

FIRST GRADE



NLM³ 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?"

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? Why?"

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, Greg walked into his new, unfamiliar classroom. He immediately noticed that the students were focused and attentive. He quietly sat down at a desk that was next to a boy. The teacher was talking about the solar system which has eight planets and one big star. Even though it was interesting, Greg couldn't pay attention. The boy next to him, who was really sneaky, kept passing hilarious notes to him. When Greg laughed loudly at a joke, his teacher instantly told him he couldn't go to recess. He was being disruptive, so he had to stay inside. Greg was sad because he got punished. Then Greg decided to ask if he could move to a different desk so that he wouldn't get in trouble again. He apologetically talked to the teacher. He said, "I'm sorry. Can I move my desk?" The teacher said, "That's a great idea! You'll be less distracted." After he moved, Greg was happy because he could pay attention. He listened to his teacher 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 | Greg / any name | ② | a boy / the boy | ① |
| Setting | walked into new classroom | ② | classroom / walked in | ① |
| Problem (P) | laughed at joke / not paying attention / got in trouble | ② | he was bad / it was bad | ① |
| Feeling | sad / upset | ② | didn't like it / cried | ① |
| Plan | | — | decided / thought | ① |
| Attempt (A) | asked the teacher to switch desks | ② | asked teacher / talked to teacher | ① |
| Consequence (C) | teacher said it was a great idea / he moved desks | ② | said yes / got help | ① |
| Ending (E) | he could pay attention / listened to the teacher | ② | did it / it was better | ① |
| End Feeling | happy | ② | felt better / liked it | ① |

| EXPOSITORY DISCOURSE COMPLEXITY (EDC) | | | | SCORE | |
|---------------------------------------|---|---------------|---|--------------|---|
| the solar system | ① | eight planets | ① | one big star | 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., desk that... / solar system which... / boy who...) | ①①① | |

| VOCABULARY COMPLEXITY (VC) | | | | SCORE | | | |
|----------------------------|---|------------|---|-----------|---|------------|---|
| unfamiliar | ① | attentive | ① | hilarious | ① | disruptive | ① |
| apologetically | ① | distracted | 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 Greg in the beginning of the story? | ② | ① | ① | |
| Why was Greg sad? | ② | ① | ① | |
| What did Greg do to fix the problem? | ② | ① | ① | |
| How did the story end? | ② | ① | ① | |
| What two things did you learn about the solar system from the story? | ② | ① | ① | |

| INFERENTIAL VOCABULARY (IV) | | 3 pts = A: clear/complete 2 pts = A: unclear/incomplete | 1 pt = B: correct | SCORE |
|---|--|--|-------------------|-------|
| If A answer is similar to grey text, say: "What else does mean?" Ask B question if A is answered incorrectly | A: The notes were hilarious . They made Greg laugh. What does hilarious mean? | ③ | ② | |
| | B: Does hilarious mean <i>funny</i> or <i>talkative</i> ? | ① | ① | |
| | A: The students were attentive . They were very quiet. What does attentive mean? | ③ | ② | |
| | B: Does attentive mean <i>to read</i> or <i>to listen</i> ? | ① | ① | |
| | A: The boy distracted Greg. He was sneaky. What does distract mean? | ③ | ② | |
| | B: Does distract mean <i>to bother</i> or <i>to walk away</i> ? | ① | ① | |

| INFERENTIAL REASONING (IR) | | 2 pts = clear & complete 1 pt = unclear/incomplete | 0 pts = incorrect | SCORE |
|--|---|---|-------------------|-------|
| Using clues from this story, when do you think Greg arrived at school? | ② | ① | ① | |
| Using clues from this story, why do you think Greg sat down quietly? | ② | ① | ① | |
| What do you think Greg was in a new class? | ② | ① | ① | |

| WHY DO YOU THINK THAT? | | 1 pt = uses information from story | 1 pt = uses background knowledge | SCORE |
|------------------------|---|------------------------------------|----------------------------------|-------|
| Why do you think that? | ① | ① | | |
| Why do you think that? | ① | ① | | |
| Why do you think that? | ① | ① | | |

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Greg was sad he got in trouble. Tell me a story about a time when you got in trouble." 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 | 12 | + | NLM QUESTIONS SCORE | 22 | = | 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 her problem?" "Do you think Miranda's sister was younger or older? Why?"

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 morning, Hugo spent a long time playing outside in his backyard with his new, curious puppy. His puppy, a black labrador, liked to explore and had an excellent sense of smell. Even though Hugo knew that his dog liked to wander, he forgot to close the fence while quickly rushing off to school. Later that day, Hugo got home but he couldn't find his puppy. He was sad because his puppy, that he had promised to care for, had escaped again. He thought he better get help from his parents. Hugo nervously said, "I need help. My little puppy escaped through the fence, which I accidentally left open!" Then his father said, "Let's drive around the neighborhood so that we can find your lost puppy. Don't worry. I'm sure we will find him." After they drove around, they finally found the lost puppy who was a few blocks away. Hugo was excited because he got his puppy back. He sincerely promised to be more careful. Now, Hugo always keeps the fence tightly closed.

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 | Hugo / any name | ② | a boy / the boy | ① |
| Setting | playing with dog in backyard | ② | playing / in backyard | ① |
| Problem (P) | forgot to close the gate / puppy escaped / lost puppy | ② | lost it / it was gone | ① |
| Feeling | sad / upset | ② | didn't like it / cried | ① |
| Plan | | — | decided / thought | ① |
| Attempt (A) | asked dad to help him find the puppy | ② | asked him / talked to him | ① |
| Consequence (C) | they drove around the neighborhood | ② | helped him / did it | ① |
| Ending (E) | found the puppy / keeps fence closed | ② | did it / found it | ① |
| End Feeling | excited / happy | ② | felt better / liked it | ① |

| EXPOSITORY DISCOURSE COMPLEXITY (EDC) | | | | SCORE | |
|---------------------------------------|---|-----------------|---|--------------------------|---|
| black labrador | ① | like to explore | ① | excellent sense of smell | 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., puppy that... / fence which... / puppy who...) | ①①① | |

| VOCABULARY COMPLEXITY (VC) | | | | SCORE | | | |
|----------------------------|---|-----------|---|---------|---|---------|---|
| curious | ① | wander | ① | rushing | ① | escaped | ① |
| accidentally | ① | sincerely | 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 Hugo in the beginning of the story? | ② | ① | ① | |
| Why was Hugo sad? | ② | ① | ① | |
| What did Hugo do to fix the problem? | ② | ① | ① | |
| How did the story end? | ② | ① | ① | |
| What two things did you learn about black labradors from this story? | ② | ① | ① | |

| INFERENTIAL VOCABULARY (IV) | | 3 pts = A: clear/complete 2 pts = A: unclear/incomplete | 1 pt = B: correct | SCORE |
|--|--|--|-------------------|-------|
| If A answer is similar to grey text, say: "What else does mean?" | A: Hugo was rushing . He needed to get to school. What does rush mean? | ③ | ② | |
| | B: Does rush mean <i>to hurry</i> or <i>to be quiet</i> ? | ① | ① | |
| | A: Hugo's puppy escaped from the yard. He wasn't in the yard. What does escape mean? | ③ | ② | |
| | B: Does escape mean <i>to get stuck</i> or <i>to get out</i> ? | ① | ① | |
| Ask B question if A is answered incorrectly | A: Hugo's puppy was curious . He liked to explore. What does curious mean? | ③ | ② | |
| | B: Does curious mean <i>to wonder about things</i> or <i>to dig</i> ? | 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 Hugo's puppy escapes from the yard? | ② | ① | ① | Why do you think that? 1 pt = uses information from story |
| Using clues from this story, how much do you think Hugo likes to play with his puppy? | ② | ① | ① | Why do you think that? 1 pt = uses information from story |
| Why do you think that Hugo's puppy was just a few blocks away? | ② | ① | ① | Why do you think that? 1 pt = uses background knowledge |

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Hugo was sad his puppy was lost. Tell me a story about a time when you lost something." 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 | 14 | + | NLM QUESTIONS SCORE | 23 | = | 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 had run out of green paint and could not find a new bottle. She quickly remembered her teacher talking about Color Theory at school, which describes how the primary colors, such as yellow and blue, can combine to make the color green. Kaycee carefully mixed her yellow and blue paints and successfully made a beautiful green hue. 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 her problem?"

"Why do you think Kaycee needed green paint? Why?"

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 windy, blustery day, Ashley was swimming at the pool. Ashley got out of the pool and hurriedly ran to get her fluffy, warm towel, but she accidentally slipped and fell because the smooth sidewalk was wet. She was upset because she hurt her arm. After a while, Ashley realized she needed help since her elbow started to throb and hurt a lot. She found an experienced lifeguard, who was sitting under his umbrella. She asked, "Can you help me? My elbow, which is turning red, is really hurting." After the caring lifeguard looked at it, he said, "Your elbow is definitely swelling up. Let's quickly get some ice on it." Then the lifeguard gently put an ice pack on Ashley's elbow. He explained to her that swelling happens when you get hurt, and that ice can help reduce swelling. Ashley was happy because the ice that the lifeguard gave her helped. Then Ashley walked back to the pool. But this time, she was cautious. She playfully swam for 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 | Ashley / any name | ② | a girl / the girl | ① |
| Setting | swimming at the pool | ② | swimming / at a pool | ① |
| Problem (P) | ran and slipped and fell / hurt her elbow on sidewalk | ② | got hurt / fell | ① |
| Feeling | upset / sad | ② | didn't like it / cried | ① |
| Plan | | — | realized / thought | ① |
| Attempt (A) | asked lifeguard for help | ② | asked him / talked to him | ① |
| Consequence (C) | he put ice on her elbow | ② | got help / did it | ① |
| Ending (E) | elbow felt better / swam for the rest of the day | ② | it worked / it was good | ① |
| End Feeling | happy / relieved | ② | felt better / liked it | ① |

| EXPOSITORY DISCOURSE COMPLEXITY (EDC) | | | | SCORE | |
|---------------------------------------|---|---------------------------|---|--------------|---|
| swelling | ① | happens when you get hurt | ① | ice can help | 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., ice that... / elbow which... / lifeguard who...) | ①①① | |

| VOCABULARY COMPLEXITY (VC) | | | | SCORE | | | |
|----------------------------|---|-----------|---|-------|---|-------------|---|
| blustery | ① | hurriedly | ① | throb | ① | experienced | ① |
| reduce | ① | cautious | 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 Ashley in the beginning of the story? | ② | ① | ① | |
| Why was Ashley upset? | ② | ① | ① | |
| What did Ashley do to fix the problem? | ② | ① | ① | |
| How did the story end? | ② | ① | ① | |
| What two things did you learn about swelling from this story? | ② | ① | ① | |

| INFERENTIAL VOCABULARY (IV) | | 3 pts = A: clear/complete 2 pts = A: unclear/incomplete | 1 pt = B: correct | SCORE |
|--|---|--|-------------------|-------|
| If A answer is similar to grey text, say: "What else does mean?" | A: Ashley was at the pool on a blustery day. She grabbed her warm towel. What does blustery mean? | ③ | ② | |
| | B: Does blustery mean really sunny or really windy? | ① | ① | |
| | A: Ashley's elbow started to throb. It started to swell. What does throb mean? | ③ | ② | |
| | B: Does throb mean to ache or to bend? | ① | ① | |
| Ask B question if A is answered incorrectly | A: She was cautious walking to the pool. The sidewalk was wet. What does cautious mean? | ③ | ② | |
| | B: Does cautious mean careful or quick? | ① | ① | |

| INFERENTIAL REASONING (IR) | | 2 pts = clear & complete 1 pt = unclear/incomplete | 0 pts = incorrect | SCORE |
|---|---|---|-------------------|-------|
| Using clues from this story, why do you think Ashley was running to get her towel? | ② | ① | ① | |
| Why do you think that? | ① | ① | ① | |
| Using clues from this story, how afraid do you think Ashley was of falling on the sidewalk again? | ② | ① | ① | |
| Why do you think that? | ① | ① | ① | |
| Why do you think Ashley was swimming at the pool? | ② | ① | ① | |
| Why do you think that? | ① | ① | ① | |

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Ashley was upset that she hurt her elbow. Tell me a story about a time when you got hurt." 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 | 16 | + | NLM QUESTIONS SCORE | 24 | = | NLM LISTENING COMPOSITE SCORE |
| Combine: NDC+EDC+EC1+SC+VC | | | Combine: F+IV+IR | | | |