

KINDERGARTEN



NLM³ LISTENING

Narrative Language Measures

Douglas B. Petersen
Trina D. Spencer

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?"

Read primer story, word for word: "One day, Pablo went swimming. He remembered that his new cellphone was still in his pocket. He was scared that the lake water ruined his phone. He ran home to put his phone into a bowl of uncooked rice. Pablo knew that the rice could pull out the water and would help prevent more damage to his phone. After three days, Pablo checked to see if his phone still worked, and it worked perfectly."

SAY: "Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Pablo fix the problem?"

"What do you think the weather was like?"

SAY: "Now I'm going to tell you an even longer 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, Scott was trying to skateboard at the big park near his house. Scott was not having fun because he kept tumbling off his brand-new skateboard. He was constantly getting hurt, even though he was wearing protective gear that he put on his elbows and knees. The gear was supposed to keep him safe. Scott was really frustrated. He desperately wanted to skateboard without getting hurt, which seemed impossible to do. He finally decided to ask his nice, big brother, who was also at the park, for help. He said, "I don't know how to skateboard. Can you please help me learn how to skateboard because I keep falling down?" Then Scott's helpful brother said, "Sure! I can teach you. When you start going, quickly clasp my hand." After he held his brother's hand, Scott finally learned to balance on the skateboard. He diligently practiced for the rest of the day. He was happy because he didn't fall 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	Scott / any name	②	a boy / the boy	①
Setting	skateboarding at the park	②	skateboarding / park	①
Problem (P)	he kept falling off skateboard / he kept getting hurt	②	couldn't do it / fell down	①
Feeling	frustrated / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked brother for help	②	talked to him / got help	①
Consequence (C)	brother helped him balance / held his hand while riding	②	helped him / taught him	①
Ending (E)	practiced all day / didn't fall anymore	②	did it / rode again	①
End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
protective gear	①	keeps you safe	①	wear on elbows and knees	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
P+A -or- P+C -or- A+C	②		because / so that	①①①	
P+C+E -or- P+A+E	③		when / while	①①①	
P+A+C	④		after / before	①①①	
P+A+C+E	⑤		since/however/although/even though (noun) that / which / who (e.g., gear that... / getting hurt which... / brother who...)	①①①	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
tumbling	①	constantly	①	desperately	①	clasp	①
diligently	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 Scott in the beginning of the story?	②	①	①	
Why was Scott frustrated?	②	①	①	
What did Scott do to fix the problem?	②	①	①	
How did the story end?	②	①	①	
What two things did you learn about protective gear from the 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: Scott was tumbling off his skateboard. He kept getting hurt. What does tumble mean?	③	②	
	B: Does tumble mean <i>to ride</i> or <i>to fall</i> ?	①	①	
	A: Scott's brother told him to clasp his hand. Then he didn't fall. What does clasp mean?	③	②	
	B: Does clasp mean <i>to hold</i> or <i>to hit</i> ?	①	①	
Ask B question if A is answered incorrectly	A: Scott diligently practiced. He finally learned to ride a skateboard. What does diligent mean?	③	②	
	B: Does diligent mean <i>to work hard</i> or <i>to stop</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how good at skateboarding do you think Scott's brother is?	②	①	①	Why do you think that? 1 pt = uses information from story
Using clues from this story, how many skateboards do you think Scott has ridden?	②	①	①	Why do you think that? 1 pt = uses information from story
Why do you think Scott's brother was at the park?	②	①	①	Why do you think that? 1 pt = uses background knowledge

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Scott was frustrated he kept falling. Tell me a story about a time when you got hurt." If the student doesn't tell a story, encourage them (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	7	+	NLM QUESTIONS SCORE	14	=	NLM LISTENING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + 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?"

Read primer story, word for word: "Miranda was swinging in her backyard with her sister. She was upset because she was not swinging very high. She knew that gravity was keeping her close to the ground because she had learned in school that gravity pulls things down. Then, Miranda asked her sister, who was swinging a lot higher, for help. Her sister said, 'Move your legs back and forth when you swing.' After she talked to her sister, Miranda was able to swing incredibly high. She was so happy because she was better at swinging."

SAY: "Thanks for listening. Now you tell me that *exact same* story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Miranda fix the problem?"

"What do you think the weather was like?"

SAY: "Now I'm going to tell you an even longer 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, Jessie was in her room playing a new video game. The game was a present that she had just received. In this game you got to be a giant, hungry millipede, which is a long insect with hundreds of legs. But Jessie's mom told her to go to bed even though the game was not over. Jessie immediately got very angry because she wanted to keep playing. Then she took a deep breath and decided to ask her mom if she could finish the game. She pleasantly asked, "Can I please finish this level?" Jessie's mom, who was very kind, said, "After you pass this level, go right to bed. You have to wake up early in the morning." Jessie's nice mother permitted her to finish the game because she had asked politely. When she finished the game, Jessie was happy because she had finally beaten the tricky level. Then she obediently went to bed.

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	Jessie / any name	2	a girl / the sister	1
Setting	playing in her room	2	playing / in her room	1
Problem (P)	mom told her to go to bed / wanted to finish the game	2	didn't want to do it	1
Feeling	sad / mad / angry	2	didn't like it / cried	1
Plan		-	decided / thought	1
Attempt (A)	asked mom to finish game / said "can I finish playing"	2	talked to her	1
Consequence (C)	said could finish game / after game time for bed	2	let her do it / she said OK	1
Ending (E)	finished playing / got to play / had lots fun / went right to bed	2	did it / slept	1
End Feeling	happy	2	felt better / liked it	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

SCORE

millipedes	1	long insect	1	hundreds of legs	1
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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

because / so that	1 1 1
when / while	1 1 1
after / before	1 1 1
since/however/although/even though	1 1 1
(noun) that / which / who (e.g., present that... / millipede which... / mom who...)	1 1 1

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words

SCORE

received	1	immediately	1	pleasantly	1	permitted	1
obediently	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	0
Where was Jessie in the beginning of the story?	2	1	0
Why was Jessie angry?	2	1	0
What did Jessie do to fix the problem?	2	1	0
How did the story end?	2	1	0
What two things did you learn about millipedes from the 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 game wasn't completed. Jessie wanted to win. What does completed mean?	3	2
	B: Does completed mean <i>boring</i> or <i>finished</i> ?	1	0
Ask B question if A is answered incorrectly	A: Jessie was permitted to play. Her mom said it was OK. What does permit mean?	3	2
	B: Does permit mean to <i>stop</i> or to <i>allow</i> ?	1	0
	A: Jessie was pleasant so her mom let her finish playing. What does pleasant mean?	3	2
	B: Does pleasant mean <i>nice</i> or <i>angry</i> ?	1	0

INFERENTIAL REASONING (IR)

2 pts = clear & complete
1 pt = unclear/incomplete

0 pts = incorrect

SCORE

Using clues from this story, how many times do you think Jessie had played the video game?	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 Jessie got the new game?	2	1	0	Why do you think that? 1 pt = uses information from story	1	0
Why do you think Jessie had to wake up early the next day?	2	1	0	Why do you think that? 1 pt = uses background knowledge	1	0

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Jessie was angry she couldn't finish her game. Tell me a story about a time when you couldn't finish something." If the student doesn't tell a story, encourage them (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE

10

NLM QUESTIONS SCORE

18

NLM LISTENING COMPOSITE SCORE

Combine: NDC+EDC+ EC1+ 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?"

Read primer story, word for word: "Kaycee was painting a picture in her bedroom. She was frustrated because she ran out of green paint and couldn't find any more. She remembered her teacher told her about color theory, which explains how the colors yellow and blue combine to make the color green. Kaycee carefully combined her yellow and blue paints to make green paint. She was happy that she could finish her picture of the park by her house."

SAY: "Thanks for listening. Now you tell me that *exact* same story. Try to include as many details as you can in your story." (do not score retell)

After student retell, ask the following questions (If answer is incorrect/incomplete, tell student correct answer).

SAY: "How did Kaycee fix the problem?"
"Why do you think she needed green paint?"

SAY: "Now I'm going to tell you an even longer 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, Alex put on his pajamas and then sat down in his big kitchen to eat a snack with his dad. They were eating apples because they are Alex's favorite fruit. Apples are full of helpful vitamins which keep your bones strong and your body healthy. When Alex finished eating his crisp, delicious apples, he went to get more from the fridge. However, they had vanished. Alex was sad because he desperately wanted more apples. He slowly slumped back down at the table. Then he saw his dad devouring the last of the apples. Alex decided to nicely ask his dad to share. He said, "Can you please share the apples that you are eating?" His dad, who was kind, said, "Yes. Of course, I'll share with you." Then his dad gladly divvied up the rest of the tasty apples. After his dad shared with him, Alex was happy because he got more apples. He quickly ate all of them.

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	Alex / any name	②	a boy / the boy	①
Setting	eating a snack in the kitchen	②	eating snack / kitchen	①
Problem (P)	apples were gone / wanted more apples	②	it was gone / wanted more	①
Feeling	sad / mad / angry / upset	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked his dad to share	②	asked for help	①
Consequence (C)	dad said "OK I'll share"	②	helped him	①
Ending (E)	got more apples / he shared apples / he ate them up	②	he did it / he got some	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
vitamins	①	strong bones	①	healthy body	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
P+A -or- P+C -or- A+C	②		because / so that	①①①	
P+C+E -or- P+A+E	③		when / while	①①①	
P+A+C	④		after / before	①①①	
P+A+C+E	⑤		since/however/although/even though (noun) that / which / who (e.g., apples that... / vitamins which... / dad who...)	①①①	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
vanished	①	desperately	①	slumped	①	devouring	①
divvied	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 Alex in the beginning of the story?	②	①	①	
Why was Alex sad?	②	①	①	
What did Alex do to fix the problem?	②	①	①	
How did the story end?	②	①	①	
What two things did you learn about vitamins from the story?	②	①	①	

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?" Ask B question if A is answered incorrectly	A: Alex saw his dad devouring apples. They were gone. What does devour mean?	③	②	
	B: Does devour mean <u>to eat fast</u> or <u>to throw away</u> ?	①	①	
	A: The apples had vanished , but Alex wanted more. What does vanish mean?	③	②	
	B: Does vanish mean <u>to go bad</u> or <u>to disappear</u> ?	①	①	
	A: His dad divvied up the apples. Alex got some. What does divvy up mean?*	③	②	
	B: Does divvy up mean <u>to share</u> or <u>to eat</u> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how often do you think Alex eats apples?	②	①	①	
Why do you think that?	①	①	①	
Using clues from this story, when do you think Alex was eating apples?	②	①	①	
Why do you think that?	①	①	①	
Why do you think they kept the apples in the fridge?	②	①	①	
Why do you think that?	①	①	①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Alex was sad the apples were gone. Tell me a story about a time when you wanted something that was gone." If the student doesn't tell a story, encourage them (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 + SC + VC		Combine: F + IV + IR		