

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

☐ illustrations ☐ No illustrations

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, Morgan was waiting in the doctor's office. She was there because she was sick. Morgan's throat hurt. She had a terrible cough. She was sad because she did not like being sick. When the nice doctor came into the room, Morgan said, "I need help. Can I get some medicine to make me feel better?" The doctor gave her some medicine. Then Morgan was better. Her cough quickly went away.

## 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	Morgan / any name	②	a girl / the girl	①
Setting	sitting in the doctor's office	②	waiting / doctor's office / at the doctor	①
Problem (P)	was sick / throat hurt / had a bad cough	②	felt bad / throat	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked for medicine /said, "Can I get medicine?"	②	said to doctor / asked for help	①
Consequence (C)	doctor gave her some medicine	②	helped her / medicine	①
Ending (E)	felt better / cough went away	②	did it / good job	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)			SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words			
terrible	①	nice	①
	①	quickly	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 Morgan in the beginning of the story?		②	①	①
Why was Morgan sad?		②	①	①
What did Morgan 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 Morgan will do the next time she gets sick?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Morgan was sad she was sick. Tell me a story about a time when you were sick." 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 + EC1 +  
SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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

## SCRIPT

☐ illustrations ☐ No illustrations

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, Miguel was running in his house. He was going fast because his older brother was chasing him. Miguel tripped. He stumbled over some trucks on the floor. Miguel was sad because he fell down. He nicely said to his brother, "Wait! I fell. Will you help me clean this up?" Then his brother helped put the trucks away. After they cleaned up, Miguel and his brother kept chasing each other.

## Start audio recorder

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

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

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

## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Miguel / any name	②	a boy / the boy	①
Setting	running in the house / playing chase in the house	②	running / house / chasing	①
Problem (P)	tripped on the trucks / fell down	②	got hurt / trucks on the floor	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked brother to help / said, "Can you help?"	②	said to his brother / asked him	①
Consequence (C)	helped put the trucks away / picked up the trucks	②	helped / cleaned up	①
Ending (E)	had fun chasing each other	②	played	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) 1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words				SCORE	
stumbled	①	older	①	nicely	①
	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 Miguel in the beginning of the story?		②	①	①
Why was Miguel sad?		②	①	①
What did Miguel 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 Miguel will do the next time he is done playing with his trucks?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Miguel was sad because he fell down. 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 + EC1 +  
SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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

## SCRIPT

☐ illustrations ☐ No illustrations

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, Lee picked out a sticker at school. He got it because he followed his teacher's directions. Lee's sticker fell off. It wasn't sticky enough. It would not stay on his hand. He was mad because his sticker kept slipping off. Then Lee saw his teacher. He kindly asked her for a different one. His teacher said, "Yes. You can have one more." After Lee got another sticker, it stayed on his hand.

## 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	Lee / any name	②	a boy / the boy	①
Setting	picked out a sticker at school	②	picked out a sticker / at school	①
Problem (P)	sticker would not stay on / sticker wasn't sticky enough	②	not sticky / fall off / didn't work	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked teacher for different one / said, "Can I have another?"	②	got help / asked teacher	①
Consequence (C)	teacher said can have another / he got another sticker	②	teacher said 'OK' / she did it	①
Ending (E)	It stayed on his hand / sticker was sticky	②	good sticker / it worked	①

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

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

VOCABULARY COMPLEXITY (VC)				SCORE	
1 pt per word below (or equally complex synonym)					
1 pt (up to 3) for other complex vocabulary words					
slipping	①	different	①	kindly	①
	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 Lee in the beginning of the story?		②	①	①
Why was Lee mad?		②	①	①
What did Lee 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 Lee will do the next time he has a problem in school?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Lee was mad his sticker didn't stay on his hand. Tell me a story about a time when you had something break." 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 + EC1 +  
SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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

## SCRIPT

☐ illustrations ☐ No illustrations

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 Rachel was at a store. She was holding a balloon. Rachel's mom bought it for her because she had been good. When they walked outside, the big balloon swiftly rose up in the sky. Rachel was sad because her balloon floated away. She said to her mom, "Oh no! Can I get another balloon?" Then her mom bought her another balloon. Rachel held onto this one. It did not float away.

## 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	Rachel / any name	②	a girl / the girl	①
Setting	playing with balloon at store / holding a balloon in store	②	playing with balloon / store / got a balloon	①
Problem (P)	her balloon floated away / it flew up in the sky	②	balloon gone / flew away	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked mom for another one / "Can I get another one?"	②	asked mom / wanted one	①
Consequence (C)	bought another balloon	②	got another one	①
Ending (E)	held onto the balloon / it did not float away	②	held it / did not float away	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) 1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words				SCORE	
rose	①	big	①	swiftly	①
	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 Rachel in the beginning of the story?		②	①	①
Why was Rachel sad?		②	①	①
What did Rachel 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 Rachel will do the next time she goes outside with a balloon?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Rachel was sad because her balloon floated away. Tell me a story about a time when you lost 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 + EC1 +  
SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IR

=

NLM LISTENING  
COMPOSITE  
SCORE



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

## SCRIPT

☐ illustrations ☐ No illustrations

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, Cindy was running at school. She was going fast because she was playing tag with her friends. Cindy tripped and fell. She scuffed her hands and knees. She was sad because she got hurt. Then Cindy rapidly ran to her teacher. She said, "I fell. I need some help." Her helpful teacher put band-aides on her hands and knees. After Cindy got some band-aides, she played tag 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	Cindy / any name	②	a girl / the girl	①
Setting	running at school / playing tag at school	②	running / at school / playing with friends	①
Problem (P)	tripped and fell / scraped her hands	②	got hurt / fell / tripped	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	went to her teacher for help / said, "I need some help"	②	got help / asked teacher	①
Consequence (C)	her teacher fixed her hands / put band-aides on her	②	helped her / fixed it	①
Ending (E)	played tag with her friends	②	played	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) 1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words			SCORE
scuffed	①	helpful	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 Cindy in the beginning of the story?		②	①	①
Why was Cindy sad?		②	①	①
What did Cindy 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 Cindy will do the next time she is playing tag?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Cindy was sad because she fell down. 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 + EC1 +  
SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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

## SCRIPT

☐ illustrations ☐ No illustrations

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, Sean was in his bedroom. He was getting bundled up because he wanted to play in the snow. He put on warm clothes. When Sean went to get his mittens, he couldn't find them. He was mad because he needed them. He said to his mom, "Please help. I can't find my mittens." Then Sean's mom found his mittens under a bed. Sean quickly put them on. He was warm playing in the snow.

## 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	Sean / any name	②	a boy / the boy	①
Setting	getting dressed in his bedroom	②	getting dressed / bedroom	①
Problem (P)	couldn't find his mittens	②	needed mittens	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked mom for help / said, "Can you help me?"	②	said to mom / got help	①
Consequence (C)	mom found his mittens / they were under a bed	②	found them / she helped him	①
Ending (E)	put mittens on / was warm playing in the snow	②	played / got them	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)				1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words		SCORE
bundled up	①	warm	①	quickly	①	
	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 Sean in the beginning of the story?		②	①	①
Why was Sean mad?		②	①	①
What did Sean 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 Sean will do with his mittens when he is done with them?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Sean was mad he couldn't find his mittens. Tell me a story about a time when you couldn't find 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 + EC1 +  
SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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

## SCRIPT

☐ illustrations ☐ No illustrations

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, Tim and his friend were at his house. They were playing hide and seek. Tim hid in the closet. When his friend searched for him, Tim sneezed. He was mad because his friend easily found him. Tim asked if he could hide again because his loud sneeze gave him away. His friend said, "Sure. Go hide. I'll count again." Then it took his friend a long time to find 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	Tim / any name	②	a boy / the boy	①
Setting	played hide and seek in the house	②	playing hide and seek / house / playing	①
Problem (P)	he sneezed and got found / found him quickly	②	it was bad	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked if he could hide again / said "Can we play again?"	②	asked his friend	①
Consequence (C)	they played again / friend said, "Sure, I'll count."	②	friend talked / counted	①
Ending (E)	it took a long time to find him	②	they played / did it	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)			SCORE
1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words			
searched	①	loud	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	
Where was Tim in the beginning of the story?	②	①	①	
Why was Tim mad?	②	①	①	
What did Tim 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 Tim will do the next time he hides?	②	①	①	
Why do you think that?	①	①		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Tim was mad he lost a game. Tell me a story about a time when you lost a game." 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 + EC1 +  
SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IR

=

NLM LISTENING  
COMPOSITE  
SCORE



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

## SCRIPT

☐ illustrations ☐ No illustrations

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 Carlos was at the store. He was getting some ice cream because it was a special day. When Carlos got his ice cream cone, he wasn't careful. It toppled to the floor. He was mad because his ice cream was ruined. Carlos said, "My ice cream fell. Can I get another one?" Then Carlos' dad bought him another one. He carefully ate his ice cream cone. It was delicious.

## 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	Carlos / any name	②	a boy / the boy	①
Setting	getting ice cream at the store	②	getting ice cream / at store	①
Problem (P)	ice cream was ruined / ice cream fell on the floor	②	it fell / dropped it / not careful	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked dad for another / said, "Can I get another?"	②	asked dad / another one	①
Consequence (C)	bought him another ice cream cone	②	got more / did it	①
Ending (E)	carefully ate his ice cream / ice cream was delicious	②	ate it / it was good	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) 1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words				SCORE	
special	①	toppled	①	carefully	①
	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 Carlos in the beginning of the story?		②	①	①
Why was Carlos mad?		②	①	①
What did Carlos 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 Carlos will do the next time he is eating an ice cream cone?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Carlos was mad he dropped his ice cream. Tell me a story about a time when you dropped 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 + EC1 +  
SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IR

=

NLM LISTENING  
COMPOSITE  
SCORE

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

## SCRIPT

☐ illustrations ☐ No illustrations

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, Sydney was roller-skating in her driveway. Her friend was with her. Sydney hit a huge bump and fell down. She scraped her hand. She was sad because it hurt. Then Sydney painfully said, "Help me! I fell down. Look at my hand!" After her friend helped her up, they stayed away from the bump. Sydney and her friend had fun roller-skating together because they avoided the bump. They skated for a long time.

## Start audio recorder

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

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

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

## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Sydney / any name	②	a girl / the girl	①
Setting	roller-skating in the driveway	②	roller skating / driveway	①
Problem (P)	scraped her hand / hit a bump and fell down	②	hit it / got hurt	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Attempt (A)	asked friend to help her / said, "please help me"	②	asked friend / got help	①
Consequence (C)	friend helped her up	②	got up / hold her	①
Ending (E)	stayed away from bump / had fun skating	②	kept skating / no more bump	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) 1 pt per word below (or equally complex synonym) 1 pt (up to 3) for other complex vocabulary words				SCORE
avoided	①	huge	①	①
	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 Sydney in the beginning of the story?		②	①	①
Why was Sydney sad?		②	①	①
What did Sydney 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 Sydney will do the next time she roller skates in her driveway?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

## PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Morgan was sad she was sick. Tell me a story about a time when you were sick." 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 + EC1 +  
SC + VC

+

NLM QUESTIONS  
SCORE

Combine: F + IR

=

NLM LISTENING  
COMPOSITE  
SCORE