

**PRESCHOOL**



# NLM<sup>3</sup> LISTENING

Narrative Language Measures

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## Benchmark Record Forms

Beginning of Year / Middle of Year / End of Year

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

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

### SCRIPT

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, Ana and her family were eating dinner. They were at a restaurant. They got hamburgers and fries because those were Ana’s favorite foods. Ana’s dad suddenly took her fries. She was mad because he ate her food. She wanted more fries. Then Ana asked her dad not to eat her fries. He said, “OK. I’m sorry. Have my fries.” When he shared his fries, Ana had mounds of fries to eat.

### 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	Ana / any name	②	a girl / the girl	①
Setting	eating at a restaurant	②	eating / restaurant	①
Problem (P)	dad took her fries / dad ate her food	②	ate stuff / was mean	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked her dad to not eat her food	②	talked to her dad / said don’t do it	①
Consequence (C)	said he would share his fries / he shared his fries	②	dad sorry / gave her more	①
Ending (E)	had lots of fries to eat	②	ate more	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
mounds	①	favorite	①
	①	suddenly	①
			①

### NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	③
Where was Ana in the beginning of the story?	②	①	①	③
Why was Ana mad?	②	①	①	③
What did Ana do to fix the problem?	②	①	①	③
How did the story end?	②	①	①	③

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Ana will do the next time she gets fries with her family?	②	①	①	③
Why do you think that?	①	①	①	③

### PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Ana’s was mad because her dad took her food. Tell me a story about a time when someone took something away from you.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE  
Combine: NDC+EDC+  
EC1+SC+VC

+ NLM QUESTIONS  
SCORE  
Combine: F + IV + IR

= NLM LISTENING  
COMPOSITE  
SCORE

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, Cooper was shopping with his mom at a store. When Cooper saw some gum, he wanted it. His mother wouldn’t let him have it because he had been bad. He was mad because he wanted it. Cooper calmly said, “I’ll be good. If I’m good, can I get a treat?” His mother agreed. Then he was good. At the next store he got some yummy gum. Cooper was good 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	Cooper / any name	②	a boy / the boy	①
Setting	shopping at a store	②	shopping / at a store	①
Problem (P)	mother would not let him have gum	②	wanted gum / mom said no / naughty	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked his mom for a treat if he was good	②	said to his mom / if he was good	①
Consequence (C)	mom agreed / got gum at the store	②	mom okay / got it	①
Ending (E)	was good all day	②	he was better	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
agreed	①	yummy	①
	①	calmly	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 Cooper in the beginning of the story?	②	①	①	①
Why was Cooper mad?	②	①	①	①
What did Cooper do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Cooper will do the next time he goes shopping?	②	①	①	①
Why do you think that?	①	①	①	①

### PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Cooper didn’t get a treat. Tell me a story about a time when you didn’t get a treat.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE

Combine: NDC+EDC+  
EC1+SC+VC

+

NLM QUESTIONS  
SCORE

Combine: F + IV + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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, Adam was in the kitchen. He was eating dinner. Adam didn’t want to eat the chicken his mom made because it looked disgusting to him. He was mad because he wanted to eat cookies. Adam asked his mom if he could have cookies. His mom said, “Yes. After you eat your chicken, you can have cookies.” He slowly ate his chicken. He liked it. Then Adam ate the tasty cookies.

### 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	Adam/ any name	②	a boy / the boy	①
Setting	eating in the kitchen	②	eating / kitchen / dinner	①
Problem (P)	didn’t want chicken / wanted to eat cookies for dinner	②	wanted cookies / yucky chicken	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked his mom for cookies	②	said to his mom / eat cookies	①
Consequence (C)	mom said had to eat chicken first	②	said okay	①
Ending (E)	ate chicken and liked it / he had some cookies	②	ate chicken / liked chicken / ate it	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
disgusting	①	tasty	①
	①		①

### NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?		②	①	①
Where was Adam in the beginning of the story?		②	①	①
Why was Adam mad?		②	①	①
What did Adam do to fix the problem?		②	①	①
How did the story end?		②	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Adam will do the next time he doesn’t want to eat something?		②	①	①
Why do you think that?				①
1 pt = uses background knowledge				①

### PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Adam didn’t want to eat the chicken. Tell me a story about a time when you didn’t want to eat something.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE  
Combine: NDC+EDC+  
EC1+ SC + VC

+ NLM QUESTIONS  
SCORE  
Combine: F + IV + IR

= NLM LISTENING  
COMPOSITE  
SCORE

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?”

This morning, Laura was in her bedroom. She was reading a book. Her little brother kept grabbing her book. Laura was mad because she couldn’t see the pages. After her brother seized the book again, Laura talked to him. She said, “Please stop. Do you want to read with me?” Laura’s brother calmly sat on her lap because he wanted to see the pictures. Then they read the book together. They liked looking at the pictures.

## 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	Laura / any name	②	a girl / the girl	①
Setting	reading in her bedroom / looking at books in her room	②	reading / bedroom / looking at books	①
Problem (P)	brother kept grabbing book / couldn’t see the pictures	②	can’t see / brother took it / grabbed it	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	said, “Do you want to read with me?” / asked brother to read	②	talked to her brother / asked to read	①
Consequence (C)	he sat next to her	②	sat / looked	①
Ending (E)	read the book together / looked at pictures together	②	did it together / they looked	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
seized	①	little	①
	①	calmly	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 Laura in the beginning of the story?		②	①	①
Why was Laura mad?		②	①	①
What did Laura do to fix the problem?		②	①	①
How did the story end?		②	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Laura will do the next time she wants to read a book?		②	①	①
Why do you think that?		①	①	

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Laura was mad her brother was bothering her. Tell me a story about a time when someone bothered you.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE

Combine: NDC+EDC+  
EC1+SC+VC

+

NLM QUESTIONS  
SCORE

Combine: F + IV + IR

=

NLM LISTENING  
COMPOSITE  
SCORE



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?”

The other day, Tyson was building with blocks at preschool. When his tower got tall, it fell over. It crashed everywhere. Tyson was sad because his tower collapsed. He nicely asked his teacher to help him build another one. She said, “OK. Do what I say. Put the big blocks on the bottom.” Then she helped Tyson build a tower. It got tall. Tyson’s tower stayed up because the blocks on the bottom were big.

## 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	Tyson / any name	②	a boy / the boy	①
Setting	building with blocks at preschool	②	building / preschool / playing with blocks	①
Problem (P)	his tower fell down / it crashed all over the floor	②	tower too tall / it broke	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked his teacher for help / said, “Will you help?”	②	said to his teacher / help me	①
Consequence (C)	teacher helped him / said, “Put the big blocks on bottom.”	②	big blocks / talked to him / did another one	①
Ending (E)	tower stayed up / big blocks were on the bottom	②	didn’t fall / it worked / had big blocks	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
collapsed	①	big	①
	①	nicely	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 Tyson in the beginning of the story?	②	①	①	①
Why was Tyson sad?	②	①	①	①
What did Tyson do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Tyson will do the next time he builds a tower?	②	①	①	①
Why do you think that?	①	①	①	①

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Tyson was sad because his tower fell down. Tell me a story about a time when you needed help making something.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE  
Combine: NDC + EDC +  
EC1 + SC + VC

+ NLM QUESTIONS  
SCORE  
Combine: F + IV + IR

= NLM LISTENING  
COMPOSITE  
SCORE

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 weekend, Tina was in her family room. She was quietly watching TV. Her dad walked in. He told her to turn off the TV because she had been watching for a long time. Tina was mad because she wanted to continue watching TV. Then Tina asked her dad to do a puzzle with her. He said, “Sure. I love puzzles.” When she got out the puzzle, Tina’s wonderful dad helped her. They had fun.

## 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	Tina / any name	②	a girl / the girl	①
Setting	watching TV in the family room	②	watching TV / family room	①
Problem (P)	dad said to turn off the TV / wanted to keep watching TV	②	had to stop / no more	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked dad to do a puzzle / said, “Will you play with me?”	②	asked her dad / a puzzle	①
Consequence (C)	said, “Sure. I love puzzles.” / they did a puzzle	②	puzzle / played together	①
Ending (E)	her dad helped her / they had fun	②	helped / fun	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
continue	①	wonderful	①
	①		①
		quietly	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 Tina in the beginning of the story?	②	①	①	①
Why was Tina mad?	②	①	①	①
What did Tina do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Tina will want to do next weekend with her dad?	②	①	①	①
Why do you think that?	①	①	①	①

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Tina was mad because she didn’t want to turn off the TV. Tell me a story about a time when you didn’t want to turn off the TV.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE

Combine: NDC+EDC+  
EC1+SC+VC

+

NLM QUESTIONS  
SCORE

Combine: F + IV + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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 time, Liam was swinging at the park. Liam jumped off the swing and hurt his leg. He was upset because his leg was in pain. Then he sadly said to his mom, “Help! I can’t walk. My leg hurts. I need a doctor.” His mom took him to the doctor. The doctor put a cast on Liam’s leg because it was broken. When Liam’s leg healed, he went on the fun swings again.

## Start audio recorder

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

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

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

# NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Liam / any name	②	a boy / the boy	①
Setting	swinging at the park	②	swinging / park / jumping	①
Problem (P)	jumped off swing and hurt his leg / broke his leg	②	he jumped / got hurt	①
Feeling	upset / sad / mad	②	didn’t like it / cried	①
Attempt (A)	asked parents to go to doctor / said, “I need to go to doctor”	②	he askedn them	①
Consequence (C)	parents took him to doctor / doctor put a cast on his leg	②	took him / fixed his leg	①
Ending (E)	his leg got better / he went on the swings	②	it was better / did it again	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
healed	①	fun	①
	①	sadly	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 Liam in the beginning of the story?	②	①	①	①
Why was Liam upset?	②	①	①	①
What did Liam do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Liam will do the next time he is swinging?	②	①	①	①
Why do you think that?	①	①	①	①

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Liam was upset he hurt his leg at the park. Tell me a story about a time when you got hurt.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE

Combine: NDC+EDC+  
EC1+SC+VC

+

NLM QUESTIONS  
SCORE

Combine: F + IV + IR

=

NLM LISTENING  
COMPOSITE  
SCORE



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, Mia was nervously sitting in the dentist’s office. The dentist looked in her mouth. He saw a cavity. There was a yucky tooth. Mia was sad because her teeth weren’t OK. She said, “I’m sorry. What can I do?” The dentist told her to brush more. After her visit to the dentist, Mia brushed her teeth every day. Then Mia’s teeth were clean. She never had another cavity because she kept them spotless.

## 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	Mia / any name	②	a girl / the girl	①
Setting	sitting in the dentist’s office / went to the dentist	②	sitting / dentist office	①
Problem (P)	had a cavity in tooth / her teeth weren’t OK	②	cavity / tooth hurt	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked dentist what she should do	②	talked to dentist	①
Consequence (C)	told her to brush more / she brushed every day	②	told her / she did it	①
Ending (E)	her teeth were clean / she didn’t have cavity again	②	OK / teeth all better	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
nervously	①	yucky	①
	①	spotless	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 Mia in the beginning of the story?	②	①	①	①
Why was Mia sad?	②	①	①	①
What did Mia do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think will happen at Mia’s next dentist appointment?	②	①	①	①
Why do you think that?	①	①	①	①

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Mia was sad her teeth had a cavity. Tell me a story about a time when you went to the dentist.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE  
Combine: NDC+EDC+  
EC1+SC+VC

+ NLM QUESTIONS  
SCORE  
Combine: F + IV + IR

= NLM LISTENING  
COMPOSITE  
SCORE

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?"

This morning, Katie and her dad were playing with a ball. They were in the backyard. Katie was able to toss the ball. She did not always catch it because the ball was tiny. She was mad because she kept dropping the ball. Then Katie nicely asked her dad for help. Her dad said, "I know! Let's use a big ball. It will be easier." When they switched balls, Katie was able to throw and catch it.

### 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	Katie / any name	②	a girl / the girl	①
Setting	playing ball in the backyard	②	playing ball / backyard / throwing a ball	①
Problem (P)	did not always catch ball / ball small / she kept dropping ball	②	couldn't do it / too small	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked her dad for help / said, "Can you help me?"	②	got help / asked dad	①
Consequence (C)	dad said, "Let's use a big ball." / switched balls / got a big ball	②	dad helped / big one	①
Ending (E)	she was able to throw and catch it	②	kept playing / caught	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
toss	①	big	①
	①	nicely	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 Katie in the beginning of the story?		②	①	①
Why was Katie mad?		②	①	①
What did Katie do to fix the problem?		②	①	①
How did the story end?		②	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Katie will do when she wants to play ball with her dad again?		②	①	①
Why do you think that?				①
1 pt = uses background knowledge				①

### PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Katie was mad she couldn't catch the ball. Tell me a story about a time when you couldn't do something." If the student doesn't tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL  
SCORE  
Combine: NDC+EDC+  
EC1+SC+VC

+ NLM QUESTIONS  
SCORE  
Combine: F + IV + IR

= NLM LISTENING  
COMPOSITE  
SCORE

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?”

A few days ago, Ryan was eating dinner in the kitchen. When he bit into a crunchy apple, his tooth hurt. His tooth was loose. Ryan was sad because his tooth hurt. Ryan asked his mom to help him pull it out. She said “Okay. I know what to do. I’ll get some string.” She yanked out his tooth. It easily pulled right out. Then Ryan ate his apple because his tooth didn’t hurt anymore.

## 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	Ryan / any name	②	a girl / the girl	①
Setting	eating dinner in the kitchen	②	eating / kitchen	①
Problem (P)	his tooth hurt / he had a loose tooth	②	bit into an apple / bad tooth	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked his mom to pull it / asked his mom to help	②	asked her	①
Consequence (C)	said, “okay, I’ll get some string” / she got string / helped pull it	②	she said ok / she helped him	①
Ending (E)	ate his apple / tooth didn’t hurt anymore	②	it was better	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
yanked	①	crunchy	①
	①	easily	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 Ryan in the beginning of the story?	②	①	①	①
Why was Ryan sad?	②	①	①	①
What did Ryan do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Ryan will do the next time he has a loose tooth?	②	①	①	①
Why do you think that?	①	①	①	①

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Ryan was sad because his tooth hurt. Tell me a story about a time when you had a tooth ache.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE  
Combine: NDC+EDC+  
EC1+SC+VC

+ NLM QUESTIONS  
SCORE  
Combine: F + IV + IR

= NLM LISTENING  
COMPOSITE  
SCORE

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?”

The other day, Mark was painting at preschool because his teacher had some paints. When he stood up from the table, the paint spilled everywhere. It got all over Mark’s painting. Mark was mad because his painting was ruined. Then he asked his teacher for more paper. He wanted to make another painting. She said, “Sure. Here’s some more paper. Be careful this time.” Mark happily started painting again. He painted a giant dinosaur.

## 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	Mark / any name	②	a boy / the boy	①
Setting	painting at preschool / painting at a table	②	painting / preschool / at a table	①
Problem (P)	paint spilled on his painting / painting was ruined	②	all ruined / spilled / stood up	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked his teacher for more paper	②	got more paper / made another one	①
Consequence (C)	said, “Here’s some more paper.” / gave him more paper	②	said, “Yes.” / another paper	①
Ending (E)	made another painting / painted a dinosaur	②	painted / made another one	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
ruined	①	giant	①
	①	happily	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 Mark in the beginning of the story?		②	①	①
Why was Mark mad?		②	①	①
What did Mark do to fix the problem?		②	①	①
How did the story end?		②	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Mark will do the next time he wants to paint?		②	①	①
Why do you think that?		①	①	①

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Mark was mad because his painting was ruined. Tell me a story about a time when something you had got ruined.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE

Combine: NDC + EDC +  
EC1 + SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IV + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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 night, Sasha’s family was eating spaghetti in the kitchen. Sasha dropped her plate of spaghetti. It went all over her. She was upset because she got spaghetti on her nice clothes. Sasha asked to go to her room because she wanted to change her clothes. Her dad said, “That’s a fabulous idea. You are a mess.” Then she changed her clothes. After Sasha changed, she got more spaghetti. She carefully ate it.

### 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	Sasha / any name	②	a girl / the girl	①
Setting	eating in the kitchen	②	eating / kitchen / spaghetti	①
Problem (P)	dropped spaghetti all over / got spaghetti on her clothes	②	it was bad / it was ruined	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked dad to go to her room / asked to change clothes	②	wanted to change / asked dad	①
Consequence (C)	dad said “That’s a good idea.” / went to her room to change	②	got other clothes / went to room	①
Ending (E)	got more spaghetti and ate it	②	ate more / kept eating	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
fabulous	①	nice	①
	①	carefully	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 Sasha in the beginning of the story?	②	①	①	①
Why was Sasha upset?	②	①	①	①
What did Sasha do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Sasha will do the next time she eats spaghetti?	②	①	①	①
Why do you think that?	①	①	①	①

### PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Sasha was upset because she got spaghetti on her clothes. Tell me a story about a time when you got food on your clothes.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE  
Combine: NDC+EDC+  
EC1+SC+VC

+ NLM QUESTIONS  
SCORE  
Combine: F + IV + IR

= NLM LISTENING  
COMPOSITE  
SCORE



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?”

Two days ago, Michael was in the kitchen. He was playing with a truck because it was his favorite toy. When his brother marched into the kitchen, he grabbed the truck. Michael was mad because his brother took it. Michael took a deep breath. Then he calmly asked for it back. His brother said, “Ok, I’m sorry. I just want to play with you.” Michael’s brother gave the truck back. They played with it together.

## 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	Michael / any name	②	a boy / the boy	①
Setting	playing in the kitchen	②	playing / kitchen	①
Problem (P)	brother grabbed the truck / took the truck from him	②	took it / grabbed it	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	asked for the truck back / said, “Can I have it back?”	②	asked his brother / give it back	①
Consequence (C)	said “Okay, I’m sorry.” / gave the truck back	②	gave toy / back to him	①
Ending (E)	played with the truck together	②	played together	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
marched	①	favorite	①
	①	calmly	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 Michael in the beginning of the story?		②	①	①
Why was Michael mad?		②	①	①
What did Michael do to fix the problem?		②	①	①
How did the story end?		②	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Michael will do the next time he plays with his trucks?		②	①	①
Why do you think that?				①
				①

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Michael was mad because his brother took his toy. Tell me a story about a time when you someone took your toy.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE  
Combine: NDC + EDC +  
EC1 + SC + VC

+ NLM QUESTIONS  
SCORE  
Combine: F + IV + IR

= NLM LISTENING  
COMPOSITE  
SCORE

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

# SCRIPT

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

One night, Jia was in her bedroom. Her big sister was reading to her. The power suddenly went out because of an enormous storm. Jia was scared because it was extremely dark. She asked her sister, “Do you know where the flashlight is?” Jia’s sister got the flashlight. Then they read together with the flashlight. When the power came back on, Jia turned off the lights. They kept reading with the flashlight. It was fun.

## 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	Jia / any name	②	a girl / the girl	①
Setting	reading in her bedroom	②	reading / bedroom	①
Problem (P)	power went out / it was really dark	②	big storm / no light	①
Feeling	scared / sad / mad	②	didn’t like it / cried	①
Attempt (A)	said, “Do you know where the flashlight is?”	②	asked her sister	①
Consequence (C)	sister read with the flashlight	②	played / got a flashlight	①
Ending (E)	power came back on / kept reading with flashlight	②	read more / lights on	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
enormous	①	extremely	①
	①	suddenly	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 Jia in the beginning of the story?	②	①	①	①
Why was Jia scared?	②	①	①	①
What did Jia do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Jia will do the next time the power goes out?	②	①	①	①
Why do you think that?	①	①	①	①

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Jia was scared because the power went out. Tell me a story about a time the lights/power went out in your house.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE

Combine: NDC+EDC+  
EC1+SC+VC

+

NLM QUESTIONS  
SCORE

Combine: F + IV + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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 summer, school was out. Tom and his mom went to the beach. When they got there, Tom made a huge sandcastle. The sandcastle got ruined because it was too close to the water. Tom was sad because it was demolished. He said, “Oh no, mom! Let’s build another one. We should move away from the water.” Then Tom carefully built another sandcastle. His mom helped. This one did not get ruined by the water.

## 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	Tom / any name	②	a boy / the boy	①
Setting	went to the beach / were going to the beach	②	went / beach	①
Problem (P)	sand castle got ruined / sand castle was too close to water	②	got ruined / too close	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Attempt (A)	said, “Let’s build another one away from the water.”	②	said to his mom / move away from water	①
Consequence (C)	built another sand castle	②	made another one / tried again	①
Ending (E)	it did not get ruined by the water	②	not ruined / no water	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
demolished	①	huge	①
	①	carefully	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 Morgan in the beginning of the story?	②	①	①	①
Why was Morgan sad?	②	①	①	①
What did Morgan do to fix the problem?	②	①	①	①
How did the story end?	②	①	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Tom will do the next time he is at the beach?	②	①	①	①
Why do you think that?	①	①	①	①

# PERSONAL GENERATION (OPTIONAL)

SAY: “In this story, Tom was sad because his sand castle got ruined. Tell me a story about a time when something you made got ruined.” If the student doesn’t tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner’s Manual).

NLM RETELL  
SCORE

Combine: NDC+EDC+  
EC1+SC+VC

+

NLM QUESTIONS  
SCORE

Combine: F + IV + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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, Max was playing by a lake. When Max chucked a big rock into the lake, his pants got wet. Max was mad because he was wet. He said to his dad, "Look at me! I'm freezing. Can you help me because I'm wet?" His dad quickly helped him. He gave him a blanket and hot chocolate. Then Max was warm and dry. He didn't throw rocks in the water anymore.

### 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	Max / any name	②	a boy / the boy	①
Setting	playing by a lake	②	sitting / lake	①
Problem (P)	his pants got all wet / he was wet and cold	②	threw a rock / got wet / all cold	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked his dad for help / said, "Can you help me, please?"	②	asked dad / got help	①
Consequence (C)	dad gave blanket and hot coco / dad helped get warm	②	got chocolate / got blanket	①
Ending (E)	he was warm and dry / didn't throw rocks in the water again	②	dry / warm / sorry	①

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

SENTENCE COMPLEXITY (SC)		SCORE
then		①
because		①①①
when		①①①
after		①①①

VOCABULARY COMPLEXITY (VC)			
chucked	①	big	①
	①	quickly	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 Max in the beginning of the story?		②	①	①
Why was Max mad?		②	①	①
What did Max do to fix the problem?		②	①	①
How did the story end?		②	①	①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
What do you think Max felt after he got hot chocolate and a blanket?		②	①	①
Why do you think that?		①	①	①

### PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Max was was mad because his pants got wet. Tell me a story about a time when your clothes got wet."

If the student doesn't tell a story, encourage the child (up to 3x) to produce a related story. Score the story using the NLM Flow Chart (see Examiner's Manual).

NLM RETELL  
SCORE

Combine: NDC+EDC+  
EC1+SC+VC

+

NLM QUESTIONS  
SCORE

Combine: F + IV + IR

=

NLM LISTENING  
COMPOSITE  
SCORE