

THIRD EDITION

FIRST GRADE



NLM³ READING

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

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

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

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

Kam was on a rug with some little toys. A boy saw her toys and grabbed all of them. The boy did not hand them back, so Kam was sad. Kam sat on the rug and made a plan to get the toys. She was going to get them back.

Kam decided to get help from her teacher, who was distracted by other kids. She asked her teacher, "Can you please help me get my stolen blocks returned to me?" Her teacher calmly replied, "When I'm done teaching, I'll speak with your classmate and tell him he needs to share so that you can play together." After Kam sat back down, the boy started sharing because the teacher talked to him. Kam and the boy expertly fabricated a mansion that was expansive. Since it was a very big house with lots of rooms, she had to stand on her tiptoes to put the last block on. She was very pleased because they had collaborated together using the blocks which came from two big, deep tubs.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY*	Total words read in 1 min <input type="text"/> — # Errors in 1 minute <input type="text"/> = <input type="text"/>
*If below benchmark (10) administer NLM Reading Benchmark 2	
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>
PROSODY RATING	Primarily word-by-word reading. No meaningful syntax. (1) Primarily 2-word phrases. Awkward word groupings. (2) Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax. (3) Meaningful phrases. Appropriate syntax. Expressive interpretation. (4)

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE <input type="text"/>
Character	Kam / any name	2	a girl / the girl	1
Setting	on a rug with some blocks	2	on a mat / with blocks	1
Problem (P)	boy grabbed her blocks	2	boy wasn't kind	1
Feeling	sad / upset / mad	2	didn't like it / cried	1
Plan		—	planned / decided	1
Attempt (A)	asked teacher to help get her blocks	2	talked to teacher	1
Consequence (C)	teacher told boy to share	2	she talked to him	1
Ending (E)	Kam and the boy built a big house together	2	they did it	1
End Feeling	pleased / happy	2	felt better / liked it	1
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE <input type="text"/>
mansion	1	very big house	1	lots of rooms
EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE <input type="text"/>	SENTENCE COMPLEXITY (SC) SCORE <input type="text"/>	
P+A -or- P+C -or- A+C	2	because / so that	1 1 1	
P+C+E -or- P+A+E	3	when / while	1 1 1	
P+A+C	4	after / before	1 1 1	
P+A+C+E	5	since/however/although/even though	1 1 1	
		(noun) that / which / who (e.g., mansion that... / blocks which... / teacher 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 <input type="text"/>		
distracted	1	classmate	1	expertly
expansive	1	collaborated	1	fabricated

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE <input type="text"/>
Who was the story about?	2	1	0	
Where was Kam in the beginning of the story?	2	1	0	
Why was Kam sad?	2	1	0	
What did Kam do to fix the problem?	2	1	0	
How did the story end?	2	1	0	
What two things did you learn about mansions from this story?	2	1	0	
INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE <input type="text"/>
If A answer is similar to grey text, say: "What else does mean?"	A: Kam and her friend collaborated. They both made a house. What does collaborate mean?	3	2	
	B: Does collaborate mean <i>work together</i> or <i>fight</i> ?	1	0	
	A: Kam and her friend fabricated a house. They designed it. What does fabricate mean?	3	2	
	B: Does fabricate mean <i>to tear down</i> or <i>to build</i> ?	1	0	
Ask B question if A is answered incorrectly	A: The house was expansive. It had lots of rooms. What does expansive mean?	3	2	
	B: Does expansive mean <i>big</i> or <i>colorful</i> ?	1	0	
INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE <input type="text"/>
Using clues from this story, how many block houses do you think Kam has built before?	2	1	0	
Using clues from this story, how tall do you think the block house was?	2	1	0	
What do you think the teacher said to the boy to make him share?	2	1	0	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Kam was sad someone took her blocks. Write a story about a time when someone made you sad." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* <input type="text"/>	+	NLM QUESTIONS SCORE* <input type="text"/>	=	NLM READING COMPOSITE SCORE <input type="text"/>
Combine: NDC + EDC + EC1 + SC + VC		Combine: F + IV + IR		*If below Retell benchmark (12) or Questions benchmark (22) administer NLM Listening

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

SCRIPT

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

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

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

Last week, Jen sat on the grass with a rose bush that her mom got at a shop. Jen’s mom told her to plant the bush, but it began to make her itch. Then her face started to get red, and she had to rub her nose a lot.

Although she had quickly dropped the rose, her eyes started watering too. She was upset because the itching wouldn’t cease. She immediately went inside because she was miserable. Jen decided to tell her mom, who was in the kitchen. She frantically said, “Mom, my eyes and nose really itch, and I need your help.” Jen’s mom helpfully said, “You have allergies, which I know all about. Allergies can be caused by plants and can make you itch. I have some eye drops to help.” When they went inside, her mom gently put the calming drops in her irritated eyes. Jen was pleased because her red eyes, that were swollen, stopped itching. After Jen got help, they finished planting the gorgeous rose bush together.

🔴 Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY*	Total words read in 1 min <input type="text"/> — # Errors in 1 minute <input type="text"/> = <input type="text"/>	10
*If below benchmark (10) consider administering DDM subtests		
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>	
PROSODY RATING	Primarily word-by-word reading. No meaningful syntax.	①
	Primarily 2-word phrases. Awkward word groupings.	②
select one	Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
	Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE <input type="text"/>
👤 Character	Jen / any name	②	a girl / the girl	①
📍 Setting	on the grass planting roses	②	on grass / planting	①
🔍 Problem (P)	her nose and eyes began to itch / to hurt	②	eyes were bad / she was hurting / sneezed	①
😊 Feeling	sad / upset / mad	②	didn't like it / cried	①
📅 Plan		—	planned / decided	①
🌟 Attempt (A)	asked mom for help / said “can you make it stop itching?”	②	talked to mom / asked mom / got mom	①
😊 Consequence (C)	put drops in her eyes / eyes stopped itching	②	got medicine / felt better	①
🏁 Ending (E)	they finished planting the rose bush	②	they did it together	①
😊 End Feeling	pleased / happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE <input type="text"/>				
🔄	allergy	①	🔍	caused by plants	①	🔍	makes you itch	①

EPISODE 1 COMPLEXITY (EC1) (from ② pt NDC section)		SCORE <input type="text"/>	SENTENCE COMPLEXITY (SC)		SCORE <input type="text"/>
P+A -or- P+C -or- A+C	②	select one	because / so that	① ① ①	
P+C+E -or- P+A+E	③		when / while	① ① ①	
P+A+C	④		after / before	① ① ①	
P+A+C+E	⑤		since/however/although/even though	① ① ①	
			(noun) that / which / who	① ① ①	
			(e.g., bush that... / allergy which... / mom who...)		

VOCABULARY COMPLEXITY (VC)				SCORE <input type="text"/>			
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words							
cease	①	frantically	①	calming	①	irritated	①
pleased	①	gorgeous	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE <input type="text"/>
👤 Who was the story about?		②	① ①	
📍 Where was Jen in the beginning of the story?		②	① ①	
🔍 Why was Jen upset?		②	① ①	
🌟 What did Jen do to fix the problem?		②	① ①	
😊 How did the story end?		②	① ①	
🔄 What two things did you learn about allergies from this story?		②	① ①	

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE <input type="text"/>
If A answer is similar to grey text, say: “What else does mean?”	A: The itching wouldn’t cease. She needed her mom’s help. What does cease mean?		③ ②	
	B: Does cease mean <i>to stop</i> or <i>to grow</i> ?		① ①	
Ask B question if A is answered incorrectly	A: The flowers irritated Jen’s eyes. She had to drop the rose. What does irritate mean?		③ ②	
	B: Does irritate mean <i>to annoy</i> or <i>to be colorful</i> ?		① ①	
	A: The eye drops were calming . Her eyes stopped itching. What does calming mean?		③ ②	
	B: Does calming mean <i>small</i> or <i>to make feel better</i> ?		① ①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE <input type="text"/>
Using clues from this story, what do you think the weather was like outside?	② ① ①	Why do you think that?	① ①	
Using clues from this story, why do you think Jen’s mom already had eye drops?	② ① ①	Why do you think that?	① ①	
Why do you think Jen and her mom were planting flowers?	② ① ①	Why do you think that?	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Jen was upset her nose and eyes were itchy. Write a story about a time when you were itchy.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE* <input type="text"/>	+ NLM QUESTIONS SCORE* <input type="text"/>	= NLM READING COMPOSITE SCORE <input type="text"/>
Combine: NDC+EDC+EC1+SC+VC	Combine: F+IV+IR	

*If below Retell benchmark (12) or Questions benchmark (22) administer NLM Listening

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

SCRIPT

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

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

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

One day, Jack was in his room. He was getting ready to go swim in his big pool. When Jack was ready to go, his mom, who was strict, stopped him. She said he could not swim because he had not picked up his toys yet. Jack was upset.

It was a beautiful, warm morning. He wanted to practice swimming with his new kickboard. A kickboard is a small, foam board which helps you float. You hold on to it so that you can practice kicking. But he had to tidy up his messy bedroom. He decided to get to work. Since he really wanted to swim, he worked hard. After Jack spent almost three hours cleaning, he urgently found his mom. He said, "Can I swim now because I completely finished the tasks that you gave me?" Jack's mom proudly replied, "You cleaned your room so well. It is stunning!" His mom was perfectly satisfied. Jack felt happy. He ate lunch, then he eagerly swam in the refreshing pool while his mom closely watched him.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY*	Total words read in 1 min <input type="text"/> — # Errors in 1 minute <input type="text"/> = <input type="text"/>	22
*If below benchmark (22) administer NLM Reading Benchmark 2		
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>	
PROSODY RATING	Primarily word-by-word reading. No meaningful syntax.	①
	Primarily 2-word phrases. Awkward word groupings.	②
select one	Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	③
	Meaningful phrases. Appropriate syntax. Expressive interpretation.	④

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Jack / any name	②	a boy / the boy	①
Setting	getting ready in his room	②	getting ready / in room	①
Problem (P)	couldn't go swim / had to clean his room	②	was inside / had to clean	①
Feeling	sad / upset / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	cleaned his room / told his mom he was done	②	did it / asked his mom	①
Consequence (C)	let him go swimming / said, "it is stunning!"	②	let him / said "OK"	①
Ending (E)	Swam in the pool / mom watched him swim	②	swam / was outside	①
End Feeling	glad / happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
kickboard	①	small foam board helps you float	①	hold on to practice kicking	①

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

VOCABULARY COMPLEXITY (VC)				SCORE	
tidy	①	urgently	①	tasks	①
satisfied	①	refreshing	①	stunning	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 Jack in the beginning of the story?	② ① ①			
Why was Jack upset?	② ① ①			
What did he do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about kickboards from this story?	② ① ①			

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: Jack had some tasks to do. He needed to clean his room. What are tasks?	③ ②		
	B: Are tasks games or work?	① ①		
	A: His room looked stunning. Jack did a good job. What does stunning mean?	③ ②		
	B: Does stunning mean beautiful or small?	① ①		
Ask B question if A is answered incorrectly	A: Jack's mom was satisfied because Jack finished cleaning his room. What does satisfied mean?	③ ②		
	B: Does satisfied mean happy or worried?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how messy do you think Jack's room was?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, how well do you think Jack can swim on his own?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Why do you think Jack wanted to learn how to swim?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, jack was upset he had to clean up before he could swim. Write a story about a time when you had to clean up." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* 14	+	NLM QUESTIONS SCORE* 23	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+SC+VC		Combine: F+IV+IR		*If below Retell benchmark (14) or Questions benchmark (23) administer NLM Listening

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

SCRIPT

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

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

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

One day, Ron was with his dad at a fun park. He wanted to go on all the fun rides. He stopped at a tall ride that was fast and spun a lot. He went on it. But at the end of the ride, he started to feel sick.

He was scared because his stomach suddenly felt uneasy. Ron decided to find his dad, who was nearby. He urgently said, "I went on a ride that rapidly rotated and I might throw up!" Ron's dad replied, "Since you feel sick, it sounds like you have motion sickness. Let's find a calm, relaxing place so that you can rest." Ron's dad told him about motion sickness. He explained it happens when you stop moving but the fluid in your ears doesn't and it can make you nauseous. His dad quickly found a nearby bench, and had Ron sit down. After several minutes, Ron felt relieved because he didn't feel sick anymore. Then he blissfully rode calmer carnival rides, which didn't spin, for the rest of the day.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY* Total words read in 1 min - # Errors in 1 minute = ²²
*If below benchmark (22) consider administering DDM subtests

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Ron / any name	②	a boy / the boy	①
Setting	going on rides at the park	②	on rides / park	①
Problem (P)	started to feel sick / felt sick / his stomach was uneasy	②	didn't feel good	①
Feeling	scared / sad / mad	②	didn't like it / cried	①
Plan		-	planned / decided	①
Attempt (A)	told his dad he felt sick / said, "I might throw up"	②	talked to dad	①
Consequence (C)	sat on a bench / felt better	②	he helped him	①
Ending (E)	went on more rides / rode on different rides all day	②	he did it again	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
motion sickness	①	fluid in ears moves	①	makes you nauseous	①

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

VOCABULARY COMPLEXITY (VC)				SCORE	
uneasy	①	urgently	①	rotated	①
blissfully	①	calmer	①	nauseous	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 Ron in the beginning of the story?	② ① ①			
Why was Ron scared?	② ① ①			
What did he do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about motion sickness from this story?	② ① ①			

INFERENCE VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: He was on a ride that rotated . He needed a calm, relaxing place to rest. What does rotate mean?	③ ②		
	B: Does rotate mean <u>to spin</u> or <u>to go high</u> ?	① ①		
	A: Ron's stomach was uneasy . He didn't want to throw up. What does uneasy mean?	③ ②		
	B: Does uneasy mean <u>sick</u> or <u>empty</u> ?	① ①		
Ask B question if A is answered incorrectly	A: Ron blissfully rode the new ride. He didn't feel sick anymore. What does blissfully mean?	③ ②		
	B: Does blissfully mean <u>quickly</u> or <u>happily</u> ?	① ①		

INFERENCE REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many rides do you think were at the park?	② ① ①		Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how many times do you think Ron had motion sickness before?	② ① ①		Why do you think that? 1 pt = uses information from story	① ①
What kind of snacks do you think they ate at the carnival?	② ① ①		Why do you think that? 1 pt = uses background knowledge	① ①

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Ron was scared because his stomach suddenly felt sick. Write a story about a time when you felt sick." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* ¹⁴	+	NLM QUESTIONS SCORE* ²³	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+SC+VC		Combine: F+IV+IR		

*If below Retell benchmark (14) or Questions benchmark (23) administer NLM Listening

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

SCRIPT

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

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

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

One day, Owen was out playing in the rain. After he jumped in a big puddle, Owen got water in his new shoes. His shoes were not very tall, so they got wet. Owen was sad because his feet were very wet and cold. He knew he needed to get help.

Owen ran to his mom, who was standing outside their apartment. He said, "Can you help me? These shoes that I thought were waterproof are totally freezing my feet." When Owen's mom saw him, she pulled him under her umbrella since he was completely drenched. She kindly said, "I think we have a raincoat and some old galoshes. Galoshes are really tall boots that are made of waterproof rubber. They should fit you." After she quickly found them, Owen's mom took off his soaking wet shoes and dumped out the water so that they wouldn't get ruined. Even though she struggled getting the galoshes on Owen's feet, she eventually succeeded. Owen was relieved because he was able to frolic in the puddles without getting wet.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY*	Total words read in 1 min <input type="text"/> — # Errors in 1 minute <input type="text"/> = <input type="text"/> ⁴⁸
*If below benchmark (48) administer NLM Reading Benchmark 2	
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>
PROSODY RATING	Primarily word-by-word reading. No meaningful syntax. (1) Primarily 2-word phrases. Awkward word groupings. (2) Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax. (3) Meaningful phrases. Appropriate syntax. Expressive interpretation. (4)

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Owen / any name	2	a boy / the boy	1
Setting	outside playing in the rain	2	outside / playing	1
Problem (P)	shoes got full of water / feet were cold and wet	2	wet / cold	1
Feeling	sad / upset / mad	2	didn't like it / cried	1
Plan		—	planned / decided	1
Attempt (A)	asked mom to help him / told her his feet were freezing	2	talked to mom	1
Consequence (C)	mom found him some old boots / took off wet shoes	2	she helped him	1
Ending (E)	mom helped put on boots / he played in puddles again	2	got dry	1
End Feeling	happy / relieved	2	felt better / liked it	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
galoshes	1	really tall boots	1	made of waterproof rubber	1

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

VOCABULARY COMPLEXITY (VC)				SCORE			
drenched	1	soaking wet	1	struggled	1	eventually	1
succeeded	1	frolic	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 Owen in the beginning of the story?		2	1 0	
Why was Owen sad?		2	1 0	
What did Owen do to fix the problem?		2	1 0	
How did the story end?		2	1 0	
What two things did you learn about galoshes from this story?		2	1 0	

INFERENCE 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: Owen was completely drenched. He had been playing in the rain. What does drenched mean?	3	2	
	B: Does drenched mean <i>really wet</i> or <i>really funny</i> ?	1	0	
	A: Owen's mom struggled to get his boots on. They were old. What does struggle mean?	3	2	
	B: Does struggle mean <i>to wish</i> or <i>to try hard</i> ?	1	0	
Ask B question if A is answered incorrectly	A: Owen frolic in the puddles again. He had his boots on. What does frolic mean?	3	2	
	B: Does frolic mean <i>to play</i> or <i>to swim</i> ?	1	0	

INFERENCE REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think Owen's mom planned to stay outside?	2 1 0	Why do you think that?	1 0	
Using clues from this story, how well do you think the old galoshes fit him?	2 1 0	Why do you think that?	1 0	
Why do you think Owen wanted to play in the rain?	2 1 0	Why do you think that?	1 0	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Owen was sad because his feet got wet and cold. Write a story about a time when you got wet or cold." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* ¹⁶	+	NLM QUESTIONS SCORE* ²⁴	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + SC + VC		Combine: F + IV + IR		

*If below Retell benchmark (16) or Questions benchmark (24) administer NLM Listening

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

SCRIPT

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

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

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

Last week, Ben was at his dad's house. It was late and he was watching TV. His dad told him it was time to brush his teeth and go to bed. Ben was upset because he did not want to go to bed. After Ben brushed his teeth, he made a plan.

Ben quickly pulled a book off the shelf. When his dad tucked him in, Ben timidly asked, "Will you please read this story to me?" Ben's dad, who studied the cover, said, "This book, again? OK, but just a few pages since it's so late." It was a funny chapter book. Chapter books, which are long stories that are divided into smaller parts, usually don't have colorful drawings. His dad began dramatically reading the book using different voices. Ben's vivid imagination ran wild. He clearly pictured what was happening in the story! Although Ben was happy because he got to stay up late, he was getting tired. When his dad finished reading, he snuggled under the covers so that he could go to sleep.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY* Total words read in 1 min - # Errors in 1 minute = ⁴⁸
*If below benchmark (48) consider administering DDM subtests

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE			
Character	Ben / any name	②	a boy / the boy	①			
Setting	at dad's house watching TV	②	dad's house / TV	①			
Problem (P)	dad said it was time for bed / he wasn't tired	②	he had to go to bed	①			
Feeling	upset / sad / mad	②	didn't like it / cried	①			
Plan		—	planned / decided	①			
Attempt (A)	got a book and asked his dad to read him a story	②	talked to dad	①			
Consequence (C)	dad said "OK. A few pages" / he read the book to him	②	he said it was OK	①			
Ending (E)	he got to stay up late / got to listen to his dad read the story	②	it was late	①			
End Feeling	happy / excited	②	felt better / liked it	①			
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE			
chapter books	①	long stories divided into smaller parts	①	don't have drawings	①		
EPISODE 1 COMPLEXITY (EC1) (from pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE		
select one			because / so that		① ① ①		
P+A -or- P+C -or- A+C		②	when / while		① ① ①		
P+C+E -or- P+A+E		③	after / before		① ① ①		
P+A+C		④	since/however/although/even though		① ① ①		
P+A+C+E		⑤	(noun) that / which / who (e.g., stories that... / books which... / dad 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			
timidly	①	studied	①	divided	①	dramatically	①
vivid	①	snuggled	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 Ben in the beginning of the story?				② ① ①
Why was Ben upset?				② ① ①
What did Ben do to fix the problem?				② ① ①
How did the story end?				② ① ①
What two things did you learn about chapter books from this story?				② ① ①
INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: Ben timidly asked his dad to read a book. It was really late. What does timidly mean?			③ ②
	B: Does timidly mean to be loud or to be shy?			① ①
	A: His dad dramatically read the book. He used lots of voices. What does dramatically mean?			③ ②
	B: Does dramatically mean slowly or in an interesting way?			① ①
Ask B question if A is answered incorrectly	A: Ben had a vivid imagination. He could picture what was in the story. What does vivid mean?			③ ②
	B: Does vivid mean clear or scary?			① ①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many times do you think Ben and his dad have read this story?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how long do you think it would take them to finish the story?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Ben's dad read the book?		② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Ben was upset he had to go to bed. Write a story about a time when you didn't want to go to bed." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE* ¹⁶	+	NLM QUESTIONS SCORE* ²⁴	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + SC + VC		Combine: F + IV + IR		*If below Retell benchmark (16) or Questions benchmark (24) administer NLM Listening