

# SECOND GRADE



# NLM<sup>3</sup> 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 \_\_\_\_\_

## 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, Pedro was in his room getting ready to visit his grandma. He didn't want to go because he thought it would be boring. He was irritated. Pedro decided to bring some new, fun video games which were entertaining. He packed his favorite games, but his dad told him to bring something interactive so that he wouldn't rudely ignore people. Pedro felt frustrated. Even though he wasn't trying to be mean, he thought her house would be dull. Pedro considered what to do, then asked, "What else can I bring with me?" Pedro's dad helpfully replied, "Bring a fun, engaging board game. You can play with grandma, who loves spending time with you." Pedro looked in the hutch, which is a cabinet with drawers and shelves where they kept their games and toys. He eventually found a game from his collection that he thought his grandma would like. When he got to his grandma's house, they played the game. After they finished it, Pedro felt happy because his grandma was fun to play with. He couldn't wait to go back.

● 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	Pedro / any name	②	a boy / the boy	①
Setting	getting ready in room	②	get ready / in room	①
Problem (P)	visiting grandma was boring	②	boring / grandma	①
Feeling	irritated / sad / mad	②	didn't like it / cried	①
Plan (PL)	decided to bring videogames	②	decided / idea	①
Attempt (A)	packed favorite games	②	got them	①
Consequence / Complication (CP)	dad said to be interactive / still didn't want to be bored	②	didn't work / boring	①
Feeling-2	frustrated / mad / upset	②	didn't like it / cried	①
Plan-2 (PL2)	considered / decided ask dad	②	decided to get help	①
Attempt-2 (A2)	asked, "What else can I bring?"	②	asked for help	①
Consequence (C)	dad told him to bring board game to play with grandma	②	got it / showed her	①
Ending (E)	had fun playing with grandma	②	had fun / played	①
End Feeling	happy / pleased / not bored	②	good	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
	hutch	① 	cabinet with drawers and shelves	① 	a place to keep games and toys	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-		when / while		①①①	
P+A -or- P+CP	-or- A+CP	②	after / before		①①①	
P+A+CP	-or- P+PL+CP	④	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., collection that... / games which... / grandma who...)		①①①	
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	②	VOCABULARY COMPLEXITY (VC) SCORE			
			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	irritated	①	engaging	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	entertaining	①	collection	①
			interactive	①		①
			rudely	①		①
			dull	①		

## NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?		②	① ①	②
Where was Pedro in the beginning of the story?		②	① ①	②
Why was Pedro irritated?		②	① ①	②
How did he first try to fix his problem?		②	① ①	②
Why did he talk to his dad?		②	① ①	②
How did the story end?		②	① ①	②
What two things did you learn about a hutch 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: Pedro brought an <b>interactive</b> game. He didn't ignore his grandma. What does <b>interactive</b> mean?	③	②	
Ask B question if A is answered incorrectly	B: Does interactive mean <i>social</i> or <i>electronic</i> ?	①	①	
	A: He thought grandma's house would be <b>dull</b> . He wanted to bring video games. What does <b>dull</b> mean?	③	②	
	B: Does dull mean <i>boring</i> or <i>empty</i> ?	①	①	
	A: Pedro picked a game from his <b>collection</b> . He brought one of them. What is a <b>collection</b> ?	③	②	
	B: Is a collection a <i>container</i> or a <i>group of objects</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how much do you think Pedro's grandma likes to play games?	② ① ①	Why do you think that?	① ①	
Using clues from this story, how long do you think it took him to find a board game?	② ① ①	1 pt = uses information from story		
Why do you think Pedro thought his grandma's house would be boring?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
		Why do you think that?	① ①	
		1 pt = uses background knowledge		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Pedro thought he would be bored. Tell me a story about a time when you were bored." 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+EC2+SC+VC		Combine: F+IV+IR		

Child Name/ID \_\_\_\_\_ Audio File \_\_\_\_\_ Examiner \_\_\_\_\_

## 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 Friday, while Steven was at home engrossed in a book, he suddenly remembered that he had been invited to a pool party which started soon. Steven needed a ride, but his parents weren't home. He felt anxious. He decided to ride his bike that was in the garage. Steven eventually uncovered his bike, but the tire was flat! He felt panicked because he was running out of options. Steven thought to ask his very nice uncle for help. Steven quickly ran over to his uncle's house and politely asked, "Can you give me a ride so that I can go to my friend's pool party?" Steven's uncle affably said, "Of course. I'll be ready momentarily!" Then they quickly rushed to the party. Even though he was a little late, Steven was thrilled he made it to the party. When he got there, his friend handed him a snorkel, which is a mask that has a tube connected to it. It helps you breathe under water. Steven immediately put it on and jumped in the big, deep pool with his friends.

● 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	Steven / any name	②	a boy / the boy	①
Setting	reading book at home	②	reading / at home	①
Problem (P)	needed a ride	②	needed help	①
Feeling	mad / angry / anxious	②	didn't like it / cried	①
Plan (PL)	decided to ride his bike	②	decided / thought	①
Attempt (A)	got bike out / tried to ride bike	②	bike / tried it	①
Consequence / Complication (CP)	it had a flat tire / couldn't go to the party	②	didn't work / couldn't get there	①
Feeling-2	sad / mad / panicked	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask uncle for a ride	②	decided / thought	①
Attempt-2 (A2)	asked "Can I have a ride?"	②	asked for help	①
Consequence (C)	uncle gave him a ride / got to the party	②	uncle was nice / got there	①
Ending (E)	jumped in the pool and played	②	had fun	①
End Feeling	happy / thrilled	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	snorkel	①		mask with tube	①		breathe with face in water	①

EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC)	SCORE
(from 2 pt NDC section) select one		because / so that	①①①
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②	when / while	①①①
P+A+CP -or- P+PL+CP	④	after / before	①①①
EPISODE 2 COMPLEXITY (EC2)		since/however/although/even though	①①①
(from 2 pt NDC section) select one		(noun) that / which / who (e.g., bike that... / party which... / uncle who...)	①①①
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+C+E -or- P/CP+A2+E	③	1 pt per word below (or equally complex synonym)	
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	engrossed ① momentarily ①	
		anxious ① rushed ①	
		eventually ①	
		uncovered ①	
		affably ①	

## NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	① ①	②
Where was Steven in the beginning of the story?	②	① ①	②
Why was Steven anxious?	②	① ①	②
How did he first try to fix his problem?	②	① ①	②
Why did he talk to his uncle?	②	① ①	②
How did the story end?	②	① ①	②
What two things did you learn about snorkels 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?"			
Ask B question if A is answered incorrectly			
A: He was <b>engrossed</b> in a book. It was a great book. What does <b>engrossed</b> mean?	③	②	
B: Does engrossed mean <i>tired of</i> or <i>focused on</i> ?	①	①	
A: His uncle said he would be ready <b>momentarily</b> . He quickly drove him. What does <b>momentarily</b> mean?	③	②	
B: Does momentarily mean <i>in a while</i> or <i>very soon</i> ?	①	①	
A: His uncle <b>affably</b> said that he would give him a ride. What does <b>affably</b> mean?	③	②	
B: Does affably mean <i>nicely</i> or <i>annoyed</i> ?	①	①	

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how close do you think Steven's uncle lives to him?	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 Steven's bike had a flat tire?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Steven's parents weren't home?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Steven couldn't find a way to the party. Tell me a story about a time when you needed help going somewhere." 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+EC2+SC+VC		Combine: F+IV+IR		



Child Name/ID \_\_\_\_\_

Audio File \_\_\_\_\_

Examiner \_\_\_\_\_

### 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?"

Last Friday, Tasha spent the night at her best friend's house. The girls excitedly watched movies and ate scrumptious pepperoni pizza. When it was finally time to go to bed, Tasha, who had braces, couldn't find her toothbrush. Tasha was really worried because she was supposed to brush her teeth so that she wouldn't get cavities or plaque. Plaque is a sticky substance made from leftover food which sticks on teeth. Tasha decided to check her very large bag one more time. Although she carefully searched all the compartments, it wasn't in any pocket. Tasha was distressed. Then she decided to ask her friend's mother for advice. Tasha said, "I need help. I forgot my toothbrush." Her friend's mother said, "OK. I have an extra, unopened toothbrush that you can have. Let me find it." After her friend's mom found the toothbrush, Tasha gladly took it. She went to the bathroom and meticulously brushed her teeth until they were completely spotless. Tasha was relieved because she didn't have to go to sleep without brushing her teeth.

### 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	Tasha / any name	②	a girl / the girl	①
Setting	sleeping at friend's house	②	spent night	①
Problem (P)	couldn't find her toothbrush	②	forgot something	①
Feeling	sad / mad / worried	②	didn't like it / cried	①
Plan (PL)	decided to recheck her bag	②	decided / thought	①
Attempt (A)	looked in her bag	②	did it / tried it	①
Consequence / Complication (CP)	couldn't find toothbrush in bag / didn't have a toothbrush	②	missing / not there / needed it	①
Feeling-2	sad / mad / upset	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask friend's mom	②	decided / thought	①
Attempt-2 (A2)	said, "I need help."	②	asked for help	①
Consequence (C)	mom gave her an extra toothbrush / brushed teeth	②	helped her / all better	①
Ending (E)	teeth were spotless / no food	②	got it out / all gone	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 plaque	①	 sticky substance from left over food	①	 sticks on teeth	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		①①①	
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP		②	when / while		①①①	
P+A+CP -or- P+PL+CP		④	after / before		①①①	
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though (noun) that / which / who (e.g., toothbrush that... / food which... / Tasha who...)		①①①	
(from 2 pt NDC section)		select one	VOCABULARY COMPLEXITY (VC)		SCORE	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
P/CP+C+E -or- P/CP+A2+E		③	excitedly	①	meticulously	①
P/CP+A2+C -or- P/CP+PL2+C		④	scrumptious	①	spotless	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	substance	①		①
			compartments	①		①
			distressed	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 Tasha in the beginning of the story?		②	①	①
Why was Tasha worried?		②	①	①
How did she first try to fix her problem?		②	①	①
Why did she talk to her friend's mom?		②	①	①
How did the story end?		②	①	①
What two things did you learn about plaque from this story?		②	①	①

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"  Ask B question if A is answered incorrectly	A: The pizza was <b>scrumptious</b> . They ate several slices. What does <b>scrumptious</b> mean?			③ ②
	B: Does scrumptious mean <i>delicious</i> or <i>messy</i> ?			① ①
	A: She searched all <b>compartments</b> . She looked everywhere. What is a <b>compartment</b> ?			③ ②
	B: Is a compartment a <i>store</i> or a <i>section</i> ?			① ①
	A: Her teeth were <b>spotless</b> . She did a good job brushing them. What does <b>spotless</b> mean?			③ ②
	B: Does spotless mean <i>hard</i> or <i>clean</i> ?			① ①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE		
Using clues from this story, how much stuff do you think Tasha packed when she spent the night?	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 Tasha brushes her teeth?	②	①	①	Why do you think that? 1 pt = uses information from story	①	①
Why do you think her friend's mother had an extra toothbrush?	②	①	①	Why do you think that? 1 pt = uses background knowledge	①	①

### PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Tasha forgot her toothbrush. Tell me a story about a time when you forgot 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 + EC2 + SC + VC		Combine: F + IV + IR		

Child Name/ID \_\_\_\_\_ Audio File \_\_\_\_\_ Examiner \_\_\_\_\_

# 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?"

Last Saturday, Kayla's family was happily going on rides that were at an amusement park. They saw a rollercoaster with outrageous, twisting loops which looked extremely dangerous. She felt scared. Kayla decided to watch her daring brother ride it so that she could see what it was like. She closely watched her brother, who was smiling the whole time. But this didn't make Kayla feel better because it still looked hazardous. She was nervous. Kayla decided to ask her brother for help. She timidly said, "I want to ride the rollercoaster, but I'm scared." Kayla's caring brother replied, "Let's ride together. Even though it looks scary, you won't get hurt." He explained that she wouldn't fall out even though it goes upside-down. When you go in a loop, centripetal force pushes you in your seat. On the rollercoaster, centripetal force is stronger than gravity. Kayla got on the rollercoaster and held on tightly. When they soared down the first huge hill, she felt like she was flying. After the exciting ride was over, Kayla felt happy because she conquered her fear.

## 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	Kayla / any name	2	a girl / the girl	1
Setting	on rides at amusement park	2	going on rides	1
Problem (P)	rollercoaster looked dangerous	2	dangerous ride	1
Feeling	sad / mad / scared	2	didn't like it / cried	1
Plan (PL)	decided to watch her brother	2	decided / thought	1
Attempt (A)	watched her brother	2	did it / brother rode	1
Consequence / Complication (CP)	didn't make her feel better / still looked dangerous	2	didn't work / didn't like it	1
Feeling-2	sad / mad / nervous	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask brother for help	2	decided to get help	1
Attempt-2 (A2)	told brother she was scared	2	asked for help	1
Consequence (C)	brother rode with her / held on tightly / felt like she was flying	2	helped her / held on	1
Ending (E)	rode rollercoaster / no fear	2	she did it	1
End Feeling	happy / glad	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 centripetal force	①	 push you	①	 stronger than gravity	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		1 1 1	
P+PL -or- PL+CP	-or-		when / while		1 1 1	
P+A -or- P+CP	-or- A+CP	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)		SCORE	(noun) that / which / who		1 1 1	
(from 2 pt NDC section)		select one	(e.g., rides that... / loops which... / brother 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	outrageous	1	soared	1
			extremely	1	conquered	1
			daring	1		1
			hazardous	1		1
			timidly	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 0
Where was Kayla in the beginning of the story?				2 1 0
Why was Kayla scared?				2 1 0
How did she first try to fix her problem?				2 1 0
Why did she talk to her brother?				2 1 0
How did the story end?				2 1 0
What two things did you learn about centripetal force from this story?				2 1 0

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"  Ask B question if A is answered incorrectly	A: The rollercoaster was <b>outrageous</b> . It had loops everywhere. What does <b>outrageous</b> mean?			3 2
	B: Does outrageous mean <u>wild</u> or <u>slow</u> ?			1 0
	A: Her brother was <b>daring</b> . It was easy for him to go on the ride. What does <b>daring</b> mean?			3 2
	B: Does daring mean <u>brave</u> or <u>safe</u> ?			1 0
	A: Kayla <b>soared</b> through the air. The ride was exciting. What does <b>soar</b> mean?			3 2
	B: Does soar mean <u>to sing</u> or <u>to fly</u> ?			1 0

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Kayla wanted to ride the rollercoaster?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, how many big rollercoasters do you think Kayla has ridden before?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Why do you think Kayla's brother wasn't scared of rollercoasters?		2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Kayla was scared. Tell me a story about a time when you were 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+EC2+SC+VC		Combine: F+IV+IR		

Child Name/ID \_\_\_\_\_ Audio File \_\_\_\_\_ Examiner \_\_\_\_\_

## 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, Gina was getting dressed in her very messy room. She put on her favorite corduroy pants, which she liked because the corduroy had ridges that looked like stripes. The corduroy was also warm. When she got to school, Gina found gum stuck to her pants! She was so embarrassed. First, Gina decided to try to cloak the mess. She snugly tied her new yellow jacket around her waist to hide the gum. But the sticky, pink gum got on Gina's jacket too. She felt really frustrated. Gina decided to ask the nurse, who was a friendly lady, for help. Gina quietly asked, "Can you please get this gooey gum off my clothes?" The nurse said, "I'm an expert at this. Let's soak the sticky spots with dish soap and then rub them with a toothbrush." The nurse generously poured dish soap on the gum. Then she gently rubbed it in with a toothbrush. Even though the gum was really sticky, it effortlessly came off. After Gina's pants and jacket were spotless, Gina felt relieved because her clothes weren't ruined.

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	Gina / any name	②	a girl / the girl	①
Setting	getting dressed in her room	②	get dressed / in room	①
Problem (P)	gum stuck to pants	②	something on pants	①
Feeling	embarrassed / sad / mad	②	didn't like it / cried	①
Plan (PL)	decided to hide the mess	②	decided / thought	①
Attempt (A)	tied jacket around waist	②	put jacket on / hid it	①
Consequence / Complication (CP)	gum stuck on jacket / still had gum on pants	②	didn't work / still had something	①
Feeling-2	frustrated / sad / mad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask the nurse	②	decided / thought	①
Attempt-2 (A2)	asked nurse how to get gum off	②	asked for help	①
Consequence (C)	nurse used dish soap to take off gum / gum came off	②	she helped her	①
Ending (E)	clothes weren't ruined / were clean	②	she was OK	①
End Feeling	relieved / pleased	②	liked it / felt better	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	corduroy	①		striped/ridges	①		thick/warm	①

EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC)	SCORE
(from 2 pt NDC section) select one		because / so that	①①①
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②	when / while	①①①
P+A+CP -or- P+PL+CP	④	after / before	①①①
EPISODE 2 COMPLEXITY (EC2)		since/however/although/even though	①①①
(from 2 pt NDC section) select one		(noun) that / which / who	①①①
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	(e.g., ridges that... / pants which... / nurse who...)	①①①

VOCABULARY COMPLEXITY (VC)	SCORE
1 pt per word below (or equally complex synonym)	
1 pt (up to 2) for other complex vocabulary words	
cloak	①
snugly	①
gooey	①
soak	①
generously	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 Gina in the beginning of the story?	②	①	①
Why was Gina embarrassed?	②	①	①
How did she first try to fix her problem?	②	①	①
Why did she talk to the nurse?	②	①	①
How did the story end?	②	①	①
What two things did you learn about corduroy 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: She used her jacket to <b>cloak</b> the mess. She tied it around her waist. What does <b>cloak</b> mean?	③	②	
B: Does cloak mean <i>to remove</i> or <i>to cover</i> ?	①	①	
A: She <b>snugly</b> tied her jacket around her. The gum stuck to it. What does <b>snugly</b> mean?	③	②	
B: Does snugly mean <i>tightly</i> or <i>easily</i> ?	①	①	
A: The nurse <b>generously</b> put soap on the gum. She poured it all over. What does <b>generously</b> mean?	③	②	
B: Does generously mean <i>a lot</i> or <i>quickly</i> ?	①	①	

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, where do you think Gina was when she got gum on her pants?	②①①	Why do you think that? 1 pt = uses information from story	①①①
Using clues from this story, how often do you think the nurse removes gum off of clothes?	②①①	Why do you think that? 1 pt = uses information from story	①①①
How do you think Gina got to school?	②①①	Why do you think that? 1 pt = uses background knowledge	①①①

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Gina got embarrassed. Tell me a story about a time when you were embarrassed." 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+EC2+SC+VC		Combine: F+IV+IR		



Child Name/ID \_\_\_\_\_

Audio File \_\_\_\_\_

Examiner \_\_\_\_\_

### 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, Jolene was in her older sister's room sneakily trying on her sister's new sapphire earrings, which were made from a precious gemstone. She loved the beautiful, deep blue color of the stones. Suddenly, she heard her sister come inside the house. Jolene quickly hid the earrings in the front pocket of her old shorts and slipped quietly out of her sister's room. After Jolene's sister finally went back outside, Jolene reached into her pocket, but the earrings were gone! Jolene, who immediately felt panicked, decided to retrace her steps to look for them. Although Jolene frantically looked everywhere, she couldn't find them. She was worried because she didn't intend to lose the special earrings. It was an accident. Jolene decided to ask her dad for help. "Have you seen any stray earrings?" she asked. "Yes, I put some earrings on the table that I found on the floor." When Jolene saw the shiny earrings, she was relieved. Jolene gave the earrings back to her sister and sincerely apologized. She promised to never take something which didn't belong to her 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	Jolene / any name	②	a girl / the girl	①
Setting	tried on earrings in sister's room	②	tried earrings / room	①
Problem (P)	earrings were gone	②	not there / lost / gone	①
Feeling	sad / mad / panicked	②	didn't like it / cried	①
Plan (PL)	decided to look for them	②	decided / thought	①
Attempt (A)	searched everywhere	②	looked around	①
Consequence / Complication (CP)	couldn't find the earrings / earrings were still lost	②	not there / lost / gone	①
Feeling-2	sad / mad / upset	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask her dad	②	decided / thought	①
Attempt-2 (A2)	"Have you seen any earrings?"	②	asked for help	①
Consequence (C)	told her to check the table / found earrings on the table	②	helped her / found them	①
Ending (E)	return earrings / apologized to sister	②	sorry	①
End Feeling	relieved / happy	②	liked it / felt better	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	sapphire	①		precious gemstone	①		blue color	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-		when / while		①①①	
P+A -or- P+CP	-or- A+CP	②	after / before		①①①	
P+A+CP -or- P+PL+CP		④	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., table that... / something which... / Jolene 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	sneakily	①	stray	①
			slipped	①	sincerely	①
			retrace	①		①
			frantically	①		①
			intend	①		

### NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?				②①①
Where was Jolene in the beginning of the story?				②①①
Why was Jolene panicked?				②①①
How did she first try to fix her problem?				②①①
Why did she talk to her dad?				②①①
How did the story end?				②①①
What two things did you learn about sapphires from this story?				②①①

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: Jolene retraced her steps but couldn't find the earrings. What does <b>retrace</b> mean?			③②
	B: Does retrace mean <i>to hide</i> or <i>to go back over</i> ?			①①
	A: She didn't intend to lose them. She put them in her pocket. What does <b>intend</b> mean?			③②
	B: Does intend mean <i>to plan</i> or <i>to see</i> ?			①①
	A: Her dad found some stray earrings. He found them on the floor. What does <b>stray</b> mean?			③②
	B: Does stray mean <i>lost</i> or <i>pretty</i> ?			①①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Jolene gave the earrings back to her sister?		②①①	Why do you think that? 1 pt = uses information from story	①①①
Using clues from this story, how do you think Jolene lost the earrings?		②①①	Why do you think that? 1 pt = uses information from story	①①①
How do you think Jolene's sister felt when she apologized to her?		②①①	Why do you think that? 1 pt = uses background knowledge	①①①

### PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Jolene lost her sister's earrings. Tell me a story about a time when you lost 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 + EC2 + SC + VC		Combine: F + IV + IR		

Child Name/ID \_\_\_\_\_

Audio File \_\_\_\_\_

Examiner \_\_\_\_\_

### 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 Thursday, Eric was eating rotini noodles with pasta sauce in the office, which was strictly forbidden. When he took a big bite, one of the noodles suddenly dropped on the keyboard and rolled across the new carpet. Because the rotini noodles have a spiral shape and are two inches long, they can hold a lot of sauce. Eric was upset because there was an ugly, red stain on the carpet. He decided to cover the big stain with a chair so that he could hide it. Even though Eric strategically moved the chair on top of the stain, it was still visible. He felt worried. Eric realized he needed help. Eric said to his brother, who was a lot older, "I spilled pasta sauce on the carpet. What should I do?" His brother said, "Let's use the special carpet cleaner that is under the sink." His brother kindly helped him clean up the sauce. After the stain was completely gone, Eric felt relieved because the new carpet looked pristine. Eric vowed to never eat in the office 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	Eric / any name	②	a boy / the boy	①
Setting	eating in office	②	eating / office	①
Problem (P)	meatball dropped on carpet	②	made a mess	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan (PL)	decided to cover the spot	②	decided / thought	①
Attempt (A)	put chair over spot	②	hid it / tried to fix it	①
Consequence / Complication (CP)	chair didn't hide the spot / spot on carpet / still saw stain	②	didn't work / dirty / messy / stain	①
Feeling-2	sad / mad / worried	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask his brother	②	decided / thought	①
Attempt-2 (A2)	asked brother for advice	②	asked for help	①
Consequence (C)	brother told how to clean it / spot was removed	②	helped him / fixed it	①
Ending (E)	promised to eat in kitchen	②	he was better	①
End Feeling	relieved / happy	②	liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
rotini noodles	①	spiral shaped	①	two inches long / hold lots of sauce

EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC)	SCORE
(from 2 pt NDC section) select one		because / so that	①①①
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②	when / while	①①①
P+A+CP -or- P+PL+CP	④	after / before	①①①
EPISODE 2 COMPLEXITY (EC2)		since/however/although/even though	①①①
(from 2 pt NDC section) select one		(noun) that / which / who	①①①
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	(e.g., cleaner that... / office which... / brother who...)	①①①
P/CP+C+E -or- P/CP+A2+E	③	VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+A2+C -or- P/CP+PL2+C	④	1 pt per word below (or equally complex synonym)	
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤	1 pt (up to 2) for other complex vocabulary words	
		strictly	①
		pristine	①
		forbidden	①
		vowed	①
		strategically	①
		visible	①
		special	①

### NLM QUESTIONS

FACTUAL (F)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	① ①	②
Where was Eric in the beginning of the story?	②	① ①	②
Why was Eric upset?	②	① ①	②
How did he first try to fix his problem?	②	① ①	②
Why did he talk to his brother?	②	① ①	②
How did the story end?	②	① ①	②
What two things did you learn about rotini noodles 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?" Ask B question if A is answered incorrectly			
A: It was <b>forbidden</b> to eat in the office. Eric did it anyway. What does <b>forbidden</b> mean?	③	②	③
B: Does forbidden mean <i>not allowed</i> or <i>dirty</i> ?	①	①	②
A: Eric <b>strategically</b> moved the chair over the stain, but it didn't cover it. What does <b>strategically</b> mean?	③	②	③
B: Does strategically mean <i>on purpose</i> or <i>quickly</i> ?	①	①	②
A: The carpet looked <b>pristine</b> . It was new. What does <b>pristine</b> mean?	③	②	③
B: Does pristine mean <i>messy</i> or <i>very clean</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 much trouble would Eric have been in if his dad saw the mess?	② ① ①	Why do you think that? 1 pt = uses information from story	① ① ①
Using clues from this story, why do you think Eric was eating in the office?	② ① ①	Why do you think that? 1 pt = uses information from story	① ① ①
How do you think Eric's brother knew how to clean up the sauce?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ① ①

### PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Eric made a mess. Tell me a story about a time when you made a mess." 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 + EC2 + SC + VC		Combine: F + IV + IR		



Child Name/ID \_\_\_\_\_ Audio File \_\_\_\_\_ Examiner \_\_\_\_\_

# 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?"

All summer, Naoki longingly watched her friends ride their bikes on the road in front of their fruit trees. Naoki badly wanted a bike. She felt sad because she didn't have money to get a bike. Naoki decided to sell sliced, fresh fruit so that she could earn money. Even though she sold the delectable fruit all week, when she tallied her money, it wasn't enough to buy a beautiful, new bike. Naoki was disappointed. She decided to ask her mom, who was very resourceful, for help. Naoki said, "Mom, can you help me? I want a pretty bike which is in the store, but I don't have enough money." Her mom thoughtfully replied, "You probably have enough money for a bike from the bazaar." Naoki's mom explained that a bazaar is a place full of little shops that sell a lot of things at a lower price. Naoki eagerly went to the bazaar with her mom. After they looked around everywhere, they found an affordable bike. Naoki was happy because she could finally ride bikes with her friends.

## 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	Naoki / any name	②	a girl / the girl	①
Setting	watch friends ride bikes on road	②	ride / neighborhood	①
Problem (P)	wanted bike / not enough money	②	no bike / no money	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan (PL)	decided to sell sliced fruit	②	decided / thought	①
Attempt (A)	sold fruit / earned money	②	did it / earn it	①
Consequence / Complication (CP)	not enough money / couldn't get the bike	②	didn't work / couldn't get it	①
Feeling-2	sad / mad / disappointed	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask her mom	②	decided / thought	①
Attempt-2 (A2)	asked mom to help getting bike	②	asked for help	①
Consequence (C)	looked at bazaar / found bike	②	helped her / got one	①
Ending (E)	rode bikes with her friends	②	had fun	①
End Feeling	glad / excited / happy	②	liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
bazaar	①	place with lots of little shops	①	sells things at lower price

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from ② pt NDC section)		select one	because / so that		①①①
P+PL -or- PL+CP	-or- P+A -or- P+CP	②	when / while		①①①
P+A -or- P+CP	-or- P+A+CP	④	after / before		①①①
P+A+CP -or- P+PL+CP			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., shops that... / bike which... / mom 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	longingly	①	eagerly
			delectable	①	affordable
			tallied	①	
			resourceful	①	
			thoughtfully	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 Naoki in the beginning of the story?		②	①	①
Why was Naoki sad?		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 a bazaar 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: Naoki <b>tallied</b> her money. It wasn't enough for a new bike. What does <b>tally</b> mean?			③ ②
	B: Does tally mean <i>to protect</i> or <i>to add up</i> ?			① ①
	A: Naoki's mom was <b>resourceful</b> . She always knew what to do. What does <b>resourceful</b> mean?			③ ②
	B: Does resourceful mean <i>rich</i> or <i>creative</i> ?			① ①
	A: Naoki found an <b>affordable</b> bike. She was able to buy it. What does <b>affordable</b> mean?			③ ②
	B: Does affordable mean <i>for a good price</i> or <i>the right size</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 Naoki wanted to get a bike so badly?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, what do you think Naoki's family does for a living?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What kind of fruit do you think Naoki was selling?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Naoki didn't have enough money for a new bike. Tell me about a time when you wanted something you didn't have money for." 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 + EC2 + SC + VC		Combine: F + IV + IR		

Child Name/ID \_\_\_\_\_

Audio File \_\_\_\_\_

Examiner \_\_\_\_\_

### 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, Levi was playing at a beautiful, sandy beach near his house. He was intently building a large sand castle when his mom told him to apply more sunscreen so that he wouldn't get burned. Levi ignored his mom. After Levi finished his sand castle, he discovered he had a bright, red sunburn. Levi felt sad because his skin hurt badly. He decided to put on a thick t-shirt that would protect his skin. Even though he put it on carefully, the shirt irritated his skin. It rubbed against it. Levi felt upset. He finally decided to ask his dad for advice. He asked, "Dad, what can I do for my bad sunburn? I didn't use enough sunscreen and my skin hurts." Levi's dad replied, "Let's put some aloe vera on it. Aloe vera is a cactus-like plant that has gel which can be used to heal sunburns." Levi's dad, who tried to be careful, slowly rubbed it onto his sore back. The aloe vera felt good. Levi was relieved because his sunburn stopped hurting. He promised to regularly use sunscreen.

### 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	Levi / any name	②	a boy / the boy	①
Setting	playing at the beach	②	playing / at beach	①
Problem (P)	no sunscreen on / got sunburn	②	didn't listen to mom	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan (PL)	decided to put on t-shirt	②	decided / thought	①
Attempt (A)	put t-shirt on	②	shirt / covered up	①
Consequence / Complication (CP)	shirt bothered skin / sunburn still hurt	②	hurt him / didn't help	①
Feeling-2	sad / mad / disappointed	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask dad for help	②	decided / thought	①
Attempt-2 (A2)	told dad about his sunburn	②	asked for help	①
Consequence (C)	said, "put on some aloe vera" / gave him some aloe vera	②	aloe vera / helped him	①
Ending (E)	sunburn stopped hurting	②	better / helped	①
End Feeling	glad / happy / relieved	②	liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	aloe vera	①		a cactus-like plant	①		has gel that heals sunburns	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-		when / while		①①①
P+A -or- P+CP	-or- A+CP	②	after / before		①①①
P+A+CP	-or- P+PL+CP	④	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., t-shirt that... / gel which... / dad who...)		
P/CP+PL2	-or- P/CP+A2	-or- P/CP+C	-or- P/A2+C		②
P/CP+C+E	-or- P/CP+A2+E				③
P/CP+A2+C	-or- P/CP+PL2+C				④
P/CP+A2+C+E	-or- P/CP+PL2+C+E				⑤

VOCABULARY COMPLEXITY (VC)		SCORE	
1 pt per word below (or equally complex synonym)			
1 pt (up to 2) for other complex vocabulary words			
intently	①	relieved	①
apply	①	regularly	①
discovered	①		①
protect	①		①
irritated	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 Levi in the beginning of the story?		②	①	①
Why was Levi sad?		②	①	①
How did he first try to fix his problem?		②	①	①
Why did he talk to his dad?		②	①	①
How did the story end?		②	①	①
What two things did you learn about aloe vera 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: Levi was <b>intently</b> building a sand castle. He didn't want to stop. What does <b>intently</b> mean?			③ ②
Ask B question if A is answered incorrectly	B: Does intently mean <i>to focus</i> or <i>quickly</i> ?			① ①
	A: Levi didn't <b>apply</b> sunscreen. He got a sunburn. What does <b>apply</b> mean?			③ ②
	B: Does apply mean <i>to put on</i> or <i>to clean</i> ?			① ①
	A: The shirt <b>irritated</b> his burn. It didn't help. What does <b>irritate</b> mean?			③ ②
	B: Does irritate mean <i>to cool</i> or <i>to bother</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 Levi to finish the sand castle?		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 Levi's family gets sunburned?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
How do you think Levi's mom felt when he didn't listen to her?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

### PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Levi got a 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 + EC2 + SC + VC		Combine: F + IV + IR		

Child Name/ID \_\_\_\_\_ Audio File \_\_\_\_\_ Examiner \_\_\_\_\_

# 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, Gabby's team was playing a basketball game at another school. Her team was playing their best so that they could win. Gabby especially worked hard because her team counted on her. But during the game, a big, tall girl constantly smacked Gabby's arms whenever she tried to shoot. The referees should have been calling fouls, which is when a rule is broken by one player and the other team gets the ball. But the referees, who didn't seem to notice, kept overlooking the fouls. This made Gabby upset. She decided to play more aggressively. Gabby pushed the girl that was hitting her, but a foul was called on Gabby! Gabby was angry because it wasn't fair. She decided to ask her coach for help. Gabby said, "The other team's referee is only calling fouls on me! What should we do?" Her coach said, "Quickly pass the ball. Don't give them time to foul you." Gabby's team passed the ball many times before shooting. After the grueling game was finally over, Gabby felt proud because her team won.

## 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	Gabby / any name	2	a girl / the girl	1
Setting	playing basketball at a school	2	playing / school	1
Problem (P)	player was hitting/fouling her	2	wasn't having fun	1
Feeling	upset / sad / frustrated	2	didn't like it / cried	1
Plan (PL)	decided to be aggressive	2	decided / thought	1
Attempt (A)	was aggressive / pushed girl	2	played mean	1
Consequence / Complication (CP)	she was called for a foul / game still wasn't fair	2	didn't work / not winning	1
Feeling-2	angry / mad / frustrated	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask coach for help	2	decided / thought	1
Attempt-2 (A2)	said "what should we do?"	2	asked for help	1
Consequence (C)	coach said, "pass the ball more" / they passed a lot	2	pass it / don't foul	1
Ending (E)	her team won the game	2	had fun / all fair	1
End Feeling	proud / happy	2	liked it	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)						SCORE		
	foul	①		rule is broken	①		other team gets the ball	①

EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC)	SCORE
(from 2 pt NDC section) select one		because / so that	1 1 1
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	2	when / while	1 1 1
P+A+CP -or- P+PL+CP	4	after / before	1 1 1
EPISODE 2 COMPLEXITY (EC2)		since/however/although/even though	1 1 1
(from 2 pt NDC section) select one		(noun) that / which / who	1 1 1
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	2	VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+C+E -or- P/CP+A2+E	3	1 pt per word below (or equally complex synonym)	
P/CP+A2+C -or- P/CP+PL2+C	4	1 pt (up to 2) for other complex vocabulary words	
P/CP+A2+C+E -or- P/CP+PL2+C+E	5	especially	1
		counted on	1
		constantly	1
		smacked	1
		overlooking	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 Gabby in the beginning of the story?	2	1	0
Why was Gabby upset?	2	1	0
How did she first try to fix her problem?	2	1	0
Why did she talk to her coach?	2	1	0
How did the story end?	2	1	0
What two things did you learn about a foul 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
A: The referees kept overlooking the girl's fouls. She didn't get in trouble. What does overlooking mean?	3	2	
B: Does overlook mean to hate or to ignore?	1	0	
A: Gabby decided to be aggressive. She pushed the girl. What does aggressive mean?	3	2	
B: Does aggressive mean forceful or talented?	1	0	
A: The game was grueling. There were a lot of fouls. What does grueling mean?	3	2	
B: Does grueling mean difficult or boring?	1	0	

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how good do you think Gabby was at basketball?	2	1	0
Using clues from this story, what team do you think the referee wanted to win?	2	1	0
Where do you think Gabby's team will play their next game at?	2	1	0

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, someone was mean to Gabby. Tell me a story about a time when someone was mean 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+EC2+SC+VC		Combine: F+IV+IR		



Child Name/ID \_\_\_\_\_

Audio File \_\_\_\_\_

Examiner \_\_\_\_\_

### 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 Friday, Bella and her brother were playing at home with a babysitter so that their parents could go out. Bella's brother was very young and didn't know the babysitter. When their parents left, he began to cry loudly. Bella, who was a caring older sister, felt sad for him because he missed their parents. She decided to give him his special, brown teddy bear. Although Bella kindly handed him the soft bear, he kept sobbing uncontrollably. This made Bella frustrated, so she decided to ask the babysitter for assistance. Bella asked, "What should we do to help him stop crying?" The nice babysitter calmly replied, "I have something on my phone that I've used for other kids who've been upset." The babysitter then started playing a lullaby. She instructed Bella that a lullaby is a soft, gentle song which is used to help children calm down. Then Bella's brother stopped crying. He nestled up on the couch with his teddy bear and listened. After her brother was content, Bella felt happy because the music had calmed down her distressed brother.

### 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	Bella / any name	②	a girl / the girl	①
Setting	playing at home with babysitter	②	playing / at home	①
Problem (P)	brother didn't know babysitter	②	brother sad	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan (PL)	decided give him teddy bear	②	decided / thought	①
Attempt (A)	gave brother teddy bear	②	was nice / helped him	①
Consequence / Complication (CP)	bear didn't help / still missed parents	②	didn't work / brother sad	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask babysitter help	②	decided / thought	①
Attempt-2 (A2)	asked babysitter for help	②	asked for help	①
Consequence (C)	she played a lullaby / her brother listened to lullaby	②	she helped / she played it	①
Ending (E)	brother stopped crying/was calm	②	it was better	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
lullaby	①	a soft, gentle song	①	helps children calm down

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)		select one	because / so that		①①①
P+PL -or- PL+CP	-or- P+A -or- P+CP	②	when / while		①①①
P+A -or- P+CP	-or- A+CP	④	after / before		①①①
P+A+CP -or- P+PL+CP			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., phone that... / song which... / Bella 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	sobbing	①	content
			uncontrollably	①	distressed
			assistance	①	
			instructed	①	
			nestled	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 Bella in the beginning of the story?		②	①	①
Why was Bella sad?		②	①	①
How did she first try to fix her problem?		②	①	①
Why did she talk to the babysitter?		②	①	①
How did the story end?		②	①	①
What two things did you learn about a lullaby 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: Bella's brother kept <b>sobbing</b> . He wasn't very happy. What does <b>sob</b> mean?			③ ②
	B: Does sob mean <i>to pet</i> or <i>to cry</i> ?			① ①
	A: Bella's brother <b>nestled</b> up on the couch. He held his teddy bear. What does <b>nestle</b> mean?			③ ②
	B: Does nestle mean <i>to snuggle</i> or <i>to jump</i> ?			① ①
	A: Her brother wasn't <b>distressed</b> anymore. He started smiling. What does <b>distressed</b> mean?			③ ②
	B: Does distressed mean <i>upset</i> or <i>tired</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 the babysitter has helped children calm down?		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 Bella and her brother have a babysitter?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Where do you think Bella's parents went?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

### PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Bella needed help taking care of her brother. Tell a story about a time when you needed help." 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 + EC2 + SC + VC		Combine: F + IV + IR		

Child Name/ID \_\_\_\_\_

Audio File \_\_\_\_\_

Examiner \_\_\_\_\_

### 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 Tuesday, Julie's class went on a field trip to a park so that they could go cross-country skiing. Cross-country skiing is a sport which uses long, skinny skis to move on snow covered ground in a walking motion. But Julie wasn't going anywhere. When she tried to move, she always fell. Julie was upset because she wasn't having fun. She decided to try to push herself with her ski poles that were long. Although she strenuously pushed really hard with her arms, she didn't move. Julie got very agitated, so she laid down and cried. Then she decided to get help. She started yelling and her nice teacher came quickly rushing back to her. Julie said, "I keep falling!" The teacher gave a sigh of relief and replied, "I'm glad you're OK! Everyone is falling. Skiing can be extraordinarily hard." The teacher, who was an experienced skier, patiently showed Julie how to ski. After Julie practiced for a while, she stopped falling. She felt proud because she learned to ski. Julie had fun skiing the rest of the day.

### Start audio recorder

SAY: "Thanks for listening. Now you tell me that **exact same** story. Try to include as many details as you can in your story."

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: "**Are you finished?**" Acceptable prompts (up to 3x): "**Just tell me the story with the parts you remember.**" If it appears the student isn't telling a story, SAY: "**Remember, tell it to me like a story.**"

Continue to Questions section. When test is complete, listen to audio to finish scoring.

### NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Julie / any name	②	a girl / the girl	①
Setting	field trip at park to go skiing	②	field trip / park / skiing	①
Problem (P)	kept falling down / couldn't ski	②	couldn't do it	①
Feeling	mad / sad / upset	②	didn't like it / cried	①
Plan (PL)	decided to push with arms	②	decided / thought	①
Attempt (A)	pushed as hard as she could	②	tried it	①
Consequence / Complication (CP)	didn't move at all / still couldn't ski	②	didn't work / couldn't do it	①
Feeling-2	agitated / angry / mad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to get help	②	decided / thought	①
Attempt-2 (A2)	laid down and started yelling	②	asked for help	①
Consequence (C)	teacher came to help / showed her how to ski	②	came back / helped her do it	①
Ending (E)	learned to ski / had fun skiing	②	she had fun	①
End Feeling	proud / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
 cross-country skiing	①	 sport that uses long, skinny skis	①	 walking on snowy ground	①	

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)		select one	because / so that		①①①
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②		when / while		①①①
P+A+CP -or- P+PL+CP	④		after / before		①①①
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though		①①①
(from 2 pt NDC section)		select one	(noun) that / which / who (e.g., poles that.../sport which.../teacher who...)		①①①
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	VOCABULARY COMPLEXITY (VC) SCORE		
P/CP+C+E -or- P/CP+A2+E		③	1 pt per word below (or equally complex synonym)		
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	motion	①	extraordinarily ①
			strenuously	①	experienced ①
			agitated	①	①
			rushing	①	①
			(sigh of) relief	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 Julie in the beginning of the story?	②	①	①	
Why was Julie upset?	②	①	①	
How did she first try to fix her problem?	②	①	①	
Why did she start yelling?	②	①	①	
How did the story end?	②	①	①	
What two things did you learn about cross-country skiing 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: Julie <b>strenuously</b> pushed with her arms. She tried really hard. What does <b>strenuously</b> mean?	③	②	
	B: Does strenuously mean <i>to do with effort</i> or <i>to scream</i> ?	①	①	
	A: Julie got very <b>agitated</b> . She started to yell. What does <b>agitated</b> mean?	③	②	
	B: Does agitated mean <i>tired</i> or <i>bothered</i> ?	①	①	
	A: Her teacher <b>rushed</b> over to her. They were very worried. What does <b>rush</b> mean?	③	②	
	B: Does rush mean <i>to pick up</i> or <i>to quickly move</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 Julie's class goes cross-country skiing?	②	①	①	
Using clues from this story, why do you think the teacher rushed over after Julie yelled?	②	①	①	
Where do you think Julie's class got all of the skiing equipment?	②	①	①	
Why do you think that?	①	①	①	
Why do you think that?	①	①	①	
Why do you think that?	①	①	①	

### PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Julie was upset since she struggled learning to ski. Tell me the best story you can about a time when you struggled to learn 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+EC2+SC+VC		Combine: F+IV+IR		

Child Name/ID \_\_\_\_\_

Audio File \_\_\_\_\_

Examiner \_\_\_\_\_

## 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, Lucy was camping with her family in a wooded area. She always loved gathering pine cones that she found in the forest. When Lucy brought her collection back to the campsite, she noticed some tiny, red bumps on her leg. Lucy was upset because they itched. She decided to gently scratch her leg so that she could get some relief. However, when she started scratching, the itching intensified. Lucy was worried because the rash got worse. She quickly decided to get her mom, who always packed a first-aid kit. She said, "Mom, my leg itches really bad!" Her mom fretfully replied, "Oh no! You must have brushed up against some poison ivy." While Lucy's mom carefully put some soothing ointment on her rash, she taught Lucy how to spot the plant. She said that poison ivy, which often grows in forests, is easy to identify because it has only three leaves on a stem. Lucy was relieved because the medicine alleviated the itch from her rash. She carefully avoided the plant the next time she was in the woods.

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	Lucy / any name	②	a girl / the girl	①
Setting	camping in woods	②	camping / in woods	①
Problem (P)	red bumps on leg started to itch	②	got hurt	①
Feeling	scared / sad / upset	②	didn't like it / cried	①
Plan (PL)	decided to scratch leg	②	decided / thought	①
Attempt (A)	scratched her leg	②	did it	①
Consequence / Complication (CP)	rash got worse / leg still itching	②	leg hurt / itchy	①
Feeling-2	worried / mad / sad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to get mom/first-aid kit	②	decided to get help	①
Attempt-2 (A2)	asked mom to help rash	②	asked for help	①
Consequence (C)	gave her medicine / put some medicine on	②	got something	①
Ending (E)	itch went away / avoided plant	②	got better	①
End Feeling	relieved / grateful / happy	②	liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 poison ivy	①	 plant that grows in forests	①	 has three leaves on stem	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-		when / while		①①①
P+A -or- P+CP	-or- A+CP	②	after / before		①①①
P+A+CP	-or- P+PL+CP	④	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., pine cones that... / ivy which... / mom who...)		
P/CP+PL2	-or- P/CP+A2	-or- P/CP+C	-or- P/A2+C		
P/CP+C+E	-or- P/CP+A2+E				
P/CP+A2+C	-or- P/CP+PL2+C				
P/CP+A2+C+E	-or- P/CP+PL2+C+E				
VOCABULARY COMPLEXITY (VC)		SCORE	1 pt per word below (or equally complex synonym)		
			1 pt (up to 2) for other complex vocabulary words		
gathering	①		soothing		①
relief	①		alleviated		①
intensified	①				①
fretfully	①				①
brushed up	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 Lucy in the beginning of the story?		②	①	①
Why was Lucy upset?		②	①	①
How did she first try to fix her problem?		②	①	①
Why did she talk to her mom?		②	①	①
How did the story end?		②	①	①
What two things did you learn about poison ivy 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: Lucy was <b>gathering</b> pine cones. She found them in the woods. What does <b>gathering</b> mean?			③ ②
	B: Does gathering mean <i>to collect</i> or <i>to throw</i> ?			① ①
	A: The itching <b>intensified</b> after Lucy scratched her rash. She quickly got her mom. What does <b>intensified</b> mean?			③ ②
	B: Does intensified mean <i>got worse</i> or <i>got better</i> ?			① ①
	A: Lucy's mom <b>fretfully</b> looked at the rash. She put ointment on it. What does <b>fretfully</b> mean?			③ ②
	B: Does fretfully mean <i>to be worried</i> or <i>to be gentle</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 Lucy's family goes camping?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, what do you think Lucy was wearing when she got her rash?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think her mom knew so much about poison ivy?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Lucy was upset she got a rash. 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+EC2+SC+VC		Combine: F+IV+IR		



Child Name/ID \_\_\_\_\_

Audio File \_\_\_\_\_

Examiner \_\_\_\_\_

# 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, Ye-Jun was at home brushing his teeth for his dentist appointment, even though he didn't want to go. Ye-Jun was petrified because he heard the dentist was scary. He suddenly decided to act sick so that he could stay home. He wailed loudly that his stomach was hurting. Ye-Jun's mom started to call the dentist, but Ye-Jun immediately felt guilty about feigning his sickness because it wasn't true. He decided to confess. He hesitantly said, "I'm not sick. I'm just scared." Ye-Jun's kind mom replied, "Let's role-play a little. Role-playing is when you pretend to be someone else. It can help you stop being scared." Then Ye-Jun's mom pretended to be a kind, gentle dentist while Ye-Jun pretended to be her patient. He opened his mouth wide, and she prodded his teeth with a toothpick, which didn't hurt. When Ye-Jun got to the dentist, the nice dentist, who carefully examined his teeth, wasn't scary. The dentist said he did a good job brushing his teeth. After he left, Ye-Jun felt proud. He had successfully managed his fear of the dentist.

## 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	Ye-Jun / any name	②	a boy / the boy	①
Setting	brushing teeth at home	②	getting ready / home	①
Problem (P)	didn't want to go to dentist	②	scared / didn't want	①
Feeling	petrified / scared / nervous	②	didn't like it / cried	①
Plan (PL)	decided to act sick	②	decided / thought	①
Attempt (A)	pretended/lied about being sick	②	tried not to go / sick	①
Consequence / Complication (CP)	mom started to call the dentist / didn't work because felt bad	②	didn't work / didn't want to	①
Feeling-2	guilty / sad / mad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to tell mom the truth	②	decided to get help	①
Attempt-2 (A2)	told mom he was scared, no sick	②	told mom / not sick	①
Consequence (C)	they pretended to go to dentist / she poked his teeth	②	helped him / was nice	①
Ending (E)	went to dentist / managed fear	②	was OK	①
End Feeling	proud / happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 role-playing	①	 pretend to be someone	①	 helps to stop being scared	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		①①①	
P+PL -or- PL+CP	-or-	②	when / while		①①①	
P+A -or- P+CP	-or- A+CP		after / before		①①①	
P+A+CP	-or- P+PL+CP	④	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., wailed that... / toothpick which... / dentist who...)		①①①	
P/CP+PL2	-or- P/CP+A2	②	VOCABULARY COMPLEXITY (VC)		SCORE	
P/CP+C	-or- P/A2+C		1 pt per word below (or equally complex synonym)			
P/CP+C+E	-or- P/CP+A2+E	③	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C	-or- P/CP+PL2+C	④	petrified	①	prodded	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	wailed	①	managed	①
			feigning	①		①
			confess	①		①
			hesitantly	①		

## NLM QUESTIONS

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

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?" Ask B question if A is answered incorrectly	A: Ye-Jun <b>wailed</b> about his stomach. He complained about it. What does <b>wail</b> mean?	③	②	
	B: Does to wail mean <i>to think</i> or <i>to cry loudly</i> ?	①	①	
	A: Ye-Jun was <b>feigning</b> sickness. He felt guilty. What does <b>feign</b> mean?	③	②	
	B: Does feign mean <i>to pretend</i> or <i>to want</i> ?	①	①	
	A: Ye-Jun <b>managed</b> his fear of the dentist. He felt proud. What does <b>manage</b> mean?	③	②	
	B: Does manage mean <i>to keep</i> or <i>to handle</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 Ye-Jun goes to the dentist?	②	①	①	①
Using clues from this story, how healthy do you think Ye-Jun's teeth were?	②	①	①	①
Why do you think Ye-Jun's mom called the dentist?	②	①	①	①
	②	①	①	①

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Ye-Jun was scared to go to the dentist. 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 + EC2 + SC + VC		Combine: F + IV + IR		

Child Name/ID \_\_\_\_\_

Audio File \_\_\_\_\_

Examiner \_\_\_\_\_

# 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, Deja was making some chocolaty fudge brownies in the kitchen. As she delicately poured the vegetable oil into the batter, Deja noticed an odd stench. Even though the oil didn't smell like it normally did, it looked fine when she mixed it in. However, when the brownies came out of the oven, they tasted dreadful. Deja was upset. Then she thought that maybe adding a sweet frosting, which was loaded with sugar, would disguise the bad taste. But after Deja frosted them, they were still inedible. She was upset because the brownies were ruined. Deja finally decided to talk to her sister, who knew all about baking. Deja said, "The brownies taste disgusting. I need help!" Her sister sniffed them and gagged. She said, "Yep. I can tell by the smell that you used oil that was rancid." Deja's sister explained that rancid oil not only smells and tastes really sour, it can make you sick. Deja was relieved because her sister offered to help her make a new batch. They had fun baking together and eating the yummy brownies.

## 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	Deja / any name	②	a girl / the girl	①
Setting	making brownies in the kitchen	②	making brownies / kitchen	①
Problem (P)	the brownies tasted bad	②	they were bad	①
Feeling	upset / mad / sad	②	didn't like it / cried	①
Plan (PL)	thought adding frosting would help	②	thought about it	①
Attempt (A)	she frosted the brownies	②	she put it on	①
Consequence / Complication (CP)	they were inedible / brownies still tasted gross	②	didn't work / still bad	①
Feeling-2	upset / mad / sad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask sister for help	②	decided to get help	①
Attempt-2 (A2)	said, "They taste gross! Help!"	②	talked to her	①
Consequence (C)	Her sister told her why they were gross / they made new ones	②	helped her / showed her	①
Ending (E)	had fun baking and eating brownies	②	they made some	①
End Feeling	happy / relieved / glad	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
①	rancid oil	①	③ smells and tastes sour	①
			③ can make you sick	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	
			(noun) that / which / who		①①①	
			(e.g., smell that... / frosting which... / sister who...)			
EPISODE 2 COMPLEXITY (EC2)		SCORE	VOCABULARY COMPLEXITY (VC) SCORE			
(from 2 pt NDC section)		select one	1 pt per word below (or equally complex synonym)			
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	1 pt (up to 2) for other complex vocabulary words			
P/CP+C+E -or- P/CP+A2+E		③	delicately	①	inedible	①
P/CP+A2+C -or- P/CP+PL2+C		④	stench	①	gagged	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	dreadful	①		①
			loaded	①		①
			disguise	①		

# NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	①
Where was Deja in the beginning of the story?	②	①	①	①
Why was Deja upset?	②	①	①	①
How did she first try to fix her problem?	②	①	①	①
Why did she talk to her sister?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about a rancid oil from this story?	②	①	①	①

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"  Ask B question if A is answered incorrectly	A: The brownies tasted <b>dreadful</b> . The oil was bad. What does <b>dreadful</b> mean?	③	②	
	B: Does dreadful mean <u>really bad</u> or <u>sweet</u> ?	①	①	
	A: Deja thought the sweet frosting would <b>disguise</b> the bad taste. What does <b>disguise</b> mean?	③	②	
	B: Does disguise mean <u>to hide</u> or <u>to make</u> ?	①	①	
	A: The brownies were still <b>inedible</b> . She had to make a new batch. What does <b>inedible</b> mean?	③	②	
	B: Does inedible mean <u>fluffy</u> or <u>can't be eaten</u> ?	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 Deja's sister bakes brownies?	②	①	①	①
Using clues from this story, how old do you think the oil was that Deja used?	②	①	①	①
Why do you think Deja wanted to make brownies?	②	①	①	①

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Deja was upset that her brownies were ruined. Tell me a story about a time when something you made got ruined." 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 + EC2 + SC + VC		Combine: F + IV + IR		

Child Name/ID \_\_\_\_\_ Audio File \_\_\_\_\_ Examiner \_\_\_\_\_

# 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?"

Last month, Aria was opening birthday presents at her house. She got a beautiful, vibrant beta fish. But her colorful fish, that she tried to take care every day, got sick. Aria was worried because it was lethargic. It didn't move most of the time. Aria thought that it might need more to eat, so she gave it more fish food. Although she generously gave the fish lots of food so that it would feel better, her beta didn't improve. Aria was distressed. Then she decided to ask her older sister for help. Aria said, "Help! My fish is undeniably sick!" Aria's sister, who had lots of pet fish, said, "Beta fish need warm, clean water and a very special kind of food which helps them stay healthy." After Aria's sister compassionately helped her get the right food and helped her warm up the water, her fish got better. When she learned what was best for her beta fish, she took scrupulous care of it every day. Aria was so relieved because her pretty fish was healthy and active 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	Aria / any name	2	a girl / the girl	1
Setting	opening presents at house	2	opening gifts / house	1
Problem (P)	beta fish was sick	2	it didn't move	1
Feeling	worried / mad / sad	2	didn't like it / cried	1
Plan (PL)	decided to feed it more food	2	decided / thought	1
Attempt (A)	gave fish lots of food	2	did it / tried it	1
Consequence / Complication (CP)	didn't get any better / fish was still sick	2	didn't work / still didn't move	1
Feeling-2	distressed / sad / upset	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask sister for help	2	decided to get help	1
Attempt-2 (A2)	asked sister for advice	2	talked to her	1
Consequence (C)	sister told her how to help the fish / the fish got better	2	helped her / did it	1
Ending (E)	she took really good care of it	2	was better at it	1
End Feeling	relieved / glad	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
	beta fish	①	they need warm, clean water	①	they eat special food	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		1 1 1	
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	2		when / while		1 1 1	
P+A+CP -or- P+PL+CP	4		after / before		1 1 1	
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though		1 1 1	
(from 2 pt NDC section)		select one	(noun) that / which / who (e.g., fish that... / food which... / sister who...)		1 1 1	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		2	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C+E -or- P/CP+A2+E		3	1 pt per word below (or equally complex synonym)			
P/CP+A2+C -or- P/CP+PL2+C		4	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	vibrant	1	compassionately	1
			lethargic	1	scrupulous	1
			improve	1		1
			distressed	1		1
			undeniably	1		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	0
Where was Aria in the beginning of the story?		2	1	0
Why was Aria worried?		2	1	0
How did she first try to fix her problem?		2	1	0
Why did she talk to her sister?		2	1	0
How did the story end?		2	1	0
What two things did you learn about beta fish from this story?		2	1	0

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does _____ mean?"  Ask B question if A is answered incorrectly	A: Aria's fish was <b>vibrant</b> . It was very beautiful. What does <b>vibrant</b> mean?			3 2
	B: Does vibrant mean <i>colorful</i> or <i>sick</i> ?			1 0
	A: Aria said her fish was <b>undeniably</b> sick. Her fish hardly moved at all. What does <b>undeniable</b> mean?			3 2
	B: Does undeniable mean <i>sad</i> or <i>obvious</i> ?			1 0
	A: Aria took <b>scrupulous</b> care of her fish. Her fish was healthy again. What does <b>scrupulous</b> mean?			3 2
	B: Does scrupulous mean <i>lazy</i> or <i>careful</i> ?			1 0

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many pet beta fish do you think Aria has had in the past?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, what do you think Aria first thought the problem was?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Who do you think gave Aria the pet fish for her birthday?		2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Aria was sad her fish was sick. Tell me the best story you can about a time when you were 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+EC2+SC+VC		Combine: F+IV+IR		