

THIRD EDITION

SECOND GRADE



NLM³ READING

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

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

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

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

On Saturday, Tara and her mom walked to a fun park that had a lot of swings and a big slide. Tara quickly ran to the tall, steep slide that looked like fun. When she came down the slide, her mom, who had been close by, was gone. She was afraid because she couldn’t see her mom. She decided to search for her. Although she looked everywhere, she could not find her mom. Tara was worried and decided she needed some help. Tara found a friend, and said, “I can’t find my mom!”

Tara’s friend, a kind, helpful kid quickly said, “Let’s scramble to the top of the slide so that we can see better.” After climbing up the slide, she immediately saw her mom lounging under a cherry tree which had white and pink flower blossoms that only emerge in the spring. Her mom was partially hidden under the enormous shady tree, so Tara called to her and waved. After her mom waved back, Tara happily resumed playing. She felt relieved because she found her mom.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Tara / any name	②	a girl / the girl	①
Setting	walking to a park	②	walking / in a park	①
Problem (P)	couldn't find her mom	②	didn't know what to do	①
Feeling	afraid / sad / scared	②	didn't like it / cried	①
Plan (PL)	decided to search for her mom	②	decided to look	①
Attempt (A)	searched for her mom	②	she did it	①
Consequence / Complication (CP)	couldn't see her mom / didn't know where mom was	②	no mom / didn't know what to do	①
Feeling-2	sad / mad / worried	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask friend for help	②	decided to talk	①
Attempt-2 (A2)	told friend she couldn't find mom	②	talked to friend	①
Consequence (C)	friend told her to climb the slide / she saw her mom	②	she did it	①
Ending (E)	she kept playing	②	she was OK	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	cherry tree	①		white and pink flowers	①		flowers in spring	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., slide that... / tree which... / mom 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	
scramble	①
immediately	①
lounging	①
enormous	①
partially	①
resumed	①
relieved	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 Tara in the beginning of the story?		②	①	①
Why was Tara afraid?		②	①	①
How did she first try to fix her problem?		②	①	①
Why did she talk to her friend?		②	①	①
How did the story end?		②	①	①
What two things did you learn about cherry trees in 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: Tara scrambled up the slide. She could see from up high. What does scramble mean?			③ ②
Ask B question if A is answered incorrectly	B: Does scramble mean <i>to climb</i> or <i>to slide</i> ?			① ①
	A: Tara felt relieved when she found her mom. What does relieved mean?			③ ②
	B: Does relieved mean <i>relaxed</i> or <i>excited</i> ?			① ①
	A: Tara resumed playing. She wasn’t scared anymore. What does resume mean?			③ ②
	B: Does resume mean <i>to stop</i> or <i>to start again</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 Tara’s mom was standing under the tree?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, what month do you think this story took place in?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Who else might have helped Tara find her mom?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Tara couldn’t find her mom and got scared. Write a story about a time when you got scared.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

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

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

SCRIPT

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Yesterday, Talin was making a big fort in the thick forest behind his house. While gathering some wood for a roof, he tried to pull a small branch from a pine tree. When he tugged at the tree branch, it left a sticky mess on his hands. Talin was worried because he did not know what was on his hands. He ran to his house and planned to wash his hands there. But even with soap and water, his hands were still sticky. Talin felt upset.

He quickly decided to ask his brother, who always played outside, for help. Talin bellowed, “I need help because this stuff that feels like gum won’t come off!” His big brother said, “Oh! That is sap, which is food that trees carry in their branches. Rub this oil on your hands to make the sap disappear.” After Talin smeared lots of oil on his hands, the nasty, gooey substance quickly went away. Talin was relieved. When his hands were clean, he happily went back outside, but shied away from sticky tree branches.

Start audio recorder

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

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

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

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Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Talin / any name	②	a boy / the boy	①
Setting	building fort in the woods	②	playing / in woods	①
Problem (P)	hand was sticky	②	dirty hand	①
Feeling	sad / mad / worried	②	didn't like it / cried	①
Plan (PL)	decided to wash his hands	②	decided to go home	①
Attempt (A)	washed his hands	②	got home / he did it	①
Consequence / Complication (CP)	hands were still sticky / wouldn't come off	②	didn't work / still dirty	①
Feeling-2	sad / mad / frustrated	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)	asked brother for help	②	talked to brother	①
Consequence (C)	he told him to put oil on hands / put oil on hands / sap came off	②	helped him / showed him	①
Ending (E)	didn't touch sticky trees anymore	②	he stayed away	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)						SCORE		
	tree sap	①		food for trees	①		sticky / gooey / like gum	①

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

COMPLEXITY (C2) (from 2 pt NDC section)		select one	VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②		1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words	
P/CP+A+C-E -or- P/CP+A2+E	③		gathering ①	substance ①
P/CP+A2+C -or- P/CP+PL2+C	④		tugged ①	shied away ①
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤		bellowed ①	①
			smeared ①	①
			gooey 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 Talin in the beginning of the story?	②	①	①	①
Why was Talin worried?	②	①	①	①
How did he first try to fix his problem?	②	①	①	①
Why did he talk to his brother?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about tree sap from this story?	②	①	①	①

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: “What else does mean?”	A: Talin bellowed at his brother. He really needed his help. What does bellow mean?	③	②	
	B: Does bellow mean yell or hit?	①	①	
Ask B question if A is answered incorrectly	A: Talin smeared the oil on his hands. His hands were covered in oil. What does smeared mean?	③	②	
	B: Does smeared mean washed or spread?	①	①	
	A: He shied away from the sticky trees. He didn't want to touch the sap. What does shy away from mean?	③	②	
	B: Does shy away mean to avoid or love?	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 Talin didn't know about sap?	②	①	①	①
Using clues from this story, why do you think Talin's brother knew how to get sap off his hands?	②	①	①	①
Why do you think Talin was building a big fort?	②	①	①	①

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Talin couldn't get the sap off his hands. Write a story about a time when something made you frustrated.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

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

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

On Monday, Rose’s tap dance team worked on their new dance on a vast stage. As they danced across the floor which was wide, their tap shoes made clicking and tapping sounds because of the metal taps that fastened to the bottom of their shoes. Rose, who was a great dancer, was working hard to learn all of the dance steps. But during the dance, a little girl kept running into her. Rose was mad. In fact, Rose was so frustrated she planned to quit.

So she stormed off the stage, loudly stomping her feet in the tap shoes. Rose’s stern teacher saw that she was upset and demanded her to return. Rose decided she had to ask her teacher for help. She tearfully whispered, “The girl next to me is constantly running into me. What should I do?” Her teacher replied, “I can move you farther away from the younger students.” Rose was immediately relocated. After she moved, she felt happy because no one was bumping into her. For the rest of the night, Rose diligently practiced the technical dance.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Rose / any name	②	a girl / the girl	①
Setting	dancing on stage	②	dancing / on stage	①
Problem (P)	a girl kept running into her	②	couldn't do it	①
Feeling	mad / annoyed / sad	②	didn't like it / cried	①
Plan (PL)	planned to quit / walk away	②	decided to go	①
Attempt (A)	stormed off the stage	②	she did it	①
Consequence / Complication (CP)	her teacher told her to come back / had to go back on stage	②	teacher saw her / had to stop	①
Feeling-2	sad / mad / upset	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask teacher for help	②	decided to get help	①
Attempt-2 (A2)	whispered “what should I do?”	②	talked to her	①
Consequence (C)	teacher moved her / no one bumped into her	②	helped her / it worked	①
Ending (E)	she practiced the dance	②	it was OK	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 tap shoes	①	 make clicking / tapping sound	①	 metal pieces on bottom of shoes	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		①①①	
P+PL -or- PL+CP	-or- P+A -or- P+CP	②	when / while		①①①	
P+A+CP -or- P+PL+CP	-or- P+CP -or- P+A+CP	④	after / before		①①①	
			since/however/although/even though		①①①	
			(noun) that / which / who		①①①	
			(e.g., taps that... / floor which... / Rose who...)		①①①	
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)			
			1 pt (up to 2) for other complex vocabulary words			
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	②	vast	①	relocated	①
P/CP+C+E -or- P/CP+A2+E	-or- P/CP+A2+C -or- P/CP+PL2+C	④	fastened	①	technical	①
P/CP+A2+C+E -or- P/CP+PL2+C+E	-or- P/CP+A2+C+E	⑤	stormed	①		①
			stern	①		①
			constantly	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 Rose in the beginning of the story?	② ① ①			
Why was Rose mad?	② ① ①			
How did she first try to fix her problem?	② ① ①			
Why did she talk to her teacher?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about tap shoes 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: The taps were fastened to her shoes. They were on the bottom of her shoes. What does fastened mean?	③ ②		
	B: Does fastened mean <i>to fall off</i> or <i>connected</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Rose was relocated . No one bumped into her. What does relocate mean?	③ ②		
	B: Does relocate mean <i>to move</i> or <i>to punish</i> ?	① ①		
	A: The dance was technical . Rose practiced for the rest of the night. What does technical mean?	③ ②		
	B: Does technical mean <i>beautiful</i> or <i>difficult</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how big do you think Rose’s dance team was?	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 Rose has danced on stage before?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Where do you think their dance performance will be?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Rose was bothered by a girl. Write a story about a time when someone bothered you.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
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Last weekend, Alice’s family went to the beach to swim.¹⁰ When they arrived, Alice saw the churning water full of giant waves. Alice didn’t want to go in the water. She was scared because the crashing waves could push her down. Alice decided to watch her mom, who was a great swimmer, go into the water first. She wanted to see her mom overcome the waves, so that she could be less afraid. Even though her mom had no problem, the waves still looked scary.

Alice was nervous, so she figured she should ask her mom for help. She said, “I want to swim in the tall, crashing waves. But I’m scared.” Alice’s mom nicely said, “Do you want to use a life vest? It is something that you can wear to stay afloat in the water.” Alice excitedly bounded into the water after she put on the bulky vest, which kept her above the waves. After a while, she discarded the vest so that she could swim without help. Alice felt triumphant because she bravely swam in the waves.

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

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NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Alice / any name	②	a girl / the girl	①
Setting	swimming at the beach	②	swimming / at beach	①
Problem (P)	didn’t want to go in the water	②	couldn’t do it	①
Feeling	sad / afraid / scared	②	didn’t like it / cried	①
Plan (PL)	decided to watch mom swim	②	decided to sit down	①
Attempt (A)	watched her mom swim	②	She did it	①
Consequence / Complication (CP)	it still looked scary / still didn’t like the water	②	didn’t help / still couldn’t do it	①
Feeling-2	sad / mad / nervous	②	didn’t like it / cried	①
Plan-2 (PL2)	Decided/figured ask mom	②	decided to ask mom	①
Attempt-2 (A2)	said wanted to swim but scared	②	talked to mom	①
Consequence (C)	mom gave her a vest / she used the vest to swim	②	she helped her / she swam	①
Ending (E)	got rid of vest / swam by herself	②	she lost it / did it	①
End Feeling	happy / satisfied	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 life vest	①	 something you wear	①	 helps you float	①

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
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 (noun) that / which / who (e.g., something that... / vest which... / mom who...)		①①①	
EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)		SCORE	VOCABULARY COMPLEXITY (VC) SCORE			
select one			1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
P/CP+PL2	-or- P/CP+A2	-or- P/CP+C	-or- P/A2+C	②		
P/CP+C+E	-or- P/CP+A2+E	③	churning	①	discarded	①
P/CP+A2+C	-or- P/CP+PL2+C	④	crashing	①	triumphant	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	afloat	①		①
			bounded	①		①
			bulky	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 Alice in the beginning of the story?		②	①	①
Why was Alice scared?		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 life vests 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: Alice didn’t like the churning water. It looked scary. What does churning mean?	B: Does churning mean <i>rough</i> or <i>cold</i> ?	③	②	
A: She took the vest and bounded away. She was excited . What does bound mean?	B: Does bound mean <i>to run</i> or <i>to smile</i> ?	③	②	
A: After a while, she discarded the vest. She swam by herself. What does discard mean?	B: Does discard mean <i>to hold on to</i> or <i>to get rid of</i> ?	③	②	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Alice’s mom brought a life vest to the beach?		②	①	①
Using clues from this story, where do you think Alice usually goes swimming?		②	①	①
Why do you think Alice wanted to swim in the tall waves?		②	①	①

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Alice was scared to swim in the waves. Write a story about a time when you were scared.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

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

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

SCRIPT

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

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

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

Last fall, Jeff started attending a new school. On his first day, he rolled his wheelchair through the busy school in a panic. He didn’t know where his classroom was, and he didn’t want to be tardy. He decided to search for a door with his teacher’s name on it. Jeff quickly looked, wheeling down the halls. Even though he looked everywhere, Jeff could not locate his classroom. He felt embarrassed. Jeff finally decided to ask another student passing by for help. Jeff found someone and shyly said, “Can you help me find my classroom so that I’m not late?” The student, who was a helpful girl, cheerfully said, “Sure! I’ll help you.” Jeff followed her down the crowded, chaotic hall. She took him outside to a portable, which was a separate, smaller building that was right behind the school. The school used portables because there weren’t enough classrooms. When Jeff finally found his classroom, he was relieved. After he thanked the kind girl, he promptly found a desk. Jeff felt better about going to his new, unfamiliar school.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Jeff / any name	②	a boy / the boy	①
Setting	looking for class at new school	②	looking / school	①
Problem (P)	couldn’t find class / he was lost	②	couldn’t do it	①
Feeling	panic / worried / sad	②	didn’t like it / cried	①
Plan (PL)	decided to look for name on door	②	decided to look	①
Attempt (A)	kept looking / rode the halls	②	he looked	①
Consequence / Complication (CP)	still couldn’t find his room / he’s was still lost	②	didn’t work / lost	①
Feeling-2	sad / mad / embarrassed	②	didn’t like it / cried	①
Plan-2 (PL2)	decided to ask student for help	②	decided to ask	①
Attempt-2 (A2)	said “can you help me?”	②	talked to her	①
Consequence (C)	she took him to his class / she took him to the room outside	②	helped him / showed him	①
Ending (E)	found his class / found a desk	②	they got together	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 portable	① 	separate, small building by school	① 	use when there's not enough classrooms	①

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

COMPLEXITY (C2) (from 2 pt NDC section)		select one		VOCABULARY COMPLEXITY (VC) SCORE	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
P/CP+C+E -or- P/CP+A2+E	③	panic	①	promptly	①
P/CP+A2+C -or- P/CP+PL2+C	④	tardy	①	unfamiliar	①
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤	locate	①		①
		chaotic	①		①
		separate	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 Jeff in the beginning of the story?	② ① ①			
Why was Jeff in a panic?	② ① ①			
How did Jeff first try to fix his problem?	② ① ①			
Why did Jeff talk to the girl?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about portables 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: Jeff followed her down the chaotic hall. There weren’t enough classrooms. What does chaotic mean?	③ ②		
	B: Does chaotic mean busy or wide?	① ①		
Ask B question if A is answered incorrectly	A: Jeff promptly found a desk. He didn’t want to be tardy. What does promptly mean?	③ ②		
	B: Does promptly mean a quickly or thoughtfully?	① ①		
	A: Jeff couldn’t locate his classroom. He looked everywhere. What does locate mean?	③ ②		
	B: Does locate mean to forget or to find?	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 there weren’t enough classrooms?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, how well do you think the girl knew the school?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Why do you think Jeff was going to a new school?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Jeff was upset because he couldn’t find his classroom. Write a story about a time when you couldn’t find something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

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

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

SCRIPT

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

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

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

One day, Abby was walking with her older sister to the bakery. Abby's mom, who had run out of bread, sent them to go get a fresh loaf. They walked by the house next door, which had a large, unfenced yard. Suddenly, a dog started running up to meet them. Abby felt afraid because she thought the dog would bite her. Abby decided to run. But when Abby started running, the big yellow dog started chasing her. The faster she ran, the faster the dog ran. Abby was terrified.

She quickly decided to yell for help. She shrieked, "Help! He's chasing me!" Abby's sister loudly replied, "Stop running so that he won't chase you! That's the neighbor's golden retriever. He's just trying to play." Abby's sister explained that golden retrievers are gentle, playful dogs that are friendly to strangers. When Abby stopped running, the neighbor's dog instantly stopped pursuing her. It started licking her hands! Abby felt relieved because the dog wasn't ferocious. After that she was good friends with the dog and played with him all the time.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Abby / any name	②	a girl / the girl	①
Setting	walking to the bakery	②	walking / bakery	①
Problem (P)	dog was running at her	②	it was bad	①
Feeling	sad / upset / afraid	②	didn't like it / cried	①
Plan (PL)	decided to run	②	decided to go	①
Attempt (A)	ran away from the dog	②	she left / she did it	①
Consequence / Complication (CP)	the dog chased her / it was running even faster	②	didn't work / it was bad	①
Feeling-2	sad / afraid / scared / terrified	②	didn't like it / cried	①
Plan-2 (PL2)	decided to yell for help	②	decided to get help	①
Attempt-2 (A2)	said "Help! He's chasing me!"	②	yelled to her	①
Consequence (C)	she said to stop running / he stopped running after her	②	told her to stop it / it worked	①
Ending (E)	licked her hand / dog was nice	②	it was better	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
 golden retrievers	①	 gentle, playful dogs	①	 friendly to strangers 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., dogs that... / house which... / mom who...)		①①①	
P/CP+PL2	-or- P/CP+A2		VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C	-or- P/CP+A2+C	②	1 pt per word below (or equally complex synonym)			
P/CP+C+E	-or- P/CP+A2+E	③	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C	-or- P/CP+PL2+C	④	fresh	①	pursuing	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	unfenced	①	ferocious	①
			shrieked	①		①
			gentle	①		①
			instantly	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 Abby in the beginning of the story?		②	①	①
Why was Abby afraid?		②	①	①
How did she first try to fix her problem?		②	①	①
Why did she talk to her sister?		②	①	①
How did the story end?		②	①	①
What two things did you learn about golden retrievers 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 dog was chasing Abby. She shrieked, "Help!" What does shrieked mean?	B: Does shrieked mean yelled or ran?	③	②	
A: The dog stopped pursuing her. She was relieved. What does pursue mean?	B: Does pursue mean to chase or to bite?	③	②	
A: The dog wasn't ferocious. It started licking her hands. What does ferocious mean?	B: Does ferocious mean big or mean?	③	②	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many times had Abby seen this dog before?		②	①	①
Using clues from this story, how close do you think the bakery is to Abby's house?		②	①	①
Why do you think Abby's mom needed a loaf of bread?		②	①	①

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Abby was scared of a dog. Write a story about a time when you were scared." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

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

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

10

Last week, Joe was riding his bike with his sister on a bumpy, dirt trail. When he stopped at a grassy spot, Joe saw a backpack that was sitting below a shady tree. Joe felt concerned. He wanted to find the owner. He decided to ask some runners, who were passing by, if the backpack was theirs. Joe asked them, but it sadly did not belong to them. Joe was worried since he couldn’t find the owner of the backpack. He decided to ask his smart, older sister for help.

Joe said, “How can I find the owner of the backpack so that I can return it?” His sister smartly proposed, “Try checking the pockets for clues.” After he cautiously peered inside, Joe found an ID card concealed in a small pocket. An ID card is a small, plastic card which has information about someone. The card showed a picture of Joe’s friend! Joe felt pleased because he successfully returned the lost backpack to his friend. Joe’s friend was exceedingly grateful because his homework from that day was in it.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =


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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Joe / any name	②	a boy / the boy	①
Setting	riding bike on a trail	②	riding bike / trail	①
Problem (P)	he found a lost backpack	②	found something	①
Feeling	concerned / upset / sad	②	didn't like it / cried	①
Plan (PL)	decided to ask runners	②	decided to ask	①
Attempt (A)	asked them if it was theirs	②	talked to them	①
Consequence / Complication (CP)	didn't find the owner / didn't know how to find the owner	②	didn't work / still didn't know	①
Feeling-2	sad / worried / 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)	said “how can I find the owner?”	②	asked her	①
Consequence (C)	she said “check pockets” / found out owner was his friend	②	she told him / he looked	①
Ending (E)	returned the backpack	②	he got rid of it	①
End Feeling	pleased / excited / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	ID cards	①		small, plastic card	①		has information about someone	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., backpack that... / card which... / runners who...)		
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	passing ①	successfully ①	
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	smartly ①	exceedingly ①	
			proposed ①		①
			peered ①		①
			concealed 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 Joe in the beginning of the story?	② ① ①			
Why did Joe feel concerned?	② ① ①			
How did he first try to fix his problem?	② ① ①			
Why did Joe talk his sister?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about ID cards 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: Joe asked his sister for help. She proposed that he check the pockets. What does propose mean?	③	②	
	B: Does propose mean <i>to suggest</i> or <i>to forget</i> ?	①	①	
	A: Joe peered inside the backpack. He found the ID card. What does peer mean?	③	②	
	B: Does peer mean <i>to look</i> or <i>to write</i> ?	①	①	
	A: The ID card was concealed . It was in a small pocket. What does concealed mean?	③	②	
	B: Does concealed mean <i>made</i> or <i>hidden</i> ?	①	①	

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 Joe and his sister are at riding bikes?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, how long do you think the backpack was lost?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Why do you think there was an ID card in the backpack?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Joe was worried he’d never find the backpack’s owner. Write a story about a time when you couldn’t find something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

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

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

SCRIPT

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

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

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

One dry, windy day, Mike was outside playing tag with his big brother. Mike, who suddenly stopped, was upset because some dirt had flown into his eye. Mike decided to rub his eye to make it feel better. His brother warned him not to rub his eye. However, Mike did not listen. When Mike vigorously rubbed his eye with his filthy hands, his eye hurt even more. He felt frustrated. Then Mike decided to listen to his smart, older brother. He said, "OK. What should I do?"

Mike's brother said, "Let's go inside. You need to completely wash your eye out, which is full of gritty dirt." His brother found a bottle of saline solution in the bathroom drawer. Saline solution is clear liquid that's a mixture of water and salt. It can be used to safely clean and soothe eyes. Mike cautiously held his eye open while his brother squeezed the bottle, so that the clear, cleansing drops would fall into his eye. After he finished gently rinsing the dirt out, Mike was relieved because his eye felt perfectly fine.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Mike / any name	②	a boy / the boy	①
Setting	playing tag outside	②	playing / outside	①
Problem (P)	got dirt in his eye	②	eye hurt	①
Feeling	sad / mad / upset	②	didn't like it / cried	①
Plan (PL)	decided to rub his eye	②	decided to help it	①
Attempt (A)	rubbed his eye with his shirt	②	he tried	①
Consequence / Complication (CP)	his eye hurt even more / he couldn't stop the pain	②	didn't work / couldn't do it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask brother for help	②	decided to get help	①
Attempt-2 (A2)	said "What should I do?"	②	talked to him	①
Consequence (C)	brother said to wash eye / he cleaned his eye with drops	②	helped him / cleaned it	①
Ending (E)	his eye felt perfectly fine	②	all better	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)						SCORE		
	saline solution	①		liquid made of water and salt	①		use to clean and soothe eyes	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., liquid that... / eye which... / Mike 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			
vigorously	①	cautiously	①
filthy	①	cleansing	①
gritty	①		①
liquid	①		①
soothe	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 Mike in the beginning of the story?		②	①	①
Why was Mike upset?		②	①	①
How did he first try to fix his problem?		②	①	①
Why did he talk to his brother?		②	①	①
How did the story end?		②	①	①
What two things did you learn about saline solution 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: Mike vigorously rubbed his eye. It hurt even more. What does vigorously mean?			③ ②
	B: Does vigorously mean really hard or carefully?			① ①
	A: Saline solution can soothe eyes. It rinsed the dirt out. What does soothe mean?			③ ②
	B: Does soothe mean to make feel better or to close?			① ①
	A: Mike's brother put the cleansing drops into his eye. His eye felt perfectly fine. What does cleansing mean?			③ ②
	B: Does cleansing mean to melt or to clean?			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 Mike's brother has had dirt in his eye?	②①①	Why do you think that? 1 pt = uses information from story		①①	
Using clues from this story, where do you think they were playing tag?	②①①	Why do you think that? 1 pt = uses information from story		①①	
Why do you think Mike's hands were filthy while he was playing tag?	②①①	Why do you think that? 1 pt = uses background knowledge		①①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Mike was upset because he got dirt in his eye. Write a story about a time when you got hurt." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

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

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

10

One day at school, Grace went out to recess. Her friends were already outside on the far side of the vast turf, which was a green, grassy area that students play sports on. Grace, who was all alone, wanted to play with them. However, when she got close, they ran away. Grace felt betrayed by her friends. She was very sad because they weren't including her. Grace immediately decided to start trying to catch them. She quickly ran towards them as fast as she could, but they kept running away.

All alone, Grace still felt dejected. She thought she should try talking to her friends so that they would stop running. She yelled loudly across the yard, "Please stop constantly running away from me. It's making me feel awful. Let's play a game that doesn't involve leaving me out." Her friends apologetically ran over and said, "Sorry. We thought it was fun." After they agreed to play together, Grace felt happy because she wasn't going to be left behind. Grace and her nice, caring friends quickly started playing a better game.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Grace / any name	②	a girl / the girl	①
Setting	went out to play at recess	②	playing / recess	①
Problem (P)	friends ran away from her	②	couldn't play	①
Feeling	sad / upset / betrayed	②	didn't like it / cried	①
Plan (PL)	decided to catch them	②	decided to go	①
Attempt (A)	she quickly ran after them	②	she did it	①
Consequence / Complication (CP)	they still kept running away / she was still alone	②	didn't work / still couldn't play	①
Feeling-2	sad / mad / dejected	②	didn't like it / cried	①
Plan-2 (PL2)	decided to talk to her friends	②	decided to get talk	①
Attempt-2 (A2)	yelled "Please stop running away!"	②	talked to friends	①
Consequence (C)	they were sorry / they stopped running / didn't leave her behind	②	they stopped / it worked	①
Ending (E)	they played a better game	②	it was OK	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 turf	① 	green, grassy area	① 	play sports on it	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., area that... / turf which... / Grace who...)			
P/CP+PL2	-or- P/CP+A2	-or-	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C	-or- P/A2+C	②	1 pt per word below (or equally complex synonym)			
P/CP+C+E	-or- P/CP+A2+E	③	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C	-or- P/CP+PL2+C	④	vast	①	involve	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	betrayed	①	apologetically	①
			including	①		①
			towards	①		①
			dejected	①		

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	③
Where was Grace in the beginning of the story?	②	①	①	③
Why did Grace feel betrayed?	②	①	①	③
How did she first try to fix her problem?	②	①	①	③
Why did she talk to her friends?	②	①	①	③
How did the story end?	②	①	①	③
What two things did you learn about turf from this story?	②	①	①	③

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?" Ask B question if A is answered incorrectly	A: The turf was vast . Grace's friends were on the far side of it. What does vast mean?	③	②	
	B: Does vast mean <i>wide</i> or <i>colorful</i> ?	①	①	
	A: Grace felt betrayed by her friends. They weren't letting her play. What does betrayed mean?	③	②	
	B: Does betrayed mean <i>let down</i> or <i>different</i> ?	①	①	
	A: Her friends apologetically ran over. They started playing with her. What does apologetically mean?	③	②	
	B: Does apologetically mean <i>to be quick</i> or <i>to be sorry</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 Grace was by herself when she went out to recess?	②①①	Why do you think that?	①①①	
Using clues from this story, how often do you think Grace's friends run away from her at recess?	②①①	Why do you think that?	①①①	
What game do you think Grace and her friends played together?	②①①	Why do you think that?	①①①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Grace was sad her friends weren't including her. Write a story about a time when you didn't feel included." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

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

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

One day, Devin was quietly walking past his older brother¹⁰ who was washing the dishes. He didn’t usually play with his brother’s phone, but his brother was distracted. Devin secretly swiped it from the table when his brother wasn’t looking but the phone slipped from his hands and hit the hard floor. Devin was scared because the costly, new phone case was cracked. He planned to use sticky tape to hold it together. Devin put tape on the cracked, plastic case, but it didn’t work. He felt worried. Devin knew he needed to confess. He timidly said, “I’m sorry. I broke your phone case.” Devin’s brother said, “It’s okay. I know how to fix it.” First, he carefully cut out a thin piece of cloth the same size as the case. Then he brushed contact cement, which was a tacky glue that permanently bonded things together, on the cloth and the case. When he firmly pressed them together, the case was fixed! Devin felt thankful because his brother fixed his mistake. Devin remorsefully promised to never take his brother’s phone again.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Devin / any name	②	a boy / the boy	①
Setting	walking in the kitchen	②	walking / kitchen	①
Problem (P)	cracked his brother’s phone case	②	it broke	①
Feeling	sad / scared / afraid	②	didn’t like it / cried	①
Plan (PL)	planned to use tape	②	decided to fix it	①
Attempt (A)	put tape on the case	②	he did it	①
Consequence / Complication (CP)	it didn’t work / the phone case was still cracked	②	didn’t work / still bad	①
Feeling-2	worried / scared / sad	②	didn’t like it / cried	①
Plan-2 (PL2)	decided to confess	②	decided to tell him	①
Attempt-2 (A2)	said “I’m sorry I broke it”	②	talked to him	①
Consequence (C)	brother said they can fix it / found special glue to fix it	②	fixed it / got something	①
Ending (E)	fixed it and promised not to take it	②	didn’t do it	①
End Feeling	happy / thankful / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
contact cement	①	tacky glue	①	permanently bonds things together

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

NLM QUESTIONS

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

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: “What else does mean?” Ask B question if A is answered incorrectly	A: Devin’s brother was distracted . He was washing the dishes. What does distracted mean?	③	②	
	B: Does distracted mean <i>not paying attention</i> or <i>broken</i> ?	①	①	③
	A: Devin swiped the case. He didn’t ask. What does swiped mean?	③	②	
	B: Does swiped mean <i>quickly taken</i> or <i>cleaned</i> ?	①	①	③
	A: The contact cement was tacky . They used it to fix the case. What does tacky mean?	③	②	
	B: Does tacky mean <i>to use again</i> or <i>sticky</i> ?	①	①	③

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Devin’s brother didn’t hear the phone drop?	②①①	Why do you think that?	①①①	
Using clues from this story, how many times do you think Devin’s brother has repaired a broken case?	②①①	1 pt = uses information from story		
What do you think Devin was going to do on his brother’s phone?	②①①	Why do you think that?	①①①	
		1 pt = uses information from story		
		Why do you think that?	①①①	
		1 pt = uses background knowledge		

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Devin was scared because he broke his brother’s phone case. Write a story about a time when you broke something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

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

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

SCRIPT

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

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

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

One morning, Angela, who was a studious girl, was at home getting ready for school. After dressing quickly so that she wouldn't be tardy, Angela went to grab her stylish, new glasses. She couldn't find them anywhere, even though she looked all over her room. Angela felt panicked because she was running late and needed her glasses to see. Finally, she decided to grab her old glasses that had cracked glass lenses. Lenses, which can be made of glass or plastic, are used to help correct someone's eyesight. After Angela reluctantly put on the old glasses, she couldn't see at all. Angela felt worried and decided to get her mom's help. She frantically said, "Mom, I need my new glasses and can't find them!" Angela's mom said, "Have you checked under your bed? Maybe they slipped off the nightstand again." Angela darted to her room and spotted the sparkly blue frames of her glasses under the bed. She quickly put them on and felt relieved because she finally could see. Then Angela immediately ran off to school wearing her new glasses.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Angela / any name	②	a girl / the girl	①
Setting	getting ready at home	②	getting ready / home	①
Problem (P)	couldn't find her glasses	②	she lost it	①
Feeling	sad / mad / upset / panicked	②	didn't like it / cried	①
Plan (PL)	decided to wear old glasses	②	decided to look	①
Attempt (A)	put on old glasses	②	she tried them	①
Consequence / Complication (CP)	old glasses were broken / still couldn't see / needed glasses	②	didn't work / needed them	①
Feeling-2	sad / mad / upset / worried	②	didn't like it / cried	①
Plan-2 (PL2)	decided to get help from mom	②	decided to get help	①
Attempt-2 (A2)	said "I can't find my new glasses"	②	talked to mom	①
Consequence (C)	said "Check under your bed." / she found her glasses	②	she helped her / she told her / she did it	①
Ending (E)	put glasses on / went to school	②	she was better	①
End Feeling	happy / excited / fortunate	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
	lenses	① 	can be made of glass or plastic	① 	corrects eyesight	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., glasses that... / lenses which... / Angela 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	studious	①	darted	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	stylish	①	frames	①
			panicked	①		①
			reluctantly	①		①
			frantically	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	③
Where was Angela in the beginning of the story?	②	①	①	③
Why did Angela feel panicked?	②	①	①	③
How did she first try to fix her problem?	②	①	①	③
Why did she talk to her mom?	②	①	①	③
How did the story end?	②	①	①	③
What two things did you learn about lenses from this story?	②	①	①	③

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: Angela was a studious girl. She did not want to be late to school. What does studious mean?	③	②	⑤
Ask B question if A is answered incorrectly	B: Does studious mean <i>to care about school or well-liked</i> ?	①	①	②
	A: Angela frantically asked her mom for help. She couldn't find her glasses. What does frantically mean?	③	②	⑤
	B: Does frantically mean <i>to be worried or to be sleepy</i> ?	①	①	②
	A: Angela darted to her room. She found the glasses under her bed. What does darted mean?	③	②	⑤
	B: Does darted mean <i>skipped or quickly moved</i> ?	①	①	②

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, where do you think Angela usually loses her glasses?	②	①	①	③
Using clues from this story, how close do you think she lives to the school?	②	①	①	③
What other things do you think Angela might find under her bed?	②	①	①	③

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Angela was upset because she lost her glasses. Write a story about a time when you lost something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

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

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

Last week, Li swam in her aunt's outdoor pool. When she recklessly jumped in, she made a giant splash which completely soaked her towel. Li glared at her sopping, wet towel and was upset because she knew it would be useless when she was ready to get out. Before exiting the pool, Li planned to dry off by standing in the warm, toasty sun. She got out, then tried to let the sun evaporate the water from her swim suit. Evaporation is a slow process that changes water into gas, leaving things dry.

Although the sun was radiantly shining down upon her, Li started to shiver because her swim suit was still wet. Feeling uncomfortable, Li quickly decided to ask her aunt, who was always kind, for help. She pleaded, "Do you have any extra towels since mine got soaked?" Li's aunt said, "Yes, I do! I'll grab you a big, dry towel so that you won't freeze." She kindly furnished Li with a towel. Li felt relieved and used the big towel to dry off and then got dressed.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Li / any name	②	a girl / the girl	①
Setting	swimming at aunt's pool	②	swimming / pool	①
Problem (P)	her towel was soaked	②	it was ruined	①
Feeling	upset / mad / sad	②	didn't like it / cried	①
Plan (PL)	decided to dry in the sun	②	decided to do it	①
Attempt (A)	stood in the warm sun	②	she did it	①
Consequence / Complication (CP)	she was still wet / she was shivering / didn't have a towel	②	didn't work / couldn't do it	①
Feeling-2	uncomfortable / mad / upset	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask aunt	②	decided to ask her	①
Attempt-2 (A2)	said "do you have an extra towel?"	②	asked her	①
Consequence (C)	her aunt said yes / her aunt grabbed her a big towel	②	she got her one / she got it	①
Ending (E)	she dried off and changed	②	she did it	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 evaporation	①	 water changes to gas slowly	①	 leaves things dry	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., process that... / splash which... / aunt 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	recklessly	①	shiver	①
P/CP+A2+C -or- P/CP+PL2+C		④	glared	①	furnished	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	sopping	①		①
			exiting	①		①
			radiantly	①		

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	③
Where was Li in the beginning of the story?	②	①	①	③
Why was Li upset?	②	①	①	③
How did she first try to fix her problem?	②	①	①	③
Why did she talk to her aunt?	②	①	①	③
How did the story end?	②	①	①	③
What two things did you learn about evaporation from this story?	②	①	①	③

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?" Ask B question if A is answered incorrectly	A: Li recklessly jumped in the pool. Her towel got soaked. What does recklessly mean?	③	②	
	B: Does recklessly mean <i>to not be careful</i> or <i>to be slow</i> ?	①	①	②
	A: Her aunt furnished Li with a towel. She dried off with it. What does furnish mean?	③	②	
	B: Does furnish mean <i>to give</i> or <i>to wash</i> ?	①	①	②
	A: The sun was radiantly shining down on Li. She planned to dry off. What does radiantly mean?	③	②	
	B: Does radiantly mean <i>to be cool</i> or <i>to be bright</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 deep do you think her aunt's pool is?	②	①	①	③
Using clues from this story, where do you think Li put her towel before she went swimming?	②	①	①	③
What kind of pool toys do you think her aunt had at her pool?	②	①	①	③

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Li was upset because she didn't have a towel to dry off. Write a story about a time when you didn't have something you needed." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

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

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

One day, Aki’s very kind grandma was teaching her how to make a dream catcher. Dream catchers are made from wooden hoops that have nets stretched across them. They also have feathers and beads on them. After Aki finished her very first dream catcher, her grandma left the living room and Aki admired it. Aki asked her brother, who was playing with his friends, to come look at it. Then Aki’s brother mocked it. Aki felt sad because she had worked so hard on it.

Although she thought that patiently telling him to stop would work, when she told him, her mischievous brother relentlessly kept making fun of it. Aki was fuming. She decided to get her grandma so that her brother would stop. Aki found her grandma, and desperately said, “My brother is bullying me!” Aki’s wise grandma said, “I’ll put a stop to this.” She firmly scolded Aki’s brother in front of his friends, which silenced him immediately. Aki felt satisfied because her brother apologized. Aki made some final touches to her dream catcher, then proudly hung it up.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min – # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Aki / any name	②	a girl / the girl	①
Setting	living room making dream catcher	②	room / dream catcher	①
Problem (P)	brother made fun of it	②	boy wasn’t nice	①
Feeling	sad / mad / upset	②	didn’t like it / cried	①
Plan (PL)	planned to tell brother to stop	②	planned to tell him	①
Attempt (A)	told him to stop	②	told him	①
Consequence / Complication (CP)	he wouldn’t stop / he kept making fun of it	②	didn’t work / he wasn’t nice	①
Feeling-2	mad / fuming / sad	②	didn’t like it / cried	①
Plan-2 (PL2)	decided to get her grandma	②	decided to get her	①
Attempt-2 (A2)	said “My brother is bullying me!”	②	talked to her	①
Consequence (C)	she put a stop to it / he was silenced / he apologized	②	helped her / stopped it	①
Ending (E)	proudly hung up dream catcher	②	it was better / hung it up	①
End Feeling	happy / satisfied / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	dream catcher	①		wooden hoop with stretched net on it	①		has feathers and beads on it	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., hoops that... / friends which... / brother 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		mocked ①	scolded ①	
			mischievous ①	silenced ①	
			relentlessly ①		①
			fuming ①		①
			firmly 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	③
Where was Aki in the beginning of the story?	②	①	①	③
Why did Aki feel sad?	②	①	①	③
How did Aki first try to fix her problem?	②	①	①	③
Why did she talk to her grandma?	②	①	①	③
How did the story end?	②	①	①	③
What two things did you learn about dream catchers from this story?	②	①	①	③

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: “What else does mean?”	A: Aki’s brother was mischievous . He was making fun of her. What does mischievous mean?	③	②	
Ask B question if A is answered incorrectly	B: Does mischievous mean <i>making trouble</i> or <i>jealous</i> ?	①	①	
	A: Aki’s grandmother scolded her brother. He was silenced immediately. What does scold mean?	③	②	
	B: Does scold mean <i>to grab</i> or <i>to yell at</i> ?	①	①	
	A: Aki’s brother relentlessly made fun of it. Aki told him to stop. What does relentlessly mean?	③	②	
	B: Does relentlessly mean <i>constantly</i> or <i>quietly</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how pretty did think Aki think her dream catcher was?	②	①	①	③
Using clues from this story, how do you think Aki’s brother felt after being scolded in front of his friends?	②	①	①	③
Where do you think Aki hung up her dream catcher?	②	①	①	③

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Aki was sad her brother teased her. Write a story about a time when someone teased you.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

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

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

SCRIPT

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

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

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

Yesterday, Andrew was racing a friend to the top of a climbing rope in PE class. He skillfully pulled himself up the long, scratchy rope. But after celebrating at the top, his hands slipped and Andrew rapidly slid down the rope. On his way down, the rope that was bristly, painfully burned the bare skin on Andrew's leg. He was upset because his leg hurt. Andrew planned to be really brave and act like nothing was wrong. When he started to walk back to the locker room, the pain became unbearable. Since Andrew felt so miserable, he decided to tell his teacher. Andrew said, "I burned my leg sliding down the rope. It hurts!" Andrew's teacher, who was concerned, replied, "Let's visit the nurse so that she can treat it." After he helped Andrew get to the nurse's office, the nurse applied numbing spray. Then she wrapped sterile gauze around his wound. The gauze, which was a thin, clean fabric, protected his burn while it healed. Andrew's pain was immediately relieved. He was happy because he could easily walk without discomfort.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Andrew / any name	②	a boy / the boy	①
Setting	climbing rope in PE class	②	climbing / PE class	①
Problem (P)	burned his leg on the rope	②	it was bad / got hurt	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan (PL)	decided to be brave	②	decided to go	①
Attempt (A)	tried to walk to the room	②	he walked	①
Consequence / Complication (CP)	the pain was unbearable / it hurt too much	②	didn't work / it was bad	①
Feeling-2	sad / miserable / unhappy	②	didn't like it / cried	①
Plan-2 (PL2)	decided to tell his teacher	②	decided to tell	①
Attempt-2 (A2)	told teacher he burned his leg	②	talked to him	①
Consequence (C)	teacher said to go to nurse / nurse wrapped his burn	②	helped him / fixed it	①
Ending (E)	pain went away / he could walk	②	better / he could do it	①
End Feeling	happy / relieved / glad	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 gauze	①	 thin, clean fabric	①	 protects burns	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	
			(noun) that / which / who		①①①	
			(e.g., rope that... / gauze which... / teacher 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	skillfully	①	sterile	①
P/CP+A2+C	-or- P/CP+PL2+C	④	bristly	①	discomfort	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	unbearable	①		①
			concerned	①		①
			applied	①		

NLM QUESTIONS

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

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?" Ask B question if A is answered incorrectly	A: Andrew skillfully pulled himself up the rope. He celebrated at the top. What does skillfully mean?	③	②	⑤
	B: Does skillfully mean to be really good or to be scared?	①	①	②
	A: Andrew slipped down the bristly rope. His leg got burned. What does bristly mean?	③	②	⑤
	B: Does bristly mean rough or long?	①	①	②
	A: The nurse wrapped sterile gauze on his wound. It protected his burn. What does sterile mean?	③	②	⑤
	B: Does sterile mean heavy or clean?	①	①	②

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, what do you think Andrew was wearing when he climbed the rope?	②①①	Why do you think that?	①①①	⑤
Using clues from this story, who do you think made it to the top of the rope first?	②①①	Why do you think that?	①①①	⑤
What other activities do you think Andrew does in his PE class?	②①①	Why do you think that?	①①①	⑤

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Andrew was upset because he got hurt on the rope. Write a story about a time when you got hurt." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

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

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

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

Last weekend, Diego was in the kitchen making homemade churros with his grandma. Diego wanted to help deep-fry the yummy treat, but she forbid him. She told him to stand back. The hot, splattering oil could burn him. Diego was sad because he really wanted to help. He thought that if he wore oven mitts, she might let him help. After Diego put the thick, quilted gloves on, his grandma said it was still too risky. Although Diego was frustrated, he decided to ask his grandma how he could help. Diego said, “What can I do to help?” Diego’s grandma, who was kind, said, “I have the perfect task for you!” She explained to Diego how to make the topping, which was a mixture of sugar and cinnamon. Diego carefully measured the sugar. Then he stirred in a tiny amount of cinnamon, which was a powdery, orange spice that’s often used in desserts. When they coated all the churros in the cinnamon sugar, they wolfed down the warm, yummy dessert. Diego felt happy because he helped make his grandma’s famous recipe.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Diego / any name	②	a boy / the boy	①
Setting	making churros in the kitchen	②	making churros / kitchen	①
Problem (P)	he couldn’t help his grandma	②	couldn’t do it	①
Feeling	sad / mad / upset	②	didn’t like it / cried	①
Plan (PL)	thought about oven mitts	②	decided to get it	①
Attempt (A)	put oven mitts on and asked	②	got them	①
Consequence / Complication (CP)	still couldn’t help grandma / it was not safe / hot oil was risky	②	didn’t work / still couldn’t do it	①
Feeling-2	sad / mad / upset	②	didn’t like it / cried	①
Plan-2 (PL2)	decided to talk to grandma	②	decided to talk to her	①
Attempt-2 (A2)	said “How can I help?”	②	talked to her	①
Consequence (C)	she had the perfect task for him / she had him make topping	②	she helped him / showed him	①
Ending (E)	got to help grandma / ate churros	②	they did it	①
End Feeling	happy / excited / glad	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
	cinnamon	① 	powdery, orange spice	① 	often used in desserts	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., spice that... / topping which... / grandma 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		deep-fry ①	coated ①	
P/CP+A2+C -or- P/CP+PL2+C	④		forbid ①	wolfed down ①	
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤		splattering ①		①
			quilted ①		①
			powdery ①		

NLM QUESTIONS

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

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: “What else does mean?” Ask B question if A is answered incorrectly	A: His grandma forbid him from frying the churros. She said it was too risky. What does forbid mean?	③	②	
	B: Does forbid mean <i>not allow</i> or <i>yell</i> ?	①	①	
	A: There was hot splattering oil. He had to stand back. What does splattering mean?	③	②	
	B: Does splattering mean <i>spraying</i> or <i>spicy</i> ?	①	①	
	A: They wolfed down the dessert. It was a yummy treat. What does wolfed down mean?	③	②	
	B: Does wolfed down mean <i>to quickly eat</i> or <i>to cook</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 times do you think Diego has helped his grandma make churros?	②①①	Why do you think that?	①①①	
Using clues from this story, how badly do you think the hot oil was splattering out of the pan?	②①①	Why do you think that?	①①①	
Why do you think Diego thought that the oven mitts would be helpful?	②①①	Why do you think that?	①①①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Diego was sad he couldn’t help his grandma. Write a story about a time when you couldn’t do something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

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

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

SCRIPT

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

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

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

On Sunday, Cora's family went out to dinner. Her parents selected some food that was new from the menu. When the food arrived to the table, Cora's plate had odd looking noodles on it. She did not want to try them. She felt uneasy. Cora thought she could pretend to be sick so that she didn't have to eat them. Hiding a smile, Cora told her dad that her tummy hurt. Her dad astutely saw through her fake plea and told her to try her food. Cora was upset because she despised trying new, unusual foods. She finally decided to ask her brother, who she always trusted, about the noodles. Cora whispered, "Are the noodles good?" Her brother replied, "They're delicious! They're called Udon. You should try them." He explained Udon are thick, chewy Japanese noodles which are made from flour. Then Cora timidly took a tiny bite of the noodle. After she chewed the morsel of food, Cora sheepishly conceded that it tasted great and quickly ate all of it. Cora felt happy because she bravely tried something new.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Cora / any name	2	a girl / the girl	1
Setting	eating dinner at restaurant	2	eating / restaurant	1
Problem (P)	didn't want to try the noodles	2	didn't want to try it	1
Feeling	upset / mad / uneasy	2	didn't like it / cried	1
Plan (PL)	decided to pretend sick	2	decided to pretend	1
Attempt (A)	told her dad her belly hurt	2	she told him	1
Consequence / Complication (CP)	he didn't believe her / he told her she needed to try it	2	didn't work / still had to try it	1
Feeling-2	upset / mad / anxious	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask brother about it	2	decided to ask him	1
Attempt-2 (A2)	said "Are the noodles good?"	2	talked to him	1
Consequence (C)	he said they were good / she decided to try them	2	helped her / she tried it	1
Ending (E)	they tasted great / ate them all	2	she did it	1
End Feeling	happy / excited / proud	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 Udon	①	 thick, chewy Japanese noodles	①	 made from flour	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that	1	1	
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	2		when / while	1	1	
P+A+CP -or- P+PL+CP	4		after / before	1	1	
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though (noun) that / which / who (e.g., food that... / noodles which... / brother who...)	1	1	
(from 2 pt NDC section)		select one	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	2		1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
P/CP+C+E -or- P/CP+A2+E	3		selected	1	morsel	1
P/CP+A2+C -or- P/CP+PL2+C	4		arrived	1	conceded	1
P/CP+A2+C+E -or- P/CP+PL2+C+E	5		astutely	1		1
			plea	1		1
			despised	1		1

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	2	1	0	
Where was Cora in the beginning of the story?	2	1	0	
Why did Cora feel uneasy?	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 Udon from this story?	2	1	0	

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: Cora despised trying new foods. The noodles looked weird. What does despised mean?	3	2	
Ask B question if A is answered incorrectly	B: Does despised mean accepted or hated?	1	0	
	A: Cora chewed the morsel of food. She quickly ate all of it. What is a morsel?	3	2	
	B: Is a morsel a tiny piece or a big plate?	1	0	
	A: After she tasted the food, she conceded that it was good. What does concede mean?	3	2	
	B: Does concede mean to wish or to agree?	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 Cora took a tiny bite of the noodles?	2	1	0	
Using clues from this story, how often do you think Cora's brother convinces her to try new things?	2	1	0	
How often do you think Cora and her family go out for dinner?	2	1	0	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Cora was upset because she had to try new food. Write a story about a time when you had to do something you didn't want to." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

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