfast in the kitchen with her mom. She was preparing sunnyside up eggs, which are only cooked on one side and the yolk stays on the top. While she was cooking, Ava accidentally grabbed the big pan that was sizzling instead of the handle because she wasn't paying attention. Even though Ava quickly moved her hand away, it still got burned. Ava was mad because she made such a careless mistake. She knew she should ask her mom for help. Ava cried, "Help! I accidentally burned my hand!" Ava's mom, who previously warned her many times to be careful, said, "Oh no! Hurry and run your hand under cold water so that your hand cools down and doesn't blister." After Ava ran the cold, icy water over the burn and dried it off, her mom put a bandage on her hand, which helped relieve the pain. Ava was happy that her hand felt better. She promised to be extremely watchful around the stove whenever she cooked with her mom.

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	Ava / any name	②	a girl / the girl	①
Setting	cooking breakfast in kitchen	②	cooking / kitchen	①
Problem (P)	grabbed a hot pan / pan burned her hand	②	got burned / hurt / hot pan	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked mom for help / said "I burned my hand."	②	talked to her / asked for help	①
Consequence (C)	said "Run cold water on it." / put a bandage on it	②	got water / helped her / was OK	①
Ending (E)	was more careful / didn't touch hot things	②	was careful / did it	①
End Feeling	happy / glad / relieved	②	better / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
sunnyside up eggs	①	cooked on one side	①	yolk stays on the top	①

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., pan that... / eggs which... / mom who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)		SCORE
preparing ① sizzling ① previously ① relieve ①		
extremely ① watchful 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 Ava in the beginning of the story?	② ① ①			
Why was Ava mad?	② ① ①			
What did Ava do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about sunnyside up eggs 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: Ava didn't realize the pan was sizzling . It burned her. What does sizzling mean?	③ ②		
	B: Does sizzling mean <i>heavy</i> or <i>very hot</i> ?	① ①		
	A: The bandage helped relieve Ava's pain. She was happy. What does relieve mean?	③ ②		
	B: Does relieve mean <i>to feel better</i> or <i>to look at</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Ava was more watchful . She didn't touch hot things. What does watchful mean?	③ ②		
	B: Does watchful mean <i>to pay attention</i> or <i>helpful</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how often do you think Ava helps her mom cook in the kitchen?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, what time of day do you think it is in this story?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Why do you think Ava wasn't paying attention when she touched the pan?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Ava got burned. Tell me a story about a time when you got burned." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

Yesterday, Tony, a hardworking boy, was in his math class at school. His teacher handed the students a long, challenging geometry worksheet. Geometry, a kind of math that focuses on shapes and angles, was new for Tony. After struggling, he realized that he would not be able to finish the problems because he didn't know how. Tony was upset because his classmates were already finished, which made him feel like he wasn't smart. Tony thought about getting support from his teacher so that he could finish the worksheet. He slowly raised his hand and then nervously said, "Can you please help me? Although I've been trying, I haven't been able to figure out these problems." Tony's teacher, who was very caring, said, "Don't worry. We are all learning. I will teach you how to do it." When Tony's teacher kindly explained how to solve the math problem, he fully understood. Tony was excited that he learned how to solve the difficult problem. He liked math and quickly finished the worksheet.

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	Tony / any name	②	a boy / the boy	①
Setting	math class at school	②	math class / school	①
Problem (P)	he couldn't do one of the problems	②	didn't know how / everyone done	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	said "Can you help me?" / asked for help from teacher	②	got help / raised his hand	①
Consequence (C)	teacher taught him how to do problem / he understood how	②	got help / did it	①
Ending (E)	he finished the worksheet / really liked math	②	got done / was good	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
geometry	①	kind of math	①	shapes and angles	①

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., math that... / geometry which... / teacher who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
hardworking	①	challenging	①	struggling	①	realized	①
support	①	nervously	①		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 Tony in the beginning of the story?	② ① ①			
Why was Tony upset?	② ① ①			
What did Tony do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about geometry 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: There was a challenging math problem. He couldn't do it. What does challenging mean?	③	②	
	B: Does challenging mean <i>hard to do</i> or <i>fun</i> ?	①	①	
Ask B question if A is answered incorrectly	A: Tony nervously asked his teacher for help. He didn't know what she would say. What does nervously mean?	③	②	
	B: Does nervously mean <i>weird</i> or <i>scared</i> ?	①	①	
	A: Tony realized he couldn't do the problem. He decided to get help. What does realize mean?	③	②	
	B: Does realize mean <i>to understand</i> or <i>to get mad</i> ?	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 Tony worked on the worksheet before getting help?	② ① ①			
Why do you think that?	① ①			
Using clues from this story, why do you think Tony's classmates all finished before him?	② ① ①			
Why do you think that?	① ①			
Why do you think Tony's teacher gave the class a worksheet?	② ① ①			
Why do you think that?	① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Tony needed help with math. Tell me a story about a time when you needed help with something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One day at indoor recess, Liv, an imaginative girl, was playing charades with a nice boy from her grade. Charades is a game where you take turns silently acting out clues, while the other person guesses the secret words. It was a perfect game to play inside. When the bell rang, an impolite girl from Liv's class started teasing Liv because she had been playing with a boy. This made her feel embarrassed. Liv, who detested being teased, decided to calmly talk to her classmate like she had practiced with her mom. Liv confidently looked at her straight in the eyes and said, "I like having a friend that will play charades with me. Please stop picking on me – it hurts my feelings." Her classmate said, "I'm sorry. I was only joking, but since I know it hurt your feelings, I'll stop." After Liv bravely confronted the girl, she felt happy. Her classmate regretted teasing her and stopped being mean. She was proud of herself because she stood up for herself and her friend.

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	Liv / any name	②	a girl / a sister	①
Setting	playing a game at recess	②	playing / school	①
Problem (P)	a classmate teased Liv for playing with a boy	②	a girl was mean	①
Feeling	embarrassed / sad / mad	②	didn't like it / cried	①
Plan		–	decided / thought	①
Attempt (A)	said "Stop picking on me." / told the girl to stop	②	talked to her	①
Consequence (C)	classmate said she was sorry / said she would stop	②	she stopped	①
Ending (E)	classmate stopped teasing her / she was proud of herself	②	she was OK / didn't do it anymore	①
End Feeling	happy / glad	②	felt better	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
🔄	charades	①	🔍 game of silently acting out clues	①	🔍 guessing the secret words	①

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., friend that... / boy which... / Liv who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	select one	②
P+C+E -or- P+A+E		③
P+A+C		④
P+A+C+E		⑤

VOCABULARY COMPLEXITY (VC)						1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		SCORE	
imaginative	①	impolite	①	detested	①	confidently	①		
confronted	①	regretted	①		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 Liv in the beginning of the story?	② ① ①			
Why was Liv embarrassed?	② ① ①			
What did Liv do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about charades 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: Liv confidently talked to the girl. She said, "Stop teasing me." What does confidently mean?	③ ②		
	B: Does confidently mean boldly or nervously ?	① ①		
Ask B question if A is answered incorrectly	A: Liv confronted the impolite girl to get her to stop being mean. What does confront mean?	③ ②		
	B: Does confront mean to run away or to go talk to ?	① ①		
	A: The classmate regretted teasing her. She said she wouldn't do it anymore. What does regret mean?	③ ②		
	B: Does regret mean to be sorry or to enjoy ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how nice do you think the weather was outside?	② ① ①			
Using clues from this story, how often do you think Liv is teased by people in her school?	② ① ①			
Where do you think the students went after the bell rang?	② ① ①			
Why do you think that?	① ①			
Why do you think that?	① ①			
Why do you think that?	① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Liv got teased. Tell me a story about a time when someone was unkind to you." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One afternoon, Ben was eating with his friends in the school cafeteria. His mom had packed his yummy, delicious lunch in a bento box, which is a plastic container with small boxes that hold different foods. Since Ben forgot to eat breakfast, he ate lunch very quickly. After he scarfed down his food, Ben's stomach was immediately uncomfortable and he started to get nauseous. Ben was upset because he hated being sick at school. Ben decided to go straight to the school nurse, who was always helpful when he was sick. When he got to her relaxing, quiet office he said, "I think I ate my lunch too fast. I feel sick." The nurse kindly said, "Why don't you lay down and rest here." She suggested Ben lay there for twenty minutes so that his food had time to digest and hopefully his stomach would settle. After Ben rested, he started to feel much better. Ben was relieved because he was able to go back to class. He made sure to never eat too quickly again.

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	Ben / any name	②	a boy / the boy	①
Setting	eating lunch at school	②	eating / school	①
Problem (P)	ate lunch too fast / started to feel sick	②	ate lunch / was sick	①
Feeling	upset / scared / sad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	told nurse he didn't feel good / "I ate lunch too fast"	②	talked to her	①
Consequence (C)	nurse suggested he lay down / let food digest	②	she helped / laid down	①
Ending (E)	felt better / went back to class / never ate quickly again	②	it was better / he was good	①
End Feeling	relieved / happy	②	had fun / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
bento box	①	plastic container with small boxes	①	holds different foods	①

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., compartments that... / box which... / nurse who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
packed	①	scarfed down	①	uncomfortable	①	nauseous	①
digest	①	settle	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 Ben in the beginning of the story?	② ① ①			
Why was Ben upset?	② ① ①			
What did Ben do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about bento boxes 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: Ben scarfed down his lunch. It was delicious . What does scarf down mean?	③ ②		
	B: Does scarf down mean <i>to make</i> or <i>to eat quickly</i> ?	① ①		
	A: Ben's stomach was uncomfortable . He laid down for twenty minutes. What does uncomfortable mean?	③ ②		
	B: Does uncomfortable mean <i>painful</i> or <i>relaxed</i> ?	① ①		
Ask B question if A is answered incorrectly	A: The nurse hoped his stomach would settle . He was able to go back to class . What does settle mean?	③ ②		
	B: Does settle mean <i>to calm down</i> or <i>to make noise</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how do you think Ben was feeling before he started eating lunch?	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 Ben is sick at school?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Why do you think that Ben forgot to eat breakfast in the morning?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Ben was upset because he felt sick. Tell me a story about a time when you got sick." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

On Saturday, Kevin was in the kitchen diligently doing the dishes so that he could go to the store. He wanted to buy his mom a necklace. When Kevin finished, he went to get his money, but he realized it was all gone since he had spent it all. He was upset because he couldn't buy his mom the special necklace that had birthstones. The birthstones, which were different colored gems, stood for each of the months that Kevin and his two sisters were born. Kevin decided to ask his dad if there was an opportunity for him to earn extra money. He nicely asked, "Is there another chore I can do to earn some money?" Kevin's dad, who was a sympathetic person, said, "You can clean the very messy garage. It really needs to be organized." After Kevin completely cleaned the garage, his kind dad generously gave him some money. Then Kevin's dad took him to the mall. He was happy because he was able to buy a very special, thoughtful present for his mom.

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	Kevin / any name	②	a boy / the boy	①
Setting	doing dishes in the kitchen	②	doing dishes / kitchen	①
Problem (P)	he didn't have money for necklace / he spent his money	②	didn't have enough / it was gone	①
Feeling	sad / mad / upset	②	didn't like it / cried	①
Plan		—	thought / decided	①
Attempt (A)	said, "Can I earn some money?" / asked his dad for money	②	asked him / talked to him	①
Consequence (C)	said, "Help clean the garage." / dad gave him money	②	helped / cleaned it / got some	①
Ending (E)	Bought the necklace for his mom	②	he got it	①
End Feeling	happy / excited	②	smiled / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
birthstones	①	different colored gems	①	stand for months you are born

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., necklace that.../birthstones which.../dad who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)		SCORE
diligently	① realized	① opportunity
organized	① generously	① sympathetic

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 Kevin in the beginning of the story?	② ① ①			
Why was Kevin upset?	② ① ①			
What did Kevin do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about birthstones 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: Kevin earned some money by cleaning the garage. What does earn mean?	③ ②		
	B: Does earn mean <i>to make money</i> or <i>to spend money</i> ?	① ①		
	A: Kevin organized the garage. It was messy. What does organize mean?	③ ②		
	B: Does organize mean <i>to find</i> or <i>to clean</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Kevin's dad was sympathetic . He let Kevin earn extra money. What does sympathetic mean?	③ ②		
	B: Does sympathetic mean <i>angry</i> or <i>understanding</i> ?	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 it took Kevin to clean the garage?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, how do you think Kevin usually earns money?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Why do you think Kevin wanted to buy his mom a present?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Kevin was upset he didn't have any money. Tell me a story about a time you didn't have enough money to buy something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

Yesterday, Nami, a courageous girl, was fishing in a little boat with her dad. They were on a lake that was too cold to swim in because it had just thawed. However, the beautiful lake was great for fishing. When Nami's dad abruptly turned the boat around, it suddenly tipped over. Nami was scared because she fell into the frigid water, which immediately took her breath away. She decided to swim to her dad, who was clinging onto the boat, so that he could help her. Nami easily swam over to him and exclaimed, "How are we going to make it back to shore?" Her dad calmly said, "This is a canoe. I have flipped them over many times." Their canoe was a very lightweight boat that was long and narrow. It was designed to turn back over in the water easily. Nami's dad expertly turned their canoe over. Then they both carefully got back into the canoe and paddled back to shore. Nami was relieved. After a long, hot bath, she felt much better.

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	Nami / any name	②	a girl / the girl	①
Setting	fishing/boating on a lake	②	boating/fishing / lake	①
Problem (P)	the boat tipped over / she fell in the water	②	it tipped / got wet	①
Feeling	scared / sad / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	swam to her dad and asked how to get to shore	②	talked to him / swam	①
Consequence (C)	dad told her he could flip the boat over	②	he fixed it / he helped	①
Ending (E)	they got back into boat / got back to shore / took a bath	②	she was OK / dry	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
canoe	①	lightweight boat that's long	①	you can turn it back over easy	①

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., lake that... / water which... / dad who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)				SCORE			
courageous	①	thawed	①	abruptly	①	frigid	①
clinging	①	paddled	①		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 Nami in the beginning of the story?	② ① ①			
Why was Nami scared?	② ① ①			
What did Nami do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about canoes 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: Nami was a courageous girl. She was fishing in a little boat. What does courageous mean?	③ ②		
	B: Does courageous mean <u>to be brave</u> or <u>to be scared</u> ?	① ①		
	A: Nami's dad abruptly turned the boat. The boat tipped over. What does abruptly mean?	③ ②		
	B: Does abruptly mean <u>suddenly</u> or <u>slowly</u> ?	① ①		
Ask B question if A is answered incorrectly	A: The water was frigid . It wasn't good for swimming. What does frigid mean?	③ ②		
	B: Does frigid mean <u>very deep</u> or <u>very cold</u> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how concerned do you think Nami's dad was when the boat tipped over?	② ① ①	Why do you think that?	① ①	
	1 pt = uses information from story			
Using clues from this story, what do you think the lake is like in the winter?	② ① ①	Why do you think that?	① ①	
	1 pt = uses information from story			
Why do you think it was easy for Nami to swim over to her dad?	② ① ①	Why do you think that?	① ①	
	1 pt = uses background knowledge			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Nami got scared because the boat fell over. Tell me a story about a time when you got scared." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

Yesterday, Eli and his best friend were riding bikes in front of his house. When they stopped riding, Eli's friend asked him to sit on the sidewalk with him. He then sensitively shared some bad news. He said he was moving because his dad got a job that was in another state. He said that his dad was an audiologist. His dad tested people's hearing and helped them hear better. Eli was really sad his best friend was moving. After he thought about it, Eli went to get his most cherished toy because he wanted his friend to have it. He said, "Here is a toy which I have had for a very long time. I want you to keep it so that you won't forget me." Eli's friend, who was surprised, excitedly said, "Thanks. I love it! I'll never lose it." Eli was glad his friend adored the old, weathered toy. Then the boys made a pact. They promised to visit each other every summer. Although they lived far apart, they never forgot each other.

● **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	Eli / any name	②	a boy / the boy	①
Setting	riding bikes in front of his house	②	riding / house	①
Problem (P)	friend shared bad news / best friend was moving away	②	he was going	①
Feeling	sad / upset	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	go his favorite toy / gave his favorite toy to his friend	②	gave it to him	①
Consequence (C)	friend loved the toy / he loved the toy / said "I'll never lose it."	②	he got it / he liked it / he kept it	①
Ending (E)	promised to visit / made a pact / never forgot each other	②	they promised / visited / played together	①
End Feeling	happy / glad	②	smiled / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
audiologist	①	tested people's hearing	①	helped people hear better	①

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., job that... / toy which... / friend who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)		SCORE
sensitively ①	cherished ①	excitedly ①
weathered ①	pact ①	adored 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 Eli in the beginning of the story?	② ① ①			
Why was Eli sad?	② ① ①			
What did Eli do to fix his problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about audiologists 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: Eli's friend sensitively shared some news. Eli was sad they were moving. What does sensitively mean?	③ ②		
	B: Does sensitively mean <i>to be careful</i> or <i>to be mad</i> ?	① ①		
	A: Eli's friend adored his gift. He said, "I'll never lose it." What does adore mean?	③ ②		
	B: Does adore mean <i>to wrap</i> or <i>to really like</i> ?	① ①		
Ask B question if A is answered incorrectly	A: The boys made a pact . They said they would visit every summer. What does pact mean?	③ ②		
	B: Does pact mean <i>a vacation</i> or <i>a promise</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Eli's friend asked him to sit on the sidewalk with him?	② ① ①			
Why do you think that?	① ①			
Using clues from this story, why do you think Eli's friend was surprised Eli had given him the toy?	② ① ①			
Why do you think that?	① ①			
What kind of toy do you think Eli gave to his best friend?	② ① ①			
Why do you think that?	① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Eli was sad his friend was moving. Tell me a story about a time when you were sad." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

One day, Juan was getting ready for school. He always wore the same old, blue sweatpants. When his mom came into his room, she handed him some jeans that she had just bought. Juan nervously put them on. But after wearing them for a second, he hated how they felt touching his skin. Juan was extremely annoyed. He knew he had to tell his mom about the jeans, which were unbearable, so that he could take them off. Since Juan was so upset, he took some deep breaths, then politely said, "I'm so sorry mom. I just can't handle the way these new pants feel." Juan's mom, who was empathetic, said, "I understand. I also don't like the way certain clothes feel. We both have hypersensitivity to clothing. Hypersensitivity is when things like sounds, tastes, or the way clothing feels, make us very uncomfortable. A lot of people are hypersensitive to things. I also bought you an assortment of sweatpants. Let's try those." Juan was relieved because he liked how the new sweatpants felt.

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	Juan / any name	②	a boy / the boy	①
Setting	in his room getting ready	②	room / getting ready	①
Problem (P)	he hated how the pants felt / wanted to take them off	②	he hated them	①
Feeling	annoyed / upset / sad / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	told mom "I can't handle them."	②	talked to her / can't wear them	①
Consequence (C)	said "it's OK, I understand" / gave him some other sweats	②	she helped / she got some	①
Ending (E)	he liked how the new sweatpants felt	②	he liked them	①
End Feeling	happy / relieved	②	had fun / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
hypersensitivity	①	things make you feel uncomfortable	①	a lot of people are hypersensitive

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., jeans that... / jeans which... / mom who...)	① ① ①	

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE
P+A -or- P+C -or- A+C	②	
P+C+E -or- P+A+E	③	
P+A+C	④	
P+A+C+E	⑤	

VOCABULARY COMPLEXITY (VC)		SCORE
nervously ①	unbearable ①	politely ①
certain ①	assortment ①	empathetic 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 Juan in the beginning of the story?	② ① ①			
Why was Juan annoyed?	② ① ①			
What did Juan do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about hypersensitivity 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
A: Juan's new pants were unbearable . He had to take them off. What does unbearable mean?	③ ②			
B: Does unbearable mean <i>bad feeling</i> or <i>colorful</i> ?	① ①			
A: Juan's mom was empathetic . She also didn't like the way certain clothes felt. What does empathetic mean?	③ ②			
B: Does empathetic mean <i>to feel the same</i> or <i>to be mad</i> ?	① ①			
A: Juan's mom bought an assortment of sweatpants. He liked how they felt. What does assortment mean?	③ ②			
B: Does assortment mean <i>new</i> or <i>different kinds</i> ?	① ①			

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Juan felt anxious before he even put on the new pants?	② ① ①			
Why do you think that?	① ①			
Using clues from this story, why do you think Juan's mom bought him some new pants?	② ① ①			
Why do you think that?	① ①			
What do you think Juan's mom did with the jeans that she bought?	② ① ①			
Why do you think that?	① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Juan was annoyed by his uncomfortable new pants. Tell me a story about a time when you were uncomfortable." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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