

# THIRD GRADE



# NLM<sup>3</sup> LISTENING

Narrative Language Measures

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## Progress Monitoring Record Forms

School: \_\_\_\_\_ Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

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

# SCRIPT

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

One day, Ethan went downstairs to the kitchen to play with his young, rambunctious border collie. Border collies, which are very smart dogs, are bred to herd animals like sheep. When Ethan got to the kitchen, he looked under the table because his dog usually slept there, but his dog wasn't there, nor was he anywhere in the house. Ethan was nervous. He decided to search in the immense park that was near his house, where there were a lot of rabbits. He quickly put on a coat and a hat, and although he carefully scoured the giant park, he couldn't find his dog. Ethan was really worried. After hours of searching, he eventually decided to talk to his dad so that he could get some help. Ethan said desperately, "Please help. I can't find the dog anywhere." Ethan's dad collectedly said, "It will be OK. Let's make some posters." After they put up the posters, someone who lived nearby called and said they found Ethan's dog. Ethan was overjoyed because he got his dog back. He kept better track of his dog after that.

## Start audio recorder




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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Ethan / any name	②	a boy / the boy	①
Setting	went downstairs to the kitchen	②	downstairs/ kitchen	①
Problem (P)	couldn't find his dog	②	couldn't find it	①
Feeling	sad / mad / nervous	②	didn't like it / cried	①
Plan (PL)	decided to search in the park	②	decided/ thought	①
Attempt (A)	Searched the park for dog	②	looked around	①
Consequence / Complication (CP)	couldn't find his dog / still couldn't find his dog	②	didn't work/ still lost	①
Feeling-2	sad/ mad/ worried	②	didn't like it / cried	①
Plan-2 (PL2)	decided to as a dad for help	②	decided/ thought	①
Attempt-2 (A2)	said "will you help me find...?"	②	asked for help	①
Consequence (C)	dad said, "let's put up fliers"/ someone found his dog	②	he got help/ found it	①
Ending (E)	he watched his dog more closely	②	was better next time	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 border collies	①	 dogs that herd animals	①	 very smart	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-	2	when / while		1 1 1	
P+A -or- P+CP	-or- A+CP	4	after / before		1 1 1	
P+A+CP -or- P+PL+CP			since/however/although/even though		1 1 1	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		1 1 1	
(from 2 pt NDC section)		select one	(e.g., dogs that... / dog which... / boy who...)			
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		2	VOCABULARY COMPLEXITY (VC) SCORE			
			1 pt per word below (or equally complex synonym)			
P/CP+C+E -or- P/CP+A2+E		3	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C		4	rambunctious	1	desperately	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	herd	1	collectedly	1
			immense	1	overjoyed	1
			scoured	1		1
			searching	1		1

# NLM QUESTIONS

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

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: His dog was <b>rambunctious</b> . He was lots of fun. What does <b>rambunctious</b> mean?	③	②	③
Ask B question if A is answered incorrectly	B: Does rambunctious mean <i>energetic</i> or <i>slow</i> ?	①	①	②
	A: Ethan went to the <b>immense</b> park. He searched for hours. What does <b>immense</b> mean?	③	②	③
	B: Does immense mean <i>very large</i> or <i>grassy</i> ?	①	①	②
	A: Ethan <b>scoured</b> the park, but he still didn't find his dog. What does <b>scour</b> mean?	③	②	③
	B: Does scour mean <i>clean</i> or <i>to look for</i> ?	①	①	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 Ethan thought his dog went to the park?	② ① ①	Why do you think that?	① ①	③
Using clues from this story, what do you think the weather was like outside?	② ① ①	1 pt = uses information from story		
Why do you think Ethan had a border collie?	② ① ①	Why do you think that?	① ①	③
		1 pt = uses information from story		
		Why do you think that?	① ①	③
		1 pt = uses background knowledge		

# PERSONAL GENERATION (OPTIONAL)

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

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

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

## SCRIPT

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

Yesterday morning, Alan excitedly ran to an enormous, new gym which was by his house so he could go to basketball practice. Since he arrived early, Alan had the whole gym to himself. He decided to practice free throws so that he could become proficient at them. Free throw shots are made 15 feet from the basket, and in a game, you have 10 seconds to shoot. While he was practicing, an older, tall boy barged in and seized Alan's ball. Alan got upset because this boy, who was a stranger, had rudely taken it. Without thinking, Alan tried to forcefully get it back. He quickly grabbed the ball. The boy wouldn't let go, and Alan fell to the floor. He was enraged, but he decided it might be better to just talk to him. Alan asked, "Why did you steal my ball?" The boy said, "I'm sorry. I didn't know it was yours." The tall boy kindly returned it. Then they took turns shooting baskets. After they played together, Alan felt cheerful because he made a new friend that liked to play basketball with him.

Start audio recorder

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

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

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








## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Alan / any name	②	a boy / the boy	①
Setting	walked to gym / played in gym	②	walked/ gym	①
Problem (P)	boy took his ball / ball got stolen	②	he lost it	①
Feeling	upset / mad / angry	②	didn't like it / cried	①
Plan (PL)	without thinking grabbed it	②	decided / thought	①
Attempt (A)	grabbed at the ball	②	tried to get it	①
Consequence / Complication (CP)	boy wouldn't let go / fell down still didn't have his ball back	②	didn't get it / still didn't have it	①
Feeling-2	sad / mad / enraged	②	didn't like it / cried	①
Plan-2 (PL2)	decided to talk with the boy	②	decided / thought	①
Attempt-2 (A2)	said "why did you take my ball"	②	talked to him	①
Consequence (C)	boy said "sorry, I didn't know it was yours" / boy gave ball back	②	it worked	①
Ending (E)	the boys took turns with ball	②	it was OK	①
End Feeling	happy / cheerful	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
	free throw		 15 feet away from basket		 10 seconds to shoot	

EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC)	SCORE
(from 2 pt NDC section) select one		because / so that	①①①
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②	when / while	①①①
P+A+CP -or- P+PL+CP	④	after / before	①①①
EPISODE 2 COMPLEXITY (EC2)		since/however/although/even though	①①①
(from 2 pt NDC section) select one		(noun) that / which / who	①①①
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	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	enormous	①
		proficient	①
		barged	①
		seized	①
		rudely	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 Alan in the beginning of the story?			②	① ① ①
	Why was Alan upset?			②	① ① ①
	How did he first try to fix his problem?			②	① ① ①
	Why did he talk to the boy?			②	① ① ①
	How did the story end?			②	① ① ①
	What two things did you learn about free throws 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 <b>A</b> answer is similar to grey text, say:	<b>A: The boy seized Alan's ball. Allan didn't like this. What does <b>seize</b> mean?</b>			③	②
	<b>B: Does seize mean <i>to break</i> or <i>to take away</i>?</b>			①	①
“What else does _____ mean?”	<b>A: Alan tried to forcefully get the ball back. He grabbed it. What does <b>forcefully</b> mean?</b>			③	②
	<b>B: Does forcefully mean <i>roughly</i> or <i>nervously</i>?</b>			①	①
Ask <b>B</b> question if <b>A</b> is answered incorrectly	<b>A: Alan felt enraged. The boy took his ball. What does <b>enraged</b> mean?</b>			③	②
	<b>B: Does enraged mean <i>very angry</i> or <i>very nervous</i>?</b>			①	①

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how far away do you think Alan lives from the gym?	②①①	Why do you think that? 1 pt = uses information from story	①①①
Using clues from this story, how many times do you think Alan has played in the gym by his house?	②①①	Why do you think that? 1 pt = uses information from story	①①①
Why do you think basketball practice was in the morning?	②①①	Why do you think that? 1 pt = uses background knowledge	①①①

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, someone took the ball away from Alan. Tell me a story about a time when someone took something from you." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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



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

# SCRIPT

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

One evening, Sarah was getting ready to go up on the beautiful stage in a big, elegant auditorium so that she could perform her music. Sarah looked for her piccolo, which produces high sounding notes and looks like a tiny flute. After she searched everywhere, she realized that she absentmindedly left it at home. Sarah was sad because she really wanted to perform. Sarah decided to run home. But as she ran past the auditorium that was crowded with people, she realized she didn't have enough time. Sarah was despondent. She didn't know what to do. She wondered if her music teacher, who was tuning some instruments, had an extra piccolo. She frantically ran up to him and said, "I forgot my piccolo. What should I do?" Sarah's teacher said, "There's an extra one in the music room. It's old, but it works." When they went to the room, Sarah's teacher rummaged through a storage closet and pulled out a tattered looking piccolo. Although it wasn't hers, Sarah felt relieved because she at least had an instrument to play. Then she performed her songs beautifully.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Sarah / any name	2	a girl / the girl	1
Setting	getting ready in an auditorium	2	getting ready / school	1
Problem (P)	could not find piccolo	2	couldn't find it	1
Feeling	sad / upset / worried	2	didn't like it / cried	1
Plan (PL)	decided to run home	2	decided / thought	1
Attempt (A)	she walked past the auditorium	2	tried to get it	1
Consequence / Complication (CP)	she did not have enough time / still didn't have piccolo	2	couldn't get it / didn't have it	1
Feeling-2	sad / upset / despondent	2	didn't like it / cried	1
Plan-2 (PL2)	wondered if teacher had extra	2	decided / planned	1
Attempt-2 (A2)	asked teacher what to do	2	asked	1
Consequence (C)	teacher said "there's an extra one" / got another piccolo	2	she got help / got one	1
Ending (E)	performed her songs beautifully	2	did it	1
End Feeling	happy / relieved	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
	piccolo	①	 high sounding notes	①	 looks like a tiny flute	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		1 1 1	
P+PL -or- PL+CP	-or-		when / while		1 1 1	
P+A -or- P+CP	-or-	2	after / before		1 1 1	
P+A+CP -or- P+PL+CP		4	since/however/although/even though		1 1 1	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		1 1 1	
(from 2 pt NDC section)		select one	(e.g., auditorium that... / piccolo which... / teacher who...)			
P/CP+PL2 -or- P/CP+A2	-or-	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	elegant	1	frantically	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	produces	1	rummaged	1
			absentmindedly	1	tattered	1
			perform	1		1
			despondant	1		1

NLM QUESTIONS

# NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?		2	1	0
Where was Sarah in the beginning of the story?		2	1	0
Why was Sarah sad?		2	1	0
How did she first try to fix her problem?		2	1	0
Why did she talk to her teacher?		2	1	0
How did the story end?		2	1	0
What two things did you learn about piccolos 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: Sarah was in an elegant auditorium. It was a special night. What does elegant mean?	3	2	
	B: Does elegant mean strange or fancy?	1	0	
Ask B question if A is answered incorrectly	A: She frantically looked for her teacher. She looked all over. What does frantically mean?	3	2	
	B: Does frantically mean carefully or quickly?	1	0	
	A: Sarah got a tattered looking piccolo. It was old. What does tattered mean?	3	2	
	B: Does tattered mean tiny or beat up?	1	0	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how do you think Sarah knew she didn't have enough time to go home?		2	1	0
Using clues from this story, how many students do you think play the piccolo in her school?		2	1	0
What kind of music do you think the students were performing?		2	1	0
Why do you think that?	1 pt = uses information from story	1	0	
Why do you think that?	1 pt = uses information from story	1	0	
Why do you think that?	1 pt = uses background knowledge	1	0	

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Sarah forgot to bring her piccolo to the concert. Tell me a story about a time when you forgot something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

# SCRIPT

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

One early morning, Emma stumbled into the kitchen so that she could get some cereal. Emma looked for her favorite cereal which had slices of strawberries that were dehydrated, which means that water had been removed from them so they could last longer. But she couldn't find the cereal in the pantry. She was disappointed. It dawned on her that sometimes her grandma stored extra food in the garage. When Emma checked the shelves in the garage, all she saw were cans of soup. She was annoyed because she badly wanted to eat her favorite, delicious cereal. So then she decided to ask her grandma, who just got back from running errands, for help. Emma said, "Do you happen to know if we have any extra boxes of my favorite cereal? I can't find any." Emma's grandmother said, "Because I know how much you love that cereal, I just bought some. It's still in the car." After Emma unloaded the groceries, she finally sat down and devoured half the box of cereal. Emma was content and appreciated how thoughtful her grandma was.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Emma / any name	②	a girl / the girl	①
Setting	stumbled into the kitchen	②	walked / to kitchen	①
Problem (P)	favorite cereal was gone	②	couldn't see it	①
Feeling	sad / mad / disappointed	②	didn't like it / cried	①
Plan (PL)	dawned on her to check garage	②	decided / thought	①
Attempt (A)	checked the shelves in garage	②	looked for it	①
Consequence / Complication (CP)	only found soup / still wanted her favorite cereal	②	not there / didn't know where	①
Feeling-2	annoyed / mad / sad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask her grandma	②	decided / thought	①
Attempt-2 (A2)	asked "do we have any cereal?"	②	asked for help	①
Consequence (C)	grandma said "I just bought some" / sat down and ate	②	she said yes / ate it	①
Ending (E)	devoured half the box	②	ate a lot	①
End Feeling	content / happy	②	liked it / smiled	①








EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
dehydrated strawberries	①	water has been removed	①	makes them last longer

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

EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)		SCORE <div></div>	(noun) that / which / who (e.g., strawberries that.../ cereal which.../ grandma who...)		①①①	
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	stumbled	①	content	①
P/CP+A2+C -or- P/CP+PL2+C		④	dawned on	①	appreciated	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	stored	①	thoughtful	①
			errands	①		①
			devoured	①		①

NLM QUESTIONS

# NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE	
	Who was the story about?			2	1 0
	Where was Emma in the beginning of the story?			2	1 0
	Why was Emma disappointed?			2	1 0
	How did she first try to fix her problem?			2	1 0
	Why did she talk to her grandma?			2	1 0
	How did the story end?			2	1 0
	What two things did you learn about dehydrated strawberries in 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 <b>A</b> answer is similar to grey text, say: “What else does _____ mean?”	<b>A:</b> Her grandma <b>stored</b> food in the garage. She looked on the shelves. What does <b>stored</b> mean?			③	②
	<b>B:</b> Does stored mean <u>kept</u> or <u>returned</u> ?			①	①
Ask <b>B</b> question if <b>A</b> is answered incorrectly	<b>A:</b> Emma <b>devoured</b> the cereal. Half the box was gone. What does <b>devour</b> mean?			③	②
	<b>B:</b> Does devour mean <u>to quickly eat</u> or <u>to spill</u> ?			①	①
	<b>A:</b> She felt <b>content</b> . She wasn’t hungry anymore. What does <b>content</b> mean?			③	②
	<b>B:</b> Does content mean <u>special</u> or <u>satisfied</u> ?			①	①

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how well rested do you think Emma was in the morning?	② ① ①	Why do you think that? 1 pt = uses information from story	① ① ①
Using clues from this story, what do you think they often ate for dinner?	② ① ①	Why do you think that? 1 pt = uses information from story	① ① ①
Why do you think Emma lived with her grandma?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ① ①

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Emma couldn't find her favorite cereal. Tell me a story about a time when you couldn't find something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

# SCRIPT

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

Tyrone, who was turning six, was in the front room putting up decorations for his party. When Tyrone haphazardly ran into the kitchen, he accidentally knocked over the chocolate cake that was still warm. He felt terrible because the cake, which was very special, didn't have gluten in it. Gluten comes from grains like wheat and some people, like Tyrone, are sensitive to it. Tyrone didn't want to tell his dad about the cake. He decided to try putting it back together so that his dad wouldn't notice. He picked up the broken, crumbly pieces. Although Tyrone salvaged most of the cake off the floor, he couldn't really put the demolished cake back together again. He was devastated. Tyrone finally decided to tell his dad. He said nervously, "Dad, I ruined the cake you made. I'm so sorry. What do we do?" Tyrone's dad said, "Don't worry, we have time to bake another one." After they got the ingredients together, they baked another cake that was gluten-free. Tyrone felt relieved because he had a cake for the party. He thanked his dad profusely for helping him.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Tyrone / any name	2	a boy / the boy	1
Setting	front room putting up decorations	2	front room / decorating	1
Problem (P)	knocked over the cake	2	had an accident	1
Feeling	terrible / sad / upset	2	didn't like it / cried	1
Plan (PL)	decided to put it back together	2	decided / thought	1
Attempt (A)	cleaned up the mess by himself	2	he worked on it	1
Consequence / Complication (CP)	tried to put it back together / the cake was still demolished	2	couldn't do it / still had a problem	1
Feeling-2	devastated / sad / worried	2	didn't like it / cried	1
Plan-2 (PL2)	decided to tell his dad	2	decided / thought	1
Attempt-2 (A2)	said "I ruined the cake, I'm sorry."	2	asked for help	1
Consequence (C)	dad said "don't worry, we can make a new one"	2	got help / fixed it	1
Ending (E)	he helped bake another cake	2	he did a new one	1
End Feeling	relieved / happy	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
gluten	①	comes from grains like wheat	①	some people are sensitive to it	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		when / while		1 1 1	
P+A	-or- P+CP	2	after / before		1 1 1	
P+A+CP	-or- P+PL+CP	4	since/however/although/even though		1 1 1	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		1 1 1	
(from 2 pt NDC section)		select one	(e.g., cake that... / cake which... / Tyrone 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	haphazardly	1	devastated	1
P/CP+A2+C+E	-or- P/CP+PL2+C+E	5	sensitive	1	nervously	1
			crumbly	1	profusely	1
			salvaged			1
			demolished	1		1

NUM QUESTIONS

# NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?				2 1 0
Where was Tyrone in the beginning of the story?				2 1 0
Why did Tyrone feel terrible?				2 1 0
How did he first try to fix his problem?				2 1 0
Why did he talk to his dad?				2 1 0
How did the story end?				2 1 0
What two things did you learn about gluten 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: He <b>haphazardly</b> ran into the kitchen. He ruined the cake. What does <b>haphazardly</b> mean?			3 2
Ask B question if A is answered incorrectly	B: Does haphazardly mean <i>violently</i> or <i>carelessly</i> ?			1 0
	A: Tyrone <b>salvaged</b> most of the cake. He picked up the broken, crumbly pieces. What does <b>salvaged</b> mean?			3 2
	B: Does salvaged mean <i>recovered</i> or <i>frosted</i> ?			1 0
	A: Tyrone thanked his dad <b>profusely</b> after his dad baked him another cake. What does <b>profusely</b> mean?			3 2
	B: Does profusely mean to do something <i>a lot</i> or <i>slowly</i> ?			1 0

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think the cake had been out of the oven?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, why do you think Tyrone didn't want to tell his dad about the cake?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Why do you think Tyrone ran into the kitchen?		2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Tyrone accidentally ruined his cake and felt terrible. Tell me a story about a time when something of yours got ruined." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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



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

# SCRIPT

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

Yesterday, Krystal was at a park flying her new, colorful kite. The kite was a box kite, which has two connected boxes that don't have ends on them, and doesn't have a long tail like other kites do. Suddenly, her kite was blown into a towering tree. Krystal was annoyed because her kite was tangled in the branches of the tall tree. She decided to try to climb the tree so that she could free it. But when Krystal jumped to grab the bottom branch, she couldn't because it was too high. No matter how hard she tried, she couldn't reach her kite. Although Krystal was dismayed, she decided not to give up. She noticed that her friend was nearby eating lunch. She ran over to her and timidly said, "My kite is stuck in a tree! I can't reach it. But maybe you can?" Krystal's friend said, "Sure. Let me look." After checking out the situation, Krystal's friend, who heroically climbed the tree with ease, retrieved her kite. Krystal was thrilled since she was able to continue flying her kite the rest of the afternoon.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Krystal / any name	2	a girl / the girl	1
Setting	flying kite in a park	2	flying kite / in a park	1
Problem (P)	kite blew into a tree	2	couldn't get it	1
Feeling	sad / mad / annoyed	2	didn't like it / cried	1
Plan (PL)	decided to climb the tree	2	decided / thought	1
Attempt (A)	jumped to grab a branch	2	tried to get it	1
Consequence / Complication (CP)	couldn't reach branch / couldn't climb / couldn't reach kite	2	couldn't do it / still had a problem	1
Feeling-2	sad / mad / dismayed	2	didn't like it / cried	1
Plan-2 (PL2)	decided not to give up	2	decided / thought	1
Attempt-2 (A2)	asked friend to help reach kite	2	asked for help	1
Consequence (C)	friend said "OK. Let me look" / got her kite	2	she helped / got it	1
Ending (E)	flew her kite again	2	did it again	1
End Feeling	happy / thrilled	2	felt better / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
	box kites	①	two open connected boxes	①	don't have a long tail ①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		1 1 1	
P+PL -or- PL+CP	-or-		when / while		1 1 1	
P+A -or- P+CP	-or- A+CP	2	after / before		1 1 1	
P+A+CP -or- P+PL+CP		4	since/however/although/even though		1 1 1	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		1 1 1	
(from 2 pt NDC section)		select one	(e.g., boxes that... / kite which... / friend who...)			
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	2	VOCABULARY COMPLEXITY (VC) SCORE			
			1 pt per word below (or equally complex synonym)			
P/CP+C+E -or- P/CP+A2+E		3	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C		4	towering	1	heroically	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	tangled	1	retrieved	1
			dismayed	1	thrilled	1
			timidly	1		1
			situation	1		1

NLM QUESTIONS

# NLM QUESTIONS

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

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: Her kite flew into a <b>towering</b> tree. She couldn't get it. What does <b>towering</b> mean?	3	2	
Ask B question if A is answered incorrectly	B: Does towering mean <b>very tall</b> or <b>thick with branches</b> ?	1	0	
	A: Krystal felt <b>dismayed</b> . Her kite was stuck. What does <b>dismayed</b> mean?	3	2	
	B: Does dismayed mean <b>disappointed</b> or <b>sick</b> ?	1	0	
	A: Her sister <b>heroically</b> got the kite. She had to climb high. What does <b>heroically</b> mean?	3	2	
	B: Does heroically mean <b>selfishly</b> or <b>fearlessly</b> ?	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 Krystal thought her friend could help get the kite?	2 1 0	Why do you think that?	1 0	
Using clues from this story, what do you think the weather was like when she was flying her kite?	2 1 0	Why do you think that?	1 0	
What do you think her friend was eating for lunch at the park?	2 1 0	Why do you think that?	1 0	

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Krystal couldn't get her kite which was stuck in a tree. Tell me a story about a time when you couldn't get something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

# SCRIPT

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

One afternoon, Helen stopped at the local corner shop while walking home with her brother. Helen immediately saw an intriguing lollipop that had a scorpion floating in it. Just that day she had learned that scorpions, which are distant cousins to spiders, always have a stinger at the end of their curved backs. Helen nervously checked her wallet to see if she could afford to buy the unusual treat. Helen was disappointed because even though she found two quarters, it wasn't enough. Then Helen remembered she often stashes loose change in the numerous pockets of her backpack. Although Helen thoroughly searched her backpack, she only found pencils and erasers. She felt defeated. Helen decided to ask her older brother, who was generous, if he had any money. She said, "I really want to try this cool scorpion lollipop, but it's expensive. Could you help me buy it?" Her brother said, "Sure! I'll chip in just to watch you eat it!" Helen was happy because after they combined their money, she was able to buy the lollipop. Her brother loved watching her eat the sweet, crunchy treat.

## Start audio recorder




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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Helen / any name	②	a girl / the girl	①
Setting	walking home / stopped at shop	②	walking / shop	①
Problem (P)	didn't have money for lollipop	②	couldn't get it	①
Feeling	sad / mad / disappointed	②	didn't like it / cried	①
Plan (PL)	remembered she often puts \$ in pockets	②	remembered / thought	①
Attempt (A)	searched all pockets in backpack	②	looked for it	①
Consequence / Complication (CP)	there was no money / still had no money for lollipop	②	didn't get it / still couldn't get it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask brother	②	decided / planned	①
Attempt-2 (A2)	said "can you help me buy it"	②	asked for help	①
Consequence (C)	said "Sure. I want to watch you eat it!" / they combined money	②	she got it	①
Ending (E)	she ate the sweet crunchy treat	②	she tried it	①
End Feeling	happy / pleased	②	felt better / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	scorpions	①		cousins of spiders	①		always have a stinger on back	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., lollipop that... / scorpions which... / brother who...)			
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	②	VOCABULARY COMPLEXITY (VC) SCORE			
			1 pt per word below (or equally complex synonym)			
P/CP+C+E -or- P/CP+A2+E		③	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C		④	intriguing	①	generous	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	afford	①	expensive	①
			stashes	①	chip in	①
			numerous	①		①
			defeated	①		①

# NLM QUESTIONS

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

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: The lollipop was <b>intriguing</b> . It had a scorpion floating in it. What does <b>intriguing</b> mean?	③	②	③
Ask B question if A is answered incorrectly	B: Does intriguing mean <b>unusual</b> or <b>sweet</b> ?	①	①	②
	A: Helen usually <b>stashes</b> loose change in her backpack. She looked in all the pockets. What does <b>stash</b> mean?	③	②	③
	B: Does stash mean <b>to hide</b> or <b>to make</b> ?	①	①	②
	A: Helen's brother said he would <b>chip in</b> . The lollipop was expensive. What does <b>chip in</b> mean?	③	②	③
	B: Does chip in mean <b>crunchy</b> or <b>give money</b> ?	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 Helen was before she went to the store?	② ① ①	Why do you think that?	① ①	②
Using clues from this story, how big do you think Helen's backpack is?	② ① ①	1 pt = uses information from story		②
How do you think Helen and her brother earn their spending money?	② ① ①	Why do you think that?	① ①	②
		1 pt = uses background knowledge		②

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Helen was disappointed she didn't have enough money to buy a lollipop. Tell me a story about a time when you were disappointed." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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



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

## SCRIPT

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

One morning, Marco was frantically riding his bike to a baseball field so that he could be on time to play with his team. When he arrived, Marco, who usually kept everything in his bag, couldn't find his glove. He felt worried because he couldn't play without his glove. He decided to search his giant gym bag again to see if the glove was there. He hastily dumped everything out. Although Marco painstakingly searched through everything, he couldn't find the glove that he urgently needed. He was frustrated. Marco thought his coach might be able to help. Marco said, "I can't play since I forgot my glove. Do you have a glove I can use?" Marco's coach said, "There might be an extra glove in the dugout." Marco ran over to the dugout, which was a place off the field where most of the team congregated and where equipment was stored. After Marco searched the dugout, he uncovered a very nice glove! He was so excited because he could play in the game. He adeptly caught the ball the whole game.

## Start audio recorder

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

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

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

## NLM RETELL








NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Marco / any name	②	a boy / the boy	①
Setting	biked to baseball field	②	biked / baseball field	①
Problem (P)	couldn't find his glove	②	couldn't find it	①
Feeling	sad / mad / worried	②	didn't like it / cried	①
Plan (PL)	decided to search his gym bag	②	decided / thought	①
Attempt (A)	searched gym bag for glove	②	looked for it	①
Consequence / Complication (CP)	didn't find glove in bag / couldn't find glove for game	②	couldn't find it / didn't have it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	thought to ask his coach	②	decided / planned	①
Attempt-2 (A2)	asked coach "what can I do?"	②	asked for help	①
Consequence (C)	coach said "I have an extra glove" / he got a glove	②	got help / got one	①
Ending (E)	he played/caught ball in the game	②	played / was good	①
End Feeling	happy / excited	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	dugout	①		a place where the team gathered	①		where equipment is stored	①

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

VOCABULARY COMPLEXITY (VC) SCORE	SCORE
1 pt per word below (or equally complex synonym)	
1 pt (up to 2) for other complex vocabulary words	
frantically	①
hastily	①
painstakingly	①
urgently	①
congregated	①
thoroughly	①
uncovered	①
adeptly	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 Marco in the beginning of the story?			②	① ① ①
	Why was Marco worried?			②	① ① ①
	How did he first try to fix his problem?			②	① ① ①
	Why did he talk to his coach?			②	① ① ①
	How did the story end?			②	① ① ①
	What two things did you learn about dugouts 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 <b>A</b> answer is similar to grey text, say:	<b>A: Marco hastily dumped out his bag. He was worried. What does hastily mean?</b>			③	②
	<b>B: Does hastily mean <i>quickly</i> or <i>angrily</i>?</b>			①	①
“What else does _____ mean?”	<b>A: He painstakingly searched everything. He couldn't find the glove. What does painstakingly mean?</b>			③	②
	<b>B: Does painstakingly mean <i>distractedly</i> or <i>carefully</i>?</b>			①	①
Ask <b>B</b> question if <b>A</b> is answered incorrectly	<b>A: He adeptly caught the ball. The glove was very nice. What does adeptly mean?</b>			③	②
	<b>B: Does adeptly mean <i>to be skilled</i> or <i>with a lot of effort</i>?</b>			①	①

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how much stuff do you think Marco had in his bag?	② ① ①	Why do you think that? 1 pt = uses information from story	① ① ①
Using clues from this story, why do you think Marco forgot his glove at home?	② ① ①	Why do you think that? 1 pt = uses information from story	① ① ①
What do you think Marco did with the glove after the game?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ① ①

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Marco was worried he left his glove at home. Tell me a story about a time when you left something behind." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

## SCRIPT

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

Last week, Jamie was chewing pink bubblegum in her room. When she blew a huge bubble, it abruptly popped and got in her long, brown hair. Jamie felt scared because it was really embedded. She wondered if she could pull the gum out in little pieces. Although Jamie meticulously picked at the giant wad of gum, she could not get it out since it was so sticky. Then she panicked. Jamie knew she needed her mom's help. Her mom was an ingenious person who always knew what to do. Jamie said, "There is some gum that is really stuck in my hair. Can you help?" Her mom said patiently, "No need for scissors. I just need something with lots of oil in it." Then she got some mayonnaise. Jaime looked skeptical. Her mom said mayonnaise is mostly oil with just a little egg and water. She then carefully rubbed her hair which was slathered with mayonnaise. After the mayonnaise had completely saturated her hair, Jamie was amazed because the gum was gone. Then she washed her hair so that she could wash out the revolting mess.

## Start audio recorder

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

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

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

## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Jamie / any name	②	a girl / the girl	①
Setting	chewing gum in the kitchen	②	chewing gum / kitchen	①
Problem (P)	gum got stuck in her hair	②	had a mess	①
Feeling	sad / mad / frightened / scared	②	didn't like it / cried	①
Plan (PL)	decided to pull the gum out	②	decided / thought	①
Attempt (A)	tried to pull the gum out of hair	②	tried to do it	①
Consequence / Complication (CP)	the gum did not come out / she still had gum in her hair	②	didn't work / still a mess	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	knew she needed mom's help	②	knew / thought	①
Attempt-2 (A2)	asked mom for help	②	asked her	①
Consequence (C)	mom helped get gum out with mayonnaise / got the gum out	②	said yes / did it	①
Ending (E)	washed her hair	②	cleaned it	①
End Feeling	happy / amazed	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
mayonnaise	①	made mostly of oil	①	also has egg and water ①

EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC)	SCORE
(from 2 pt NDC section)	select one	because / so that	① ① ①
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②	when / while	① ① ①
P+A+CP -or- P+PL+CP	④	after / before	① ① ①
EPISODE 2 COMPLEXITY (EC2)	SCORE	since/however/although/even though	① ① ①
(from 2 pt NDC section)	select one	(noun) that / which / who	① ① ①
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	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	abruptly ① saturated ①	
		embedded ① amazed ①	
		meticulously ① revolting ①	
		ingenious ①	①
		skeptical ①	①

## NLM QUESTIONS

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

INFERENTIAL VOCABULARY (IV)	3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: The gum was really <b>embedded</b> in her hair. She couldn't get it out. What does <b>embedded</b> mean?	③	②
Ask B question if A is answered incorrectly	B: Does embedded mean <b>stuck</b> or <b>braided</b> ?	①	①
	A: She washed the <b>revolting</b> mess out of her hair. Her mom had put mayonnaise in it. What does <b>revolting</b> mean?	③	②
	B: Does revolting mean <b>big</b> or <b>disgusting</b> ?	①	①
	A: Her mom was an <b>ingenious</b> person. She had good ideas. What does <b>ingenious</b> mean?	③	②
	B: Does ingenious mean <b>concerned</b> or <b>clever</b> ?	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 Jamie's mom has removed gum from hair?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how do you think Jamie was wearing her hair when the gum got stuck?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What else do you think Jamie's mom uses mayonnaise for?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Jamie was scared that she got gum stuck in her hair. Tell me a story about a time when you were scared." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

# SCRIPT

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

At lunchtime, Aiden walked to the bustling school cafeteria. There were students everywhere. When Aiden reached into his pocket, it had a hole in it. All his money was gone! He felt upset because he needed money to buy lunch. He wondered if he had any money in his locker that was down the hall. Although he completely dug through his untidy, disordered locker, he couldn't find any money. Now he was really frustrated. He decided to find his friend, a boy who was very generous, to see if he could help him. Aiden finally found his friend and said loudly, "I lost my money. What should I do?" Aiden's friend exclaimed, "I can share since my mom packed a huge thermos full of soup!" Then Aiden forcefully squeezed in next to him on the long, wooden bench so that he could eat with his friend. Aiden's friend pulled out a giant insulated thermos, which looked like a big bottle with thick sides that kept the soup really hot. After they ate the steamy, delicious soup, Aiden felt relieved he didn't have to go without lunch.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Aiden / any name	②	a boy / the boy	①
Setting	walked to the cafeteria	②	walked / in cafeteria	①
Problem (P)	didn't have any lunch money	②	lost it	①
Feeling	sad / mad / upset	②	didn't like it / cried	①
Plan (PL)	decided to look in his locker	②	decided / thought	①
Attempt (A)	looked for money in his locker	②	looked for it	①
Consequence / Complication (CP)	didn't find money in locker / he had no money for lunch	②	couldn't find it / didn't have it	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	decided to find friend	②	decided to get help	①
Attempt-2 (A2)	asked friend what to do	②	talked to him	①
Consequence (C)	friend said he could share / he sat down next to him to eat	②	he helped him / got help	①
Ending (E)	they ate the soup together	②	it was better	①
End Feeling	happy / excited / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
thermos	①	like a big bottle	①	thick sides to keep food hot	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., locker that... / thermos which... / boy who...)			
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	②	VOCABULARY COMPLEXITY (VC) SCORE			
			1 pt per word below (or equally complex synonym)			
P/CP+C+E -or- P/CP+A2+E		③	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C		④	bustling	①	forcefully	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	untidy	①	insulated	①
			disordered	①	steamy	①
			generous	①		①
			exclaimed	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 ①	
Where was Aiden in the beginning of the story?		②	① ① ①	
Why was Aiden upset?		②	① ① ①	
How did he first try to fix his problem?		②	① ① ①	
Why did he talk to his friend?		②	① ① ①	
How did the story end?		②	① ① ①	
What two things did you learn about a thermos 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: He walked into the <b>bustling</b> cafeteria. There were lots of kids. What does <b>bustling</b> mean?	③	②	
Ask B question if A is answered incorrectly	B: Does bustling mean <i>strong-smelling</i> or <i>busy</i> ?	①	①	
	A: His locker was <b>disordered</b> . He had a lot of stuff in it. What does <b>disordered</b> mean?	③	②	
	B: Does disordered mean <i>roomy</i> or <i>messy</i> ?	①	①	
	A: They ate the <b>steamy</b> , delicious soup. The thermos was full of it. What does <b>steamy</b> mean?	③	②	
	B: Does steamy mean <i>hot</i> or <i>thick</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how old do you think Aiden's pants were?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how easy do you think it was for Aiden to find his friend?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What do you think Aiden usually eats for lunch?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Aiden was upset he lost his lunch money. Tell me a story about a time when you lost something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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



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

# SCRIPT

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

Last month, Lin was sitting at a desk in a little alcove in her bedroom. Her alcove was a small space tucked back into a wall which had an arched opening. She was drawing a picture so that she would have some beautiful art to spruce up the bare walls. While Lin was concentrating on her drawing, her busy little sister, who Lin wasn't watching closely, suddenly drew all over the wall. Lin was scared because it was a permanent marker. She rushed to the kitchen and grabbed a wet rag, thinking it wouldn't stain if she was quick. But when she started scrubbing, the ink smeared everywhere. Although Lin was frustrated, she knew her dad would have a solution. Lin texted her dad, "How can I remove black permanent marker that's on a wall?" Lin's dad quickly responded, "Let me guess, it was your little sister? I always use hairspray and a damp paper towel. Be gentle." Lin liberally sprayed hairspray on the marker and dabbed lightly with the paper towel. After the ink came off, Lin felt relieved because the wall was perfectly restored.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Lin / any name	②	a girl / the girl	①
Setting	drawing in her bedroom	②	drawing / bedroom	①
Problem (P)	sister drew on wall	②	she got messy	①
Feeling	scared / mad / annoyed	②	didn't like it / cried	①
Plan (PL)	thinking rag would work	②	decided / thought	①
Attempt (A)	wiped rag on wall	②	tried to fixed it	①
Consequence / Complication (CP)	ink did not come off wall / ink was still on wall	②	didn't work / still messy	①
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①
Plan-2 (PL2)	knew dad could help	②	decided to get help	①
Attempt-2 (A2)	asked dad how to take ink off wall	②	asked him	①
Consequence (C)	dad told her to use hairspray / she used hairspray and towel	②	helped her / it worked	①
Ending (E)	ink came off / wall looked perfect	②	it was gone	①
End Feeling	happy / calm / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
	alcove	①	small space tucked back into a wall	①	arched opening	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	②	when / while		① ① ①
P+A	-or- P+CP	②	after / before		① ① ①
P+A+CP	-or- P+PL+CP	④	since/however/although/even though		① ① ①
EPISODE 2 COMPLEXITY (EC2)		select one	(noun) that / which / who		① ① ①
(from 2 pt NDC section)			(e.g., marker that... / wall which... / sister who...)		

EPISODE 2 COMPLEXITY (EC2)		SCORE	VOCABULARY COMPLEXITY (VC) SCORE	
(from 2 pt NDC section)		select one	1 pt per word below (or equally complex synonym)	
P/CP+PL2	-or- P/CP+A2	②	1 pt (up to 2) for other complex vocabulary words	
P/CP+C	-or- P/A2+C	②	arched	①
P/CP+C+E	-or- P/CP+A2+E	③	spruce up	①
P/CP+A2+C	-or- P/CP+PL2+C	④	bare	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	concentrating	①
			smeared	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 Lin in the beginning of the story?				② ① ①
Why was Lin scared?				② ① ①
How did she first try to fix her problem?				② ① ①
Why did she text her dad?				② ① ①
How did the story end?				② ① ①
What two things did you learn about an alcove 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: She was drawing something to <b>spruce up</b> her room. It was a pretty picture. What does <b>spruce up</b> mean?			③ ②
Ask B question if A is answered incorrectly	B: Does spruce up mean <i>to make look better or to fill up</i> ?			① ①
	A: Lin <b>concentrated</b> on her drawing. She didn't see her sister draw on the wall. What does <b>concentrate</b> mean?			③ ②
	B: Does concentrate mean <i>to show or to focus</i> ?			① ①
	A: She <b>dabbed</b> at the marker with the paper towel. She was gentle. What does <b>dab</b> mean?			③ ②
	B: Does dab mean <i>lightly touch or spread</i> ?			① ①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think Lin has lived in her house?		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 Lin's little sister draws on walls?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What do you think Lin was drawing?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Lin was scared her sister got marker on the wall. Tell me a story about a time when you were scared." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

# SCRIPT

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

One weekend, Kehau scanned the spacious wooded forest behind her house so that she could find a tree to hang up her new swing. After searching the huge area, Kehau finally found the ideal branch on a banyan tree. Banyan trees grow in warm areas and have huge, thick branches that have long roots which hang down. It was perfect, but Kehau couldn't reach the tall branch. She was annoyed. Although she wanted to hang the swing from a higher branch, she realized she had to hang it on a lower, reachable one. When Kehau hung up the swing, it touched the ground since the branch was too low. Kehau was irritated because she couldn't swing. She decided to ask her cousin, who was very tall, if she would help. Kehau fetched her cousin and said, "Can you help hang my swing?" Kehau's cousin said, "I'm happy to help." Her cousin extended her long arms and easily hung the swing on the higher branch. After Kehau's cousin helped her, Kehau was thrilled because she could finally swing. They played on the swing all day.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Kehau / any name	2	a girl / the girl	1
Setting	searched in backyard	2	searched / backyard	1
Problem (P)	too short to reach the branch	2	couldn't do it	1
Feeling	annoyed / mad / frustrated	2	didn't like it / cried	1
Plan (PL)	realized had to put swing lower	2	decided to do it	1
Attempt (A)	hung swing on a lower branch	2	tried it	1
Consequence / Complication (CP)	swing touched ground / still couldn't swing	2	didn't work / couldn't do it	1
Feeling-2	irritated / mad / angry	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask cousin	2	decided to get help	1
Attempt-2 (A2)	asked cousin for help	2	talked to her	1
Consequence (C)	cousin said "I'll help you" / cousin put up the swing	2	helped her / she did it	1
Ending (E)	they played on swing all day	2	played	1
End Feeling	happy / excited / thrilled	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 banyan trees	①	 grow in warm areas	①	 thick branches, long roots	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	②	when / while		1 1 1	
P+A	-or- P+CP		after / before		1 1 1	
P+A+CP	-or- P+PL+CP	④	since/however/although/even though		1 1 1	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		1 1 1	
(from 2 pt NDC section)		select one	(e.g., branches that... / roots which... / cousin 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) 1 pt (up to 2) for other complex vocabulary words			
P/CP+C+E	-or- P/CP+A2+E	③	scanned	①	reachable	①
P/CP+A2+C	-or- P/CP+PL2+C	④	spacious	①	fetched	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	wooded	①	extended	①
			ideal	①		①
			irritated	①		①

NUM QUESTIONS

# NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?				2 1 0
Where was Kehau in the beginning of the story?				2 1 0
Why was Kehau annoyed?				2 1 0
How did she first try to fix her problem?				2 1 0
Why did she talk to her cousin?				2 1 0
How did the story end?				2 1 0
What two things did you learn about banyan trees 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: Kehau's backyard was <b>spacious</b> . She could see a lot of trees. What does <b>spacious</b> mean?			3 2
Ask B question if A is answered incorrectly	B: Does spacious mean <b>hilly</b> or <b>large</b> ?			1 0
	A: She wanted to use the <b>ideal</b> branch. But it was up too high. What does <b>ideal</b> mean?			3 2
	B: Does ideal mean <b>best</b> or <b>longest</b> ?			1 0
	A: Her cousin <b>extended</b> her arms. She hung the swing on the higher branch. What does <b>extend</b> mean?			3 2
	B: Does extend mean <b>to stretch</b> or <b>to bend</b> ?			1 0

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how close do you think Kehau's cousin lives to her?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, how long do you think it took Kehau to find the perfect branch?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Where do you think Kehau got the swing?		2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Kehau was annoyed she couldn't hang the swing on a tall branch. Tell me a story about a time when you couldn't do something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

# SCRIPT

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

Yesterday, Keon went ice skating at the rink downtown so that he could try his new black skates. Keon was a novice. Although he could skate in circles, he couldn't stop because he hadn't skated much. So, when he tried to stop on the slick ice, he slammed into the dense wall that was in front of him. He was terrified. Since he got hurt, he decided to skate while holding onto the wall, which felt safe. Although Keon wasn't falling anymore, he also wasn't learning to stop. He was frustrated. Then Keon decided to talk to his friend, a skillful hockey player who was at the rink, if he could help. Keon slowly approached his friend and said, "Could you maybe teach me how to stop?" Keon's friend said, "Yeah, bashing into walls is the worst way to stop. I'll teach you the easiest stop first. It's called the snowplow." His friend patiently taught him how to put one skate to the side to slow down. After Keon learned to effectively stop, he felt excited because he could skate safely. He practiced stopping all afternoon.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Keon / any name	②	a boy / the boy	①
Setting	ice skating at the rink	②	ice skating / rink	①
Problem (P)	couldn't stop / slammed into wall	②	couldn't do it	①
Feeling	sad / mad / scared / terrified	②	didn't like it / cried	①
Plan (PL)	decided to hold onto the wall	②	decided / thought	①
Attempt (A)	skated while holding onto wall	②	he did it	①
Consequence / Complication (CP)	wasn't falling anymore / still didn't know how to stop	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 a friend for help	②	decided to get help	①
Attempt-2 (A2)	said "can you teach me?"	②	talked to him	①
Consequence (C)	friend taught him to stop / he learned to stop	②	helped him / he learned	①
Ending (E)	he skated safely / practiced all day	②	he was good	①
End Feeling	happy / excited	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 snowplow stop	①	 easiest stop	①	 put one skate to the side to slow down	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., wall that... / wall which... / player who...)			
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	②	VOCABULARY COMPLEXITY (VC) SCORE			
			1 pt per word below (or equally complex synonym)			
P/CP+C+E -or- P/CP+A2+E		③	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C		④	novice	①	bashing	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	slammed	①	patiently	①
			dense	①	effectively	①
			skillful	①		①
			approached	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 Keon in the beginning of the story?	②	①	①	
Why was Keon scared?	②	①	①	
How did he first try to fix his problem?	②	①	①	
Why did he talk to his friend?	②	①	①	
How did the story end?	②	①	①	
What two things did you learn about a snowplow stop 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: Keon was a <b>novice</b> skater. He didn't know how to stop. What does <b>novice</b> mean?	③	②	
Ask B question if A is answered incorrectly	B: Does novice mean <b>beginner</b> or <b>fast</b> ?	①	①	
	A: He hit the <b>dense</b> wall. He stopped, but it hurt. What does <b>dense</b> mean?	③	②	
	B: Does dense mean <b>tall</b> or <b>thick</b> ?	①	①	
	A: He learned to <b>effectively</b> stop. He skated like an expert. What does <b>effectively</b> mean?	③	②	
	B: Does effectively mean <b>partially</b> or <b>properly</b> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think Keon's friend has been skating?	② ① ①	Why do you think that?	① ①	
Using clues from this story, how afraid of crashing do you think Keon was when he approached his friend?	② ① ①	1 pt = uses information from story		
Where do you think Keon's parents were?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Keon was terrified he couldn't stop and would crash again. Tell me a story about a time when you felt terrified." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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



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

## SCRIPT

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

Yesterday, Andy was wildly playing a game of tag in a park. When Andy turned a sharp corner, he suddenly slipped in a mud puddle. He got covered in filthy, thick mud. Andy felt embarrassed. He decided to try washing off in the drinking fountain water, which was trickling. Although he washed off the mud that was on his face, there wasn't enough water to extract the thick mud from his clothes. Andy was irritated because his clothes were so soiled. He decided to politely ask his friend, who was getting a drink from the fountain, for help. Andy said, "I'm completely caked in mud. What should I do?" Andy's friend said, "There's a hose in my backyard. Let's run over there so that I can spray you off." While Andy's friend hosed him down, he told Andy not to drink the water because it was irrigation water. He explained irrigation water is used for landscaping and crops, but it's not safe to drink. Even though Andy was soaked, he felt relieved because he wasn't muddy anymore. Then they played outside the rest of the day.

🔴 Start audio recorder

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

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

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

## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Andy / any name	②	a boy / the boy	①
Setting	playing tag in a park	②	playing tag / in a park	①
Problem (P)	fell in mud, got all over clothes	②	it was a mess	①
Feeling	sad / mad / embarrassed	②	didn't like it / cried	①
Plan (PL)	decided to wash off in fountain	②	decided / thought	①
Attempt (A)	tried to wash off in fountain	②	tried to do it	①
Consequence / Complication (CP)	not enough water to wash clothes / he was still muddy	②	didn't work / still a mess	①
Feeling-2	irritated / mad / upset	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask friend for help	②	decided to get help	①
Attempt-2 (A2)	said "what should I do?"	②	talked to him	①
Consequence (C)	friend said they should run to his house / friend hosed him off	②	helped him / he did it	①
Ending (E)	wasn't muddy / played outside	②	played again	①
End Feeling	happy / relieved	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
irrigation water	①	used for landscaping and crops	①	not safe for drinking	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	②	when / while		①①①	
P+A	-or- P+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., mud that... / water which... / friend who...)		①①①	
P/CP+PL2		②	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C			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	wildly	①	extract	①
P/CP+A2+C	-or- P/CP+PL2+C	④	sharp	①	soiled	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	slipped	①	caked	①
			filthy	①		①
			trickle	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 Andy in the beginning of the story?				② ① ①
Why was Andy embarrassed?				② ① ①
How did he first try to fix his problem?				② ① ①
Why did he talk to his friend?				② ① ①
How did the story end?				② ① ①
What two things did you learn about irrigation water 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: He couldn't <b>extract</b> the mud from his clothes. There wasn't enough water. What does <b>extract</b> mean?			③ ②
Ask B question if A is answered incorrectly	B: Does extract mean to <b>clump</b> or <b>to remove</b> ?			① ①
	A: His clothes were <b>soiled</b> . He needed to wash them off. What does <b>soiled</b> mean?			③ ②
	B: Does soiled mean <b>dirty</b> or <b>wet</b> ?			① ①
	A: Andy said he was <b>caked</b> in mud. It was really thick. What does <b>caked</b> in mud mean?			③ ②
	B: Does caked in mud mean <b>covered</b> or <b>cold</b> ?			① ①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, what do you think the weather was like outside?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how close do you think Andy's friend lives to the park?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Andy's friend had irrigation water at his house?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

## PERSONAL GENERATION (OPTIONAL)

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

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

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

# SCRIPT

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

Last Thursday, George was building a bike ramp on the sidewalk in front of his apartment. After he finished, George realized that he needed to build his ramp in a different place so that he would be further away from people. George felt annoyed since he had to build it again. He decided to build his ramp in an overgrown field next door. Although he painstakingly built the ramp again, George's little bike couldn't go very fast because of all the tall, thick grass. George was disappointed. He wondered if his brother, who loved bikes, could possibly help. George asked his brother, "Where should I build a jump?" His brother said, "First, wear this." Then he handed George a state-of-the-art bike helmet called a MIPS helmet. He explained MIPS helmets have a middle layer which moves with your head to protect it. Then his brother said "Now, let's go to an old, abandoned parking lot that no one uses." Then George's brother generously helped him build a smaller ramp. When George quickly rode over the jump, he felt exhilarated because his tires went off the ground.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	George / any name	2	a boy / the boy	1
Setting	building bike ramp on sidewalk	2	building / sidewalk	1
Problem (P)	ramp too close / he had to move it	2	it wasn't good	1
Feeling	sad / mad / annoyed	2	didn't like it / cried	1
Plan (PL)	decided to try building in field	2	decided to go	1
Attempt (A)	built a jump in the field	2	tried somewhere	1
Consequence / Complication (CP)	bike went slow / bike wouldn't go over jump / had to move it	2	didn't work / it wasn't good	1
Feeling-2	sad / mad / disappointed	2	didn't like it / cried	1
Plan-2 (PL2)	wondered if brother could help	2	decided to get help	1
Attempt-2 (A2)	asked brother where to build it	2	talked to him	1
Consequence (C)	he said the empty parking lot / he helped him build a ramp	2	helped him / did it	1
Ending (E)	he went off the jump	2	it was fun	1
End Feeling	happy / excited / exhilarated	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	MIPS helmet			state-of-the-art bike helmet			middle layer that moves with head	

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	2	when / while		1 1 1	
P+CP -or- P+A+CP	-or- P+PL+CP	4	after / before		1 1 1	
EPISODE 2 COMPLEXITY (EC2) <th>SCORE</th> <td>since/however/although/even though</td> <td></td> <td>1 1 1</td>		SCORE	since/however/although/even though		1 1 1	
(from 2 pt NDC section)		select one	(noun) that / which / who (e.g., lot that.../layer which.../brother who...)		1 1 1	
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C	2	VOCABULARY COMPLEXITY (VC) SCORE			
			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	-or- P/CP+A2+C	3	further	1	abandoned	1
P/CP+A2+C -or- P/CP+PL2+C	-or- P/CP+A2+C+E	4	overgrown	1	generously	1
			painstakingly	1	exhilarated	1
			state-of-the-art	1		1
			protects	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 George in the beginning of the story?		2	1	0
Why was George annoyed?		2	1	0
How did he first try to fix his problem?		2	1	0
Why did he talk to his brother?		2	1	0
How did the story end?		2	1	0
What two things did you learn about MIPS helmets 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: He built a jump in an <b>overgrown</b> field. He couldn't ride fast. What does <b>overgrown</b> mean?	3	2	
Ask B question if A is answered incorrectly	B: Does overgrown mean <i>empty</i> or <i>filled with tall grass</i> ?	1	0	
	A: They went to an <b>abandoned</b> lot. It was safer there. What does <b>abandoned</b> mean?	3	2	
	B: Does abandoned mean <i>paved</i> or <i>unused</i> ?	1	0	
	A: George felt <b>exhilarated</b> . His tires went off the ground. What does <b>exhilarated</b> mean?	3	2	
	B: Does exhilarated mean <i>excited</i> or <i>let down</i> ?	1	0	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how concerned do you think George's brother was about safety?	2 1 0	Why do you think that?	1 0	
Using clues from this story, how dangerous do you think it was to build a ramp on the sidewalk?	2 1 0	Why do you think that?	1 0	
What do you think the ramp was made out of?	2 1 0	Why do you think that?	1 0	

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, George felt annoyed he had to keep building his ramp. Tell me a story about a time when you had to do things over again." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

# SCRIPT

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

Once, Ani was at home getting ready for a soccer game which was starting soon. She found the balls and the blue pinnies that the team needed. The pinnies were thin, mesh shirts that the team wore as a jersey. Although Ani quickly gathered the equipment, she didn't have a ride. She was worried because she couldn't be late. Ani grabbed her coat and decided to ride her scooter since she knew where the game was. After she got on her scooter, Ani realized it was a bad idea. She couldn't ride the scooter with the team's bulky equipment weighing her down. Ani was frustrated because she needed to get to the game. She decided to ask her aunt, who lived in the same town, for a ride. Ani called her and politely said, "Can you please take me to my soccer game?" Her aunt said, "I'm already on my way." When Ani's aunt arrived, she was so happy. Her aunt quickly drove her to the beautiful, renovated indoor field. Ani's supportive aunt sat on the new, updated bleachers so that she could watch her play.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Ani / any name	2	a girl / the girl	1
Setting	at home getting ready for game	2	home / getting ready	1
Problem (P)	she didn't have a ride to game	2	couldn't go	1
Feeling	sad / mad / worried	2	didn't like it / cried	1
Plan (PL)	decided to ride her scooter	2	decided to try	1
Attempt (A)	got on her scooter	2	she tried	1
Consequence / Complication (CP)	the equipment was too heavy / still needed to get to game	2	didn't work / couldn't go	1
Feeling-2	sad / mad / frustrated	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask her aunt	2	decided to get help	1
Attempt-2 (A2)	she called her aunt for a ride	2	talked to her	1
Consequence (C)	she was already on her way / she took her to the game	2	helped her / took her	1
Ending (E)	she played soccer / aunt watched	2	she had fun	1
End Feeling	happy / excited / fortunate	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	pinnies	①		thin, mesh shirts	①		team wore as jerseys	①

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		1 1 1	
P+PL -or- PL+CP	-or-		when / while		1 1 1	
P+A -or- P+CP	-or- A+CP	②	after / before		1 1 1	
P+A+CP -or- P+PL+CP		④	since/however/although/even though		1 1 1	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		1 1 1	
(from 2 pt NDC section)		select one	(e.g., pinnies that... / game which... / aunt who...)			
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C+E -or- P/CP+A2+E		③	1 pt per word below (or equally complex synonym)			
P/CP+A2+C -or- P/CP+PL2+C		④	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	gathered	①	arrived	①
			equipment	①	renovated	①
			realized	①	supportive	①
			bulky	①		①
			weighing	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 Ani in the beginning of the story?				2 1 0
Why was Ani worried?				2 1 0
How did she first try to fix her problem?				2 1 0
Why did she call her aunt?				2 1 0
How did the story end?				2 1 0
What two things did you learn about pinnies 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: The soccer field had been <b>renovated</b> . It was beautiful. What does <b>renovated</b> mean?			3 2
Ask B question if A is answered incorrectly	B: Does renovated mean <b>updated</b> or <b>large</b> ?			1 0
	A: The team equipment was <b>bulky</b> . She couldn't ride her scooter. What does <b>bulky</b> mean?			3 2
	B: Does bulky mean <b>big and awkward</b> or <b>smelly</b> ?			1 0
	A: Her aunt was very <b>supportive</b> . She gave Ani a ride and watched her play. What does <b>supportive</b> mean?			3 2
	B: Does supportive mean in a <b>hurry</b> or <b>encouraging</b> ?			1 0

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, what do you think the weather was like outside?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, how close do you think the game was to Ani's house?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Why do you think Ani had the team's equipment?		2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

# PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Ani was worried she didn't have a way to get to the game. Tell me a story about a time when you were worried." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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