

THIRD EDITION

THIRD GRADE



NLM³ READING

Narrative Language Measures

Douglas B. Petersen
Trina D. Spencer

Progress Monitoring Record Forms

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.

Yesterday, Reem was playing outside in his yard. Reem foolishly¹⁰ threw a rock at a giant hornet nest. The angry, vicious hornets came flying out, and since they felt threatened, they attacked him. While he was running away, some of the hornets stung him with their sharp stingers, which can sting multiple times and have venom that causes pain. He was upset because he got stung so many times. Reem knew he had to do something, so he got a bunch of Band-Aids and put them on each welt, which were very red. Although the painful spots were all covered, the pain didn’t go away. Reem was worried. He decided to talk to his mom, a kind, smart nurse who worked at the hospital. Reem went inside the house and said desperately, “I got stung by hornets. I need your help.” Reem’s mom worriedly said, “Show me all the stings that you got so that I can take care of them.” After she covered them with ice, Reem felt relieved because the intense pain was gone. Reem’s mom told him to never bother hornets again.

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"/>
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	Reem / any name	②	a boy / the boy	①
Setting	playing outside	②	playing / outside	①
Problem (P)	hornets stung him	②	he got hurt	①
Feeling	sad / mad / upset	②	didn't like it / cried	①
Plan (PL)	decided to get Band-Aids	②	decided to fix them	①
Attempt (A)	covered stings with Band-Aids	②	did it	①
Consequence / Complication (CP)	didn't take away the pain / they still hurt	②	didn't work / was in pain	①
Feeling-2	sad / mad / worried	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask mom for help	②	decided to ask	①
Attempt-2 (A2)	asked mom for help	②	asked mom	①
Consequence (C)	mom covered the stings with ice	②	mom helped	①
Ending (E)	the pain was gone	②	he was better	①
End Feeling	happy / relieved	②	liked it / smiled	①
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
hornet stingers	①	can sting multiple times	①	venom causes pain ①
EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC) SCORE		
(from 2 pt NDC section)	select one	because / so that	①	①
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②	when / while	①	①
P+A+CP -or- P+PL+CP	④	after / before	①	①
EPISODE 2 COMPLEXITY (EC2)	SCORE	since/however/although/even though	①	①
(from 2 pt NDC section)	select one	(noun) that / which / who	①	①
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	(e.g., venom that... / stingers which... / nurse who...)	①	①
P/CP+C+E -or- P/CP+A2+E	③	VOCABULARY COMPLEXITY (VC) SCORE		
P/CP+A2+C -or- P/CP+PL2+C	④	1 pt per word below (or equally complex synonym)		
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤	1 pt (up to 2) for other complex vocabulary words		
		foolishly ①	desperately ①	
		vicious ①	worriedly ①	
		threatened ①	relieved ①	
		multiple ①		①
		welts ①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	①
Where was Reem in the beginning of the story?	②	①	①	①
Why was Reem upset?	②	①	①	①
How did Reem first try to fix his problem?	②	①	①	①
Why did he talk to his mom?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about hornet stingers in this story?	②	①	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: The hornets were vicious . They came zooming out. What does vicious mean?	③	②	
	B: Does vicious mean big or angry ?	①	①	
Ask B question if A is answered incorrectly	A: The hornets gave him welts . He covered them with Band-Aids. What are welts ?	③	②	
	B: Are welts bumps or headaches ?	①	①	
	A: The pain was intense . Band-Aids didn’t take it away. What does intense mean?	③	②	
	B: Does intense mean inside or powerful ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how good do you think Reem’s aim is when he throws things?	②	①	①	①
Using clues from this story, who do you think Reem usually goes to when he’s hurt?	②	①	①	①
How many times do you think Reem’s mom has helped him when he’s injured?	②	①	①	①
	Why do you think that?	①	①	
	Why do you think that?	①	①	
	Why do you think that?	①	①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: “In this story, Reem got stung by hornets. Write a story about a time when you got bit by something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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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?”

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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.

Yesterday, Noam was skating at a skate park on his favorite, old skateboard. Noam, who was daring, was bravely trying kickflips. A kickflip is a cool trick which pops the skater into the air and spins the board 360 degrees. Although he was wearing thick kneepads, he hit the hard ground and felt a sharp, excruciating pain in his knee. His knee was badly hurt, and he felt terrible. Noam decided to slowly walk home instead of riding his skateboard. He attempted to get up so that he could start walking. But when stood up, the knee that was hurt buckled. Noam was upset because he couldn’t walk to his house. Then he decided to ask his friend, a nice boy who was also skating, to help. Noam asked, “Could you possibly help me? My knee is hurting, I can’t even walk on it.” Noam’s friend kindly said, “I’ll call for help with my phone.” Noam’s friend solicited a ride and Noam was taken home. After he rested, he felt relieved because his knee was OK. The next time he tried kickflips, he was very cautious.

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

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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	Noam / any name	②	a boy / the boy	①
Setting	skateboarding at park	②	skateboarding / park	①
Problem (P)	hurt his knee	②	fell down	①
Feeling	sad / mad / terrible	②	didn't like it / cried	①
Plan (PL)	decided to try to walk home	②	decided to go	①
Attempt (A)	he stood up	②	tried it	①
Consequence / Complication (CP)	his knee buckled / he couldn't walk home	②	didn't work / couldn't go	①
Feeling-2	sad / mad / upset	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask friend for help	②	decided to ask	①
Attempt-2 (A2)	asked his friend to help him	②	asked friend	①
Consequence (C)	said he would call for help / got a ride / Noam was taken home	②	helped him / he got home	①
Ending (E)	his knee was OK	②	all OK	①
End Feeling	happy / relieved	②	liked it / smiled	①
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
kickflip	①	skateboard trick	①	skater in air and board rotates ①
EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC) SCORE		
(from 2 pt NDC section)	select one	because / so that	① ① ①	
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②	when / while	① ① ①	
P+A+CP -or- P+PL+CP	④	after / before	① ① ①	
EPISODE 2 COMPLEXITY (EC2)	SCORE	since/however/although/even though	① ① ①	
(from 2 pt NDC section)	select one	(noun) that / which / who (e.g., knee that... / trick which... / Noam who...)	① ① ①	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	VOCABULARY COMPLEXITY (VC) SCORE		
P/CP+C+E -or- P/CP+A2+E	③	1 pt per word below (or equally complex synonym)		
P/CP+A2+C -or- P/CP+PL2+C	④	1 pt (up to 2) for other complex vocabulary words		
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤	daring ① possibly ①		
		excruciating ① solicited ①		
		instead ① cautious ①		
		attempted ①		
		buckled ①		

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	①
Where was Noam in the beginning of the story?	②	①	①	①
Why did Noam feel terrible?	②	①	①	①
How did he first try to fix his problem?	②	①	①	①
Why did he talk to his friend?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about kickflips in this story?	②	①	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: Noam was daring . He tried a kickflip. What does daring mean?	③	②	
	B: Does daring mean <i>brave</i> or <i>flexible</i> ?	①	①	
	A: Noam’s knee buckled . He couldn’t walk. What does buckle mean?	③	②	
	B: Does buckle mean <i>to bleed</i> or <i>to collapse</i> ?	①	①	
Ask B question if A is answered incorrectly	A: His friend solicited a ride. Noam went home. What does solicit mean?	③	②	
	B: Does solicit mean <i>to ask for</i> or <i>to pay for</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how do you think Noam got to the skate park?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, how often do you think Noam rides his skateboard?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Why do you think Noam was trying to learn a new skateboarding trick?	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, Noam hurt his knee. Write a story about a time when you got hurt.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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?"

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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 summer, Tomas moved into a nice, upstairs apartment. They moved there so that Tomas' mom could start a new job. Since he did not know the area well, he rode down the street. He took his bike that had new shocks. Shocks are a bike part that lessen the impact from bumpy roads, making a bike smoother to ride. Suddenly, a tall boy rode up next to him. Tomas got scared because he didn't know this boy, who abruptly came out of nowhere. First, Tomas decided to ignore the unfamiliar boy. He didn't look at him. But the random boy wouldn't go away. Tomas felt even more edgy. Although he was afraid, Tomas decided to talk to him. Tomas stopped riding. He timidly said, "You have a cool, fast bike." The boy kindly said, "I was checking out your bike, which is awesome!" So then they cruised around the whole neighborhood together and the boys quickly became good friends. After Tomas went home, he felt excited because he finally made a new friend. They rode bikes together frequently that summer.

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

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	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	Tomas / any name	②	a boy / the boy	①		
🚲 Setting	riding bike down the street	②	riding / street	①		
🚫 Problem (P)	didn't know the boy	②	didn't like him	①		
😞 Feeling	sad / mad / scared	②	didn't like it / cried	①		
🎯 Plan (PL)	decided to ignore the boy	②	decided not to look	①		
👉 Attempt (A)	he didn't look at the boy	②	he didn't	①		
👤 Consequence / Complication (CP)	the boy didn't go away / the boy was still there	②	didn't work / didn't like it	①		
😞 Feeling-2	sad / mad / uneasy / afraid	②	didn't like it / cried	①		
🎯 Plan-2 (PL2)	decided to talk to the boy	②	decided to talk	①		
👉 Attempt-2 (A2)	told the boy his bike was cool	②	talked to him	①		
👤 Consequence (C)	they rode bikes together / they became friends	②	played together / liked each other	①		
🏁 Ending (E)	they rode together a lot	②	it was fun	①		
😊 End Feeling	happy / excited	②	liked it / smiled	①		
EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
🚲 bike shocks	①	👤 absorbs impacts from road	①	😊 more enjoyable to ride	①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from ② pt NDC section)		select one	because / so that	① ① ①		
P+PL -or- PL+CP	-or- P+A -or- A+CP	②	when / while	① ① ①		
P+A -or- P+CP	-or- P+A+CP	④	after / before	① ① ①		
P+A+CP -or- P+PL+CP			since/however/although/even though	① ① ①		
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who	① ① ①		
(from ② pt NDC section)		select one	(e.g., bike that... / bike which... / boy who...)			
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②		VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C+E -or- P/CP+A2+E	③		1 pt per word below (or equally complex synonym)			
P/CP+A2+C -or- P/CP+PL2+C	④		1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤		impacts	①	timidly	①
			abruptly	①	cruised	①
			unfamiliar	①	frequently	①
			random	①		①
			edgy	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 Tomas in the beginning of the story?	2	1	0	
Why was Tomas scared?	2	1	0	
How did he first try to fix his problem?	2	1	0	
Why did he talk to the boy?	2	1	0	
How did the story end?	2	1	0	
What two things did you learn about bike shocks 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
If A answer is similar to grey text, say: "What else does mean?"	A: The boy abruptly came up to Tomas. He came out of nowhere. What does abruptly mean?	3	2	
	B: Does abruptly mean quickly or quietly?	1	0	
	A: Tomas felt edgy. The strange boy wouldn't go away. What does edgy mean?	3	2	
	B: Does edgy mean happy or nervous?	1	0	
Ask B question if A is answered incorrectly	A: They cruised around the neighborhood. They rode their bikes a lot. What does cruise mean?	3	2	
	B: Does cruise mean to watch or to travel all over?	1	0	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Tomas and the boy became good friends?	2	1	0	
Using clues from this story, how many friends do you think Tomas has close to where he lives?	2	1	0	
Why do you think Tomas was scared to meet a new boy?	2	1	0	
	Why do you think that?	1	0	
	1 pt = uses information from story			
	Why do you think that?	1	0	
	1 pt = uses information from story			
	Why do you think that?	1	0	
	1 pt = uses background knowledge			

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: "In this story, Tomas was scared to meet someone new. Write a story about a time when you were scared." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
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Once, Julia was at a big, busy farmer's market. A farmer's market is an event where local farmers, artists, and bakers come together to sell their products. She was selling earrings which she had made. There were lots of people. Although Julia had many pretty earrings, she was barely selling any. She felt sad. So then Julia decided to lower her price. After she made the price change, Julia still didn't sell anything. Julia felt upset because hardly anyone came to buy her things. She decided to ask her uncle for help. He was an expert salesman who was selling his intricate pottery at the market. She politely said, "Can you possibly help me? I can't sell any of my handmade earrings." Julia's uncle said, "Of course. Instead of deflating your price, you need a table so that you can show everyone the lovely, colorful jewelry that you have made." Julia's kind uncle quickly got her a table and when Julia displayed all the inventory she had, everyone rapidly flocked over and admired everything. She felt pleased because the crowd bought all her earrings.

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"/>
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	Julia / any name	②	a girl / the girl	①		
Setting	selling earrings at market	②	selling / market	①		
Problem (P)	couldn't sell earrings	②	couldn't do it	①		
Feeling	sad / upset / mad	②	didn't like it / cried	①		
Plan (PL)	decided to lower price	②	changed it	①		
Attempt (A)	changed the price	②	did it	①		
Consequence / Complication (CP)	still didn't sell anything / no one bought them	②	didn't work / didn't fix it	①		
Feeling-2	sad / mad / upset	②	didn't like it / cried	①		
Plan-2 (PL2)	decided to talk to her uncle	②	decided to talk	①		
Attempt-2 (A2)	asked for help with selling	②	talked to him	①		
Consequence (C)	got a table / displayed the earrings	②	fixed it / showed it	①		
Ending (E)	sold all the earrings	②	it worked	①		
End Feeling	pleased / happy / excited	②	liked it / smiled	①		
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE		
farmer's market	①	event/where farmers, artists, and bakers	①	sell their products	①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from ② pt NDC section)		select one	because / so that	①①①		
P+PL -or- PL+CP	-or- P+A -or- P+CP	②	when / while	①①①		
P+A+CP -or- P+PL+CP		④	after / before	①①①		
			since/however/although/even though	①①①		
			(noun) that / which / who (e.g., jewelry that... / earrings which... / salesman who...)	①①①		
EPISODE 2 COMPLEXITY (EC2)		SCORE	VOCABULARY COMPLEXITY (VC)			
(from ② pt NDC section)		select one	SCORE			
			1 pt per word below (or equally complex synonym)			
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	1 pt (up to 2) for other complex vocabulary words			
P/CP+C+E -or- P/CP+A2+E		③	local	①	displayed	①
P/CP+A2+C -or- P/CP+PL2+C		④	products	①	inventory	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	barely	①	flocked	①
			intricate	①		
			deflating	①		

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was this story about?				2 1 0
Where was Julia in the beginning of the story?				2 1 0
Why was Julia sad?				2 1 0
How did she first try to fix her problem?				2 1 0
Why did she talk to her uncle?				2 1 0
How did the story end?				2 1 0
What two things did you learn about farmer's markets in 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
If A answer is similar to grey text, say: "What else does mean?"	A: Her uncle told her not to deflate her prices. The earrings cost a lot. What does deflate mean?			3 2
	B: Does deflate mean <i>to lower</i> or <i>to erase</i> ?			1 0
Ask B question if A is answered incorrectly	A: She displayed all of her earrings. They were on a table. What does display mean?			3 2
	B: Does display mean <i>to cover</i> or <i>to show</i> ?			1 0
	A: The people flocked to her. She sold lots of earrings. What does flocked mean?			3 2
	B: Does flocked mean <i>gathered</i> or <i>flew</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 Julia has tried to sell her earrings?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, how long do you think Julia's uncle has been selling at the market?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
How do you think Julia learned to make earrings?		2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: "In this story, Julia was sad she wasn't selling any earrings. Write a story about a time when something you tried didn't work." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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.

On Saturday, Lilly was at a park happily playing in the grass when suddenly a big stink bug flew onto her leg. Where Lilly lives, stink bugs are triangle-shaped bugs that have bright colors and give off a stinky smell. Even though Lilly was gentle with the little bug, it surprisingly released a foul smell when she picked it up, which disgusted her. She felt awful because it smelled so bad. Lilly thought that running away from the small, smelly bug would help. She quickly ran across the park, but the smell still didn’t go away. Lilly felt horrible. Finally, she decided to talk to her mom, who was blissfully reading, to see if she had any ingenious ideas that might help. Lilly gloomily said, “A bug aggressively sprayed me! What should I do?” Her smart, thoughtful mom said, “Don’t touch anything. You need some dish soap and baking soda. Let’s go home so that we can take care of you.” After carefully lathering the soap all over her hands, Lilly felt happy because they didn’t stink anymore. Lilly never picked up another stink bug again.

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"/>
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	Lilly / any name	②	a girl / the girl	①
Setting	playing at the park	②	playing / park	①
Problem (P)	She was sprayed by a bug	②	she got hurt	①
Feeling	disgusted / awful / bad	②	didn't like it / cried	①
Plan (PL)	thought to run away	②	decided to go	①
Attempt (A)	ran across the park	②	she did it	①
Consequence / Complication (CP)	didn't feel better / still smelled bad	②	she cried / still smelled	①
Feeling-2	sad / mad / horrible	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask mom for help	②	decided to get help	①
Attempt-2 (A2)	asked mom what to do	②	talked to mom	①
Consequence (C)	said “you need soap” / went home to wash her hands	②	told her what to do	①
Ending (E)	didn't smell anymore	②	felt better	①
End Feeling	happy / excited / relieved	②	liked it / smiled	①
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
stink bug	①	triangle shaped bug with colors	①	gives off a stinky smell
EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC) SCORE		
(from 2 pt NDC section)	select one	because / so that	①	①
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②	when / while	①	①
P+A+CP -or- P+PL+CP	④	after / before	①	①
EPISODE 2 COMPLEXITY (EC2)	SCORE	since/however/although/even though	①	①
(from 2 pt NDC section)	select one	(noun) that / which / who (e.g., bugs that... / smell which... / mom who...)	①	①
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	VOCABULARY COMPLEXITY (VC) SCORE		
P/CP+C+E -or- P/CP+A2+E	③	1 pt per word below (or equally complex synonym)		
P/CP+A2+C -or- P/CP+PL2+C	④	1 pt (up to 2) for other complex vocabulary words		
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤	released ①	gloomily	①
		foul ①	aggressively	①
		disgusted ①	lathering	①
		blissfully ①		①
		ingenious ①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	①
Where was Lilly in the beginning of the story?	②	①	①	①
Why was Lilly disgusted?	②	①	①	①
How did she first try to fix her problem?	②	①	①	①
Why did she talk to her mom?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about stink bugs from this story?	②	①	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: The bug aggressively sprayed Lilly. It got all over her hands. What does aggressively mean?	③	②	①
	B: Does aggressively mean sadly or forcefully?	①	①	①
	A: Lilly thought her mom had ingenious ideas. She wanted to talk to her. What does ingenious mean?	③	②	①
	B: Does ingenious mean quick or smart?	①	①	①
Ask B question if A is answered incorrectly	A: Lilly gloomily talked to her mom. The bug rudely sprayed her. What does gloomily mean?	③	②	①
	B: Does gloomily mean sadly or openly?	①	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 Lilly has picked up a stink bug before?	②	①	①	①
Using clues from this story, where do you think the stink bug sprayed her?	②	①	①	①
How do you think Lilly and her mom got to the park?	②	①	①	①
	Why do you think that?	①	①	①
	1 pt = uses information from story			
	Why do you think that?	①	①	①
	1 pt = uses information from story			
	Why do you think that?	①	①	①
	1 pt = uses background knowledge			

PERSONAL WRITING GENERATION (OPTIONAL)

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

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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.

On Wednesday, Tess got onto a big, crowded bus at school so that she could go on a field trip. They were driving to a large greenhouse, which is a warm, enclosed building where plants are grown. When it was lunchtime, Tess looked for her yummy lunch that should have been in her backpack. But she couldn’t find it because she accidentally left it at home. Then she felt sad. Tess thought that her friend could help her. She sheepishly asked if her friend would share her lunch. Tess’ friend told her she had already eaten her lunch. Then Tess was pretty distressed. She decided to ask her teacher, who always attended to her students’ needs, if she could help. Tess shyly said, “I forgot my lunch. What should I do?” Tess’ teacher kindly said, “I always bring an extra lunch, since someone usually forgets.” After they strolled to the big, yellow bus that was in the parking lot, Tess’ teacher found the spare lunch. Although Tess didn’t have her own lunch, she felt relieved because she could finally eat. Her teacher’s donated lunch was delicious.

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"/>
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	Tess / any name	②	a girl / the girl	①		
Setting	riding bus to field trip/greenhouse	②	riding bus / fieldtrip	①		
Problem (P)	couldn't find lunch / forgot lunch	②	couldn't find it / lost it	①		
Feeling	sad / mad / upset	②	didn't like it / cried	①		
Plan (PL)	thought to ask her friend for help	②	decided to ask	①		
Attempt (A)	asked friend to share her lunch	②	asked her friend	①		
Consequence / Complication(CP)	friend already ate her lunch / still needed a lunch	②	she already did it / needed it	①		
Feeling-2	sad / mad / upset	②	didn't like it / cried	①		
Plan-2 (PL2)	decided to ask teacher for help	②	decided to get help	①		
Attempt-2 (A2)	asked teacher what to do	②	talked to her	①		
Consequence (C)	said she had extra lunch / she ate the extra lunch	②	she had one / gave her one	①		
Ending (E)	the lunch was good	②	she was fine	①		
End Feeling	happy / relieved	②	liked it / smiled	①		
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE		
greenhouse	①	warm, enclosed building	①	where plants are grown	①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		①①①	
P+PL	-or- PL+CP	-or-	when / while		①①①	
P+A	-or- P+CP	-or- A+CP	after / before		①①①	
P+A+CP	-or- P+PL+CP	④	since/however/although/even though		①①①	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		①①①	
(from 2 pt NDC section)		select one	(e.g., lunch that... / house which... / teacher who...)		①①①	
VOCABULARY COMPLEXITY (VC)		SCORE	1 pt per word below (or equally complex synonym)			
1 pt (up to 2) for other complex vocabulary words						
P/CP+PL2	-or- P/CP+A2	-or-	enclosed	①	strolled	①
P/CP+C	-or- P/A2+C	③	sheepishly	①	spare	①
P/CP+A2+C	-or- P/CP+PL2+C	④	distressed	①	donated	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑤	attended to	①		①
			shyly	①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	③
Where was Tess in the beginning of the story?	②	①	①	③
Why was Tess sad?	②	①	①	③
How did she first try to fix her problem?	②	①	①	③
Why did she talk to her teacher?	②	①	①	③
How did the story end?	②	①	①	③
What two things did you learn about greenhouses from this story?	②	①	①	③
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: Tess asked her friend sheepishly . She was nervous. What does sheepishly mean?	③	②	⑤
	B: Does sheepishly mean <i>loudly</i> or <i>shyly</i> ?	①	①	②
	A: The teacher always attended to her students’ needs. She had an extra lunch. What does attend mean?	③	②	⑤
	B: Does attend mean <i>to forget</i> or <i>to pay attention</i> ?	①	①	②
Ask B question if A is answered incorrectly	A: The donated lunch was good. Tess ate her teacher’s extra lunch. What does donated mean?	③	②	⑤
	B: Does donated mean <i>given</i> or <i>old</i> ?	①	①	②

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many students do you think went on the field trip?	② ① ①	Why do you think that?	① ①	③
		1 pt = uses information from story		
Using clues from this story, why do you think they needed to grow plants in a greenhouse?	② ① ①	Why do you think that?	① ①	③
		1 pt = uses information from story		
Where do you think Tess’ class will go on their next field trip?	② ① ①	Why do you think that?	① ①	③
		1 pt = uses background knowledge		

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Tess was sad she left her lunch at home. Write a story about a time when you forgot something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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.

Yesterday, Hector’s family drove to visit his uncle, who lived ¹⁰ in a really old house. When Hector’s family arrived at his uncle’s dilapidated house, everyone badly needed to go to the bathroom. Hector quickly asked his uncle where it was. After Hector went to the bathroom, he tried to leave, but he suddenly couldn’t unlock the door. He was scared because he couldn’t get the antique lock to open. It had an old, rusty deadbolt, which was jammed. A deadbolt is a strong lock that has a metal bar that slides into a small hole in the wall. Hector knew he had to turn the lock so that he could get out. Although Hector tried to turn the lock, he couldn’t open the stubborn door. Hector felt terrified because he was trapped. Then Hector decided to yell. He loudly shrieked, “Help! I can’t get out!” His uncle calmly said, “Push the door, and then turn the lock to the right.” Hector turned the obstinate lock and it finally opened. He was relieved. Then Hector regrouped with his family and enjoyed visiting with his uncle.

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"/>
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>
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	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	Hector / any name	②	a boy / the boy	①			
📍 Setting	driving to/visiting uncle's house	②	driving / uncle's house	①			
🚪 Problem (P)	got locked in the bathroom	②	he was stuck	①			
😞 Feeling	sad / scared / upset	②	didn't like it / cried	①			
🗺 Plan (PL)	knew he had to turn lock	②	decided to try get out	①			
🌟 Attempt (A)	turned lock hard	②	tried it	①			
🚨 Consequence / Complication (CP)	couldn't get the door open / was still locked in bathroom	②	couldn't do it / didn't work	①			
😞 Feeling-2	sad / terrified	②	didn't like it / cried	①			
🗺 Plan-2 (PL2)	decided to yell for help	②	decided to get help	①			
🗨 Attempt-2 (A2)	said "Help! I can't get out!"	②	asked for help	①			
😊 Consequence (C)	uncle told him how to open door / he got out	②	he talked to him / he did it	①			
🕒 Ending (E)	joined family / enjoyed visit	②	returned / got back	①			
😊 End Feeling	happy / excited / relieved	②	liked it / smiled	①			
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE			
🔒 deadbolt	①	🔑 strong lock	①	🔪 metal bar that slides into a hole	①		
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE		
(from 🟢 pt NDC section)		select one	because / so that	①	①	①	
P+PL -or- PL+CP			when / while	①	①	①	
P+A -or- P+CP -or- A+CP		②	after / before	①	①	①	
P+A+CP -or- P+PL+CP		④	since/however/although/even though	①	①	①	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		①	①	①
(from 🟢 pt NDC section)		select one	(e.g., lock that... / deadbolt which... / uncle who...)				
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	VOCABULARY COMPLEXITY (VC) SCORE				
P/CP+C+E -or- P/CP+A2+E		③	1 pt per word below (or equally complex synonym)				
P/CP+A2+C -or- P/CP+PL2+C		④	1 pt (up to 2) for other complex vocabulary words				
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	dilapidated	①	shrieked	①	
			antique	①	obstinate	①	
			jammed	①	regrouped	①	
			stubborn	①		①	
			terrified	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 Hector in the beginning of the story?	2	1	0	
Why was Hector scared?	2	1	0	
How did he first try to fix his problem?	2	1	0	
Why did he yell?	2	1	0	
How did the story end?	2	1	0	
What two things did you learn about deadbolts 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
If A answer is similar to grey text, say: “What else does mean?”	A: His uncle’s house was dilapidated . The lock didn’t work very well. What does dilapidated mean?	3	2	
	B: Does dilapidated mean <i>big</i> or <i>run down</i> ?	1	0	
	A: The bathroom lock was antique . It was rusty. What does antique mean?	3	2	
	B: Does antique mean <i>old</i> or <i>small</i> ?	1	0	
Ask B question if A is answered incorrectly	A: The doorknob was obstinate . He had to push the door to open it. What does obstinate mean?	3	2	
	B: Does obstinate mean <i>metal</i> or <i>difficult</i> ?	1	0	

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 Hector has used his uncle’s bathroom?	2	1	0	
Using clues from this story, how long do you think the car ride was to his uncle’s house?	2	1	0	
Why do you think Hector’s family was visiting his uncle?	2	1	0	
	Why do you think that? 1 pt = uses information from story	1	0	
	Why do you think that? 1 pt = uses information from story	1	0	
	Why do you think that? 1 pt = uses background knowledge	1	0	

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Hector was scared that he was trapped. Write a story about a time when you felt scared.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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, Gaby, who was watching her baby sister, briskly¹⁰ walked outside so that she could take out the trash. When she came back inside, Gaby abruptly froze in place because the baby had thrown her sticky food all over the recently cleaned kitchen. Gaby was upset since food was all over the floor and walls. So then she decided to try to clean it all up with a paper towel. Although Gaby wiped up most of the food, she couldn't clean it all up. She was frustrated. Gaby decided to get her mom. She said, "Help! Disgusting baby food is everywhere!" Gaby's mom calmly said, "It is hard to thoroughly clean shiplap walls. Shiplap walls are made from overlapping planks of wood. There are spaces between the boards that food can get into. But I know how to take care of this dreadful mess." After her mom got a special tool, they slowly cleaned all the sticky, gooey residue which had made its way into the cracks. Gaby was relieved because eventually the kitchen got clean. From then on, Gaby always closely watched her sister.

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"/>
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	Gaby / any name	②	a girl / the girl	①		
Setting	watching baby sister at home	②	babysitting / home	①		
Problem (P)	baby threw food everywhere	②	there was a mess	①		
Feeling	sad / mad / upset	②	didn't like it / cried	①		
Plan (PL)	decided clean with paper towel	②	decided to clean	①		
Attempt (A)	she tried to clean it all up	②	she did it	①		
Consequence / Complication (CP)	couldn't get it all clean / the wall was still a mess	②	couldn't do it / still a mess	①		
Feeling-2	sad / mad / frustrated	②	didn't like it / cried	①		
Plan-2 (PL2)	decided to ask mom for help	②	decided to get help	①		
Attempt-2 (A2)	asked mom what to do	②	asked her	①		
Consequence (C)	said needed a special tool / cleaned the mess with tool	②	told her what to do / they did it	①		
Ending (E)	all cleaned / closely watched sis	②	it was done	①		
End Feeling	happy / relieved	②	liked it / smiled	①		
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE		
shiplap	①	overlapping planks of wood	①	spaces between boards	①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from ② pt NDC section)		select one	because / so that	①	①	
P+PL -or- PL+CP	-or-	②	when / while	①	①	
P+A -or- P+CP	-or-	②	after / before	①	①	
P+A+CP -or- P+PL+CP	-or-	④	since/however/although/even though	①	①	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who	①	①	
(from ② pt NDC section)		select one	(e.g., boards that... / residue which... / Gaby who...)	①	①	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C+E -or- P/CP+A2+E		③	1 pt per word below (or equally complex synonym)			
P/CP+A2+C -or- P/CP+PL2+C		④	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	briskly	①	dreadful	①
			abruptly	①	residue	①
			disgusting	①	eventually	①
			thoroughly	①		
			overlapping	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 Gaby in the beginning of the story?	2	1	0
Why was Gaby upset?	2	1	0
How did she first try to fix her problem?	2	1	0
Why did she talk to her mom?	2	1	0
How did the story end?	2	1	0
What two things did you learn about shiplap 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
If A answer is similar to grey text, say: "What else does mean?"	A: She walked out of the house briskly . She came right back. What does briskly mean?	3	2
	B: Does briskly mean <i>quickly</i> or <i>angrily</i> ?	1	0
	A: It was hard to thoroughly clean the walls. It took them a long time. What does thoroughly mean?	3	2
	B: Does thoroughly mean <i>completely</i> or <i>spray</i> ?	1	0
Ask B question if A is answered incorrectly	A: The residue was in the cracks. Gaby needed lots of help to get it out. What does residue mean?	3	2
	B: Does residue mean <i>cleaner</i> or <i>stuff left behind</i> ?	1	0

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Gaby was taking out the trash?	2	1	0
Using clues from this story, why do you think Gaby's mom had a special tool?	2	1	0
Why do you think Gaby was watching her baby sister?	2	1	0
	Why do you think that? 1 pt = uses information from story	1	0
	Why do you think that? 1 pt = uses information from story	1	0
	Why do you think that? 1 pt = uses background knowledge	1	0

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: "In this story, Gaby was upset she couldn't clean up a mess. Write a story about a time when you couldn't clean up a mess." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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 fall, Billy was in a vast public library looking for a science book. He needed it so that he could write a report about the Jurassic period, which was millions of years ago when many dinosaurs lived. But Billy couldn’t find the book, not even after scouring the science section that was on the upper floor. He was feeling frustrated. Billy realized he should have first used a library computer. He swiftly descended the stairs, then confidently searched on a computer, which confirmed it was indeed in the library. Billy was perplexed because the book wasn’t where it should be. Since Billy couldn’t find the book he needed, he got really annoyed. Then he wondered if the librarian, who was nearby, could possibly find it. Billy asked tactfully, “Excuse me. I’m looking for a book on dinosaurs. Have you seen one?” The busy librarian kindly said, “A dinosaur book was returned recently.” She quickly pulled a book from a large stack on her cart. After Billy saw the book, he was relieved because it was what he needed. He could finally do his report.

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"/>
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	Billy / any name	②	a boy / the boy	①		
Setting	looking for a book in the library	②	looking / library	①		
Problem (P)	couldn't find the book	②	couldn't do it	①		
Feeling	mad / frustrated / sad	②	didn't like it / cried	①		
Plan (PL)	realized he should check computer	②	decided / realized	①		
Attempt (A)	looked in the computer system	②	he looked	①		
Consequence / Complication(CP)	it showed the book was in the library / still couldn't find book	②	it wasn't there	①		
Feeling-2	mad / annoyed / sad	②	didn't like it / cried	①		
Plan-2 (PL2)	decided to ask librarian	②	decided to get help	①		
Attempt-2 (A2)	said "have you seen a book?"	②	talked to her	①		
Consequence (C)	she said one was just returned / she pulled it from her cart	②	helped him / gave it to him	①		
Ending (E)	he finally did his report	②	he did it	①		
End Feeling	happy / relieved / fortunate	②	liked it / smiled	①		
EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
Jurassic period	①	millions of years ago	①	when many dinosaurs lived	①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that	①①①		
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP		②	when / while	①①①		
P+A+CP -or- P+PL+CP		④	after / before	①①①		
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though	①①①		
(from 2 pt NDC section)		select one	(noun) that / which / who	①①①		
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	(e.g., section that... / period which... / librarian who...)	①①①		
P/CP+C+E -or- P/CP+A2+E		③	VOCABULARY COMPLEXITY (VC)		SCORE	
P/CP+A2+C -or- P/CP+PL2+C		④	1 pt per word below (or equally complex synonym)			
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	1 pt (up to 2) for other complex vocabulary words			
			vast	①	perplexed	①
			scouring	①	tactfully	①
			upper	①	recently	①
			swiftly	①		①
			confidently	①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	①
Where was Billy in the beginning of the story?	②	①	①	①
Why was Billy frustrated?	②	①	①	①
How did he first try to fix his problem?	②	①	①	①
Why did he talk to the librarian?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about the Jurassic period from this story?	②	①	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: He was perplexed . The book wasn’t where it should be. What does perplexed mean?	③	②	
	B: Does perplexed mean <i>impatient</i> or <i>confused</i> ?	①	①	
	A: Billy descended the stairs. He had been searching the top floor. What does descend mean?	③	②	
	B: Does descend mean <i>to go down</i> or <i>to run</i> ?	①	①	
Ask B question if A is answered incorrectly	A: Billy tactfully asked the librarian for help. He said, “Excuse me.” What does tactfully mean?	③	②	
	B: Does tactfully mean <i>politely</i> or <i>eagerly</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how well do you think Billy knew how to find books in the library?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, what do you think the librarian was busy doing?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
What do you think the other kids in Billy’s class did their reports on?	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, Billy was frustrated he couldn’t find a book. Write a story about a time when you couldn’t find something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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.

Yesterday, Axel was at home playing a motocross video game. ¹⁰ Motocross is a sport where riders race motor bikes on a track. Axel’s bike was driving on a very curvy track, which had lots of turns. But it kept going off the road. After Axel kept crashing his bike, he was angry because it was such a difficult game. He decided to pick a different bike so that he could win. Although Axel selected a slick, smaller motor bike that was easier to ride, he still kept crashing. He was frustrated. He figured he better get his older brother, who was an expert at video games. Axel exclaimed, “Can you help me beat this really hard, infuriating game? It seems impossible to play!” Axel’s brother said, “You need to be more strategic. Drive more slowly around the curves.” So, Axel drove his little motor bike slower around the turns. When he drove in a more calculated way, he stayed on the track. Axel felt relieved because his bike didn’t crash. Ultimately, he learned to competitively drive faster, and finally won the game.

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"/>
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	Axel / any name	②	a boy / the boy	①
Setting	playing video game at home	②	playing / at home	①
Problem (P)	crashing bike / couldn’t win	②	couldn’t do it / lost	①
Feeling	sad / mad / angry	②	didn’t like it / cried	①
Plan (PL)	decided to pick another bike	②	decided to get it	①
Attempt (A)	picked smaller, easier bike	②	got it	①
Consequence / Complication (CP)	couldn’t stay on the road / still kept crashing	②	couldn’t do it / he was bad	①
Feeling-2	sad / mad / frustrated	②	didn’t like it / cried	①
Plan-2 (PL2)	decided to ask brother for help	②	decided to get help	①
Attempt-2 (A2)	asked brother how to win	②	talked to him	①
Consequence (C)	told him to drive slowly at first / he drove slow and didn’t crash	②	he told him / he did it	①
Ending (E)	learned to drive fast and win	②	didn’t do it again	①
End Feeling	happy / relieved	②	liked it / smiled	①
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
motocross	①	a motor bike sport	①	riders race on tracks ①
EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC) SCORE		
(from ② pt NDC section)	select one	because / so that	①	①
P+PL -or- PL+CP -or- A+CP	②	when / while	①	①
P+A -or- P+CP -or- A+CP	③	after / before	①	①
P+A+CP -or- P+PL+CP	④	since/however/although/even though	①	①
EPISODE 2 COMPLEXITY (EC2)	SCORE	(noun) that / which / who	①	①
(from ② pt NDC section)	select one	(e.g., bike that... / track which... / brother who...)	①	①
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	VOCABULARY COMPLEXITY (VC) SCORE		
P/CP+C+E -or- P/CP+A2+E	③	1 pt per word below (or equally complex synonym)		
P/CP+A2+C -or- P/CP+PL2+C	④	1 pt (up to 2) for other complex vocabulary words		
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤	selected ①	calculated ①	①
		slick ①	ultimately ①	①
		exclaimed ①	competitively ①	①
		infuriated ①		①
		strategic ①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	①
Where was Axel in the beginning of the story?	②	①	①	①
Why was Axel angry?	②	①	①	①
How did he first try to fix his problem?	②	①	①	①
Why did he talk to his brother?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about motocross from this story?	②	①	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: The game was infuriating . Axel couldn’t win. What does infuriating mean?	③	②	①
	B: Does infuriating mean <i>difficult</i> or <i>boring</i> ?	①	①	①
	A: Axel drove in a calculated way. He drove slowly around turns. What does it mean to drive in a calculated way?	③	②	①
	B: Does calculated mean <i>dangerously</i> or <i>carefully</i> ?	①	①	①
Ask B question if A is answered incorrectly	A: Axel ultimately learned to drive faster. He finally won the game. What does ultimately mean?	③	②	①
	B: Does ultimately mean <i>never</i> or <i>eventually</i> ?	①	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 Axel’s brother had played the game?	②	①	①	①
Using clues from this story, how new do you think Axel was to playing the motocross game?	②	①	①	①
Why do you think Axel was playing the game by himself?	②	①	①	①
	Why do you think that?	①	①	①
	Why do you think that?	①	①	①
	Why do you think that?	①	①	①

PERSONAL WRITING GENERATION (OPTIONAL)


Give student NLM Writing Form. SAY: “In this story, Axel was upset he couldn’t beat the game. Write a story about a time when you couldn’t do something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

Child Name/ID	Audio File	Examiner	Date
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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.

Once, Kimi was running on a track that went around a big field at her school. She was one of the school's fastest, most successful runners. Although Kimi was drinking water, her lips were chapped because the hot, arid wind dried them out. She was unhappy. Her lips felt like they were on fire. So then Kimi decided to start licking her lips. She licked them so that she could feel better. But after she did it, her burning lips hurt even worse. Kimi was upset. She couldn't give her lips relief. So then Kimi finally decided to ask her friend, who often runs with her, for help. Kimi said, "Please help! My lips are painfully cracked." Kimi's friend nicely said, "I have an extra, unopened tube of lip salve in my backpack." Kimi's friend explained that the moisturizing lip salve, which is a wax-like ointment, would help heal her cracked lips. Kimi's friend selflessly gave her the alleviating medicine and Kimi quickly put it on. After a while, she felt relieved because her lips felt better. She always carried lip salve after that.

 **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"/>				
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>				
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	Kimi / any name	②	a girl / the girl	①
🏠 Setting	running at school / running on track	②	running / school / field	①
👉 Problem (P)	lips were hurting / lips dry	②	was in pain	①
😊 Feeling	sad / mad / unhappy	②	didn't like it / cried	①
👉 Plan (PL)	decided to lick her lips	②	decided to spit	①
🌟 Attempt (A)	she licked her lips	②	she did it	①
😞 Consequence / Complication (CP)	her lips hurt even worse / her lips were still dry	②	didn't work / still hurt	①
😊 Feeling-2	sad / mad / upset	②	didn't like it / cried	①
👉 Plan-2 (PL2)	decided to ask friend for help	②	decided to get help	①
🌟 Attempt-2 (A2)	asked friend to help her	②	talked to her	①
😊 Consequence (C)	friend gave her lip stuff / she put lip stuff on / lips felt better	②	helped her / put it on	①
👉 Ending (E)	she always kept lip salve	②	she kept it	①
😊 End Feeling	happy / relieved	②	liked it / smiled	①








EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
🔄	lip salve	① 📌	wax-like ointment	① 📌	helps heal cracked lips

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
select one			because / so that		① ① ①
			when / while		① ① ①
			after / before		① ① ①
			since/however/although/even though		① ① ①

EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section) **SCORE** **(noun) that / which / who** (e.g., lips that... / ointment which... / girl who...) **①①①**

Select One		VOCABULARY COMPLEXITY (VC) SCORE	
		1 pt per word below (or equally complex synonym)	1 pt (up to 2) for other complex vocabulary words
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②	successful	① ointment
P/CP+C+E -or- P/CP+A2+E	③	chapped	① selflessly
P/CP+A2+C -or- P/CP+PL2+C	④	arid	① alleviating
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤	unopened	① moisturizing

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 Kimi in the beginning of the story?	2	1	0
	Why was Kimi unhappy?	2	1	0
	How did she first try to fix her problem?	2	1	0
	Why did she talk to her friend?	2	1	0
	How did the story end?	2	1	0
	What two things did you learn about lip salve 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
<p>If A answer is similar to grey text, say: “What else does _____ mean?”</p> <p>Ask B question if A is answered incorrectly</p>	A: Her lips were chapped . She licked her lips. What does chapped mean?			③ ②
	B: Does chapped mean <u>dry</u> or <u>small</u> ?			① ①
	A: Her friend selflessly gave her the lip salve. She was nice. What does selflessly mean?			③ ②
	B: Does selflessly mean <u>impatiently</u> or <u>kindly</u> ?			① ①
	A: The lip salve was alleviating . She always carried lip salve afterward. What does alleviating mean?			③ ②
	B: Does alleviating mean <u>relieving</u> or <u>gross</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 Kimi's friend uses lip salve?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how often do you think Kimi gets chapped lips?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Kimi's friend gave her an unopened tube of lip salve?	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, Kimi was upset her lips were hurting. Write a story about a time when you were hurt." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC		Combine: F + IV + IR		

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 fall, Linda attended a new school. She took out her lunch so that she could eat. As she grabbed her yummy, peanut butter sandwich, a teacher abruptly told her she couldn’t eat it because there’s a student that gets really sick from peanuts. She needed to throw away her sandwich. Since Linda was starving, she was upset. Then Linda cleverly decided to eat outside on the playground. Linda picked up the sandwich, but the teacher said to immediately throw it away. The teacher urgently explained there was a student at risk for anaphylaxis when peanuts were anywhere around. Anaphylaxis is a dangerous allergic reaction which attacks the entire body. Linda was worried. She didn’t want anyone to get sick. She decided to talk to the teacher. Linda asked, “What can I eat?” The teacher amiably said, “I already have something for you. We have food for students who unintentionally bring peanuts.” Then she kindly gave Linda some hot, scrumptious pizza. After she finally ate her lunch, Linda was happy because she wasn’t famished anymore. She was careful not to bring peanut butter to school again.

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"/>
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	Linda / any name	2	a girl / the girl	1
Setting	eating lunch at new school	2	eating / school	1
Problem (P)	couldn’t eat her sandwich	2	couldn’t eat it	1
Feeling	sad / mad / upset	2	didn’t like it / cried	1
Plan (PL)	decided to eat sandwich outside	2	decided to go	1
Attempt (A)	she picked up the sandwich	2	she got it	1
Consequence / Complication (CP)	teacher told her to throw it away / she was hungry	2	she said no / couldn’t eat it	1
Feeling-2	sad / worried / scared	2	didn’t like it / cried	1
Plan-2 (PL2)	decided to ask teacher	2	decided to get help	1
Attempt-2 (A2)	said “What can I eat?”	2	talked to her	1
Consequence (C)	teacher had food for her / she ate some pizza	2	helped her / she ate it	1
Ending (E)	careful not to bring PB anymore	2	she learned	1
End Feeling	happy / relieved	2	liked it / smiled	1
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
anaphylaxis	1	dangerous allergic reaction	1	attacks the entire body
EPISODE 1 COMPLEXITY (EC1)	SCORE	SENTENCE COMPLEXITY (SC) SCORE		
(from 2 pt NDC section)	select one	because / so that	1	1
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	2	when / while	1	1
P+A+CP -or- P+PL+CP	4	after / before	1	1
EPISODE 2 COMPLEXITY (EC2)	SCORE	since/however/although/even though	1	1
(from 2 pt NDC section)	select one	(noun) that / which / who	1	1
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	2	(e.g., student that... / reaction which... / student who...)	1	1
P/CP+C+E -or- P/CP+A2+E	3	VOCABULARY COMPLEXITY (VC) SCORE		
P/CP+A2+C -or- P/CP+PL2+C	4	1 pt per word below (or equally complex synonym)		
P/CP+A2+C+E -or- P/CP+PL2+C+E	5	1 pt (up to 2) for other complex vocabulary words		
		abruptly	1	unintentionally
		cleverly	1	scrumptious
		immediately	1	famished
		urgently	1	
		amiably	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 Linda in the beginning of the story?				2 1 0
Why was Linda upset?				2 1 0
How did she first try to fix her problem?				2 1 0
Why did she talk to the teacher?				2 1 0
How did the story end?				2 1 0
What two things did you learn about anaphylaxis 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
If A answer is similar to grey text, say: “What else does mean?”	A: The teacher amiably said not to worry. She gave her food. What does amiably mean?			3 2
	B: Does amiably mean nicely or rudely?			1 0
	A: She unintentionally had peanuts. She didn’t know it was bad. What does unintentionally mean?			3 2
	B: Does unintentionally mean on purpose or accidentally?			1 0
Ask B question if A is answered incorrectly	A: She wasn’t famished anymore. She had eaten the pizza. What does famished mean?			3 2
	B: Does famished mean hungry or worried?			1 0

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, why do you think Linda couldn’t eat her sandwich on the playground?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from this story, how often do you think students bring peanut butter to school?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Why do you think Linda was going to a new school last Fall?		2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Linda was sad she couldn’t eat her sandwich. Write a story about a time when you couldn’t do something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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, Ian, who was four years old, was at home looking for a snack. He grabbed a new box of cookies so that he could have one. Ian couldn’t pull open the sealed box because it was glued shut. Ian was frustrated, but he decided to keep trying. He tried using his nails, but the box that was sealed tight wouldn’t open. Although he aggressively tried opening it, Ian’s broken, sore fingernails were useless. Ian felt utterly hopeless since he couldn’t open the box. After wiping his tears, he thought of his resourceful brother. Ian handed him the box and asked, “Can you try opening this?” His brother put down his schoolbook and said, “Wow, there’s not much left to this box! I’ll help you.” Then Ian’s brother got a sharp, pointy box cutter and carefully cut open the box. A box cutter is a thin razor-blade knife which is used to effortlessly cut open cardboard boxes. Once the box was opened, Ian was happy because he could finally eat the cookies. From then on, Ian asked his brother to help him open onerous boxes.

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"/>
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	Ian / any name	②	a boy / the boy	①	
Setting	getting snack at home	②	getting snack / home	①	
Problem (P)	couldn't open box of cookies	②	couldn't eat cookies	①	
Feeling	mad / sad / frustrated / upset	②	didn't like it / cried	①	
Plan (PL)	decided to keep trying	②	decided to do it	①	
Attempt (A)	he used his fingernails	②	he tried again	①	
Consequence / Complication(CP)	fingernails got broken / he still couldn't open it	②	It hurt / couldn't do it	①	
Feeling-2	sad / mad / hopeless	②	didn't like it / cried	①	
Plan-2 (PL2)	decided to ask brother for help	②	decided to get help	①	
Attempt-2 (A2)	asked brother to help open it	②	talked to him	①	
Consequence (C)	said "I know how" / got knife and opened it	②	said OK / helped him	①	
Ending (E)	ate cookies / brother opened boxes	②	got it / he always helped	①	
End Feeling	happy / excited / thankful	②	liked it / smiled	①	
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
box cutter	①	thin, razor-blade knife	①	cuts open cardboard boxes ①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)		select one	because / so that	① ① ①	
P+PL -or- PL+CP	-or- P+A -or- A+CP	②	when / while	① ① ①	
P+A+CP -or- P+PL+CP		④	after / before	① ① ①	
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though	① ① ①	
(from 2 pt NDC section)		select one	(noun) that / which / who (e.g., box that... / knife which... / Ian who...)	① ① ①	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	VOCABULARY COMPLEXITY (VC) SCORE		
			1 pt per word below (or equally complex synonym)		
P/CP+C+E -or- P/CP+A2+E		③	1 pt (up to 2) for other complex vocabulary words		
P/CP+A2+C -or- P/CP+PL2+C		④	sealed ①	resourceful ①	
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	aggressively ①	effortlessly ①	
			useless ①	onerous ①	
			utterly ①		
			hopeless 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 Ian in the beginning of the story?	② ① ①			
Why was Ian frustrated?	② ① ①			
How did he first try to fix his problem?	② ① ①			
Why did he talk to his brother?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about box cutters 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: The box was sealed. He couldn’t open it. What does sealed mean? B: Does sealed mean <i>shut tight</i> or <i>slippery</i> ?	③ ②		
Ask B question if A is answered incorrectly	A: He aggressively tried to open the box. He broke his nails. What does aggressively mean? B: Does aggressively mean <i>forcefully</i> or <i>carefully</i> ?	③ ②		
	A: He always asked his brother to open onerous boxes. He couldn’t do it himself. What does onerous mean? B: Does onerous mean <i>round</i> or <i>difficult</i> ?	③ ②		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, what do you think Ian’s brother was doing before he helped Ian?	② ① ①		Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, what do you think the cookies looked like when the box was opened?	② ① ①		Why do you think that? 1 pt = uses information from story	① ①
Why do you think Ian wanted a snack?	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, Ian was upset he couldn’t open the box. Write a story about a time when you couldn’t do something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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 hot summer day, Janna was riding a roller coaster ¹⁰ at a park. She was wearing some new sandals that she loved. When the wild, breathtaking roller coaster went upside down, Janna’s sandals accidentally flew off. She was very nervous. After the roller coaster stopped, Janna thought she could find her sandals in the immediate area since she didn’t think they went far. But after combing the area, she couldn’t find them. Janna was upset. She decided to ask a park employee who was nearby for help. Janna worriedly said, “I need help because I lost my sandals.” The kind employee calmly said, “Let me talk to all the workers.” Then he got out a handheld transceiver, which looked like a small phone, and explained it allows him to converse with all the park employees at the same time. He asked Janna to clearly describe her sandals so that the other personnel would know what to look for. Eventually, a very nice employee considerably delivered her sandals. Janna was relieved because she urgently needed shoes. After that, she always wore tennis shoes to the park.

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"/>
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	Janna / any name	②	a girl / the girl	①		
📍 Setting	riding a roller coaster at park	②	riding / at part	①		
🚗 Problem (P)	lost sandals / sandals flew off	②	couldn't find them	①		
😞 Feeling	sad / mad / nervous	②	didn't like it / cried	①		
📋 Plan (PL)	decided to search for them	②	decided to try	①		
🔍 Attempt (A)	searched the area for sandals	②	did it / looked	①		
🚑 Consequence / Complication (CP)	couldn't find her sandals / still didn't have her sandals	②	didn't work / couldn't get them	①		
😞 Feeling-2	sad / mad / upset	②	didn't like it / cried	①		
📋 Plan-2 (PL2)	decided ask employee for help	②	decided to ask	①		
🗨️ Attempt-2 (A2)	told employee lost sandals	②	talked to him	①		
😊 Consequence (C)	said "Let's try to find them" / called everyone on radio	②	helped her / it worked	①		
🕒 Ending (E)	got sandals back / wore shoes	②	she got them	①		
😊 End Feeling	happy / excited / fortunate	②	liked it / smiled	①		
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE		
📞 handheld transceiver	①	📱 looks like a small phone	①	🗣️ talk to everyone at one time	①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 🟡 pt NDC section)		select one	because / so that	①①①		
P+PL -or- PL+CP			when / while	①①①		
P+A -or- P+CP -or- A+CP		②	after / before	①①①		
P+A+CP -or- P+PL+CP		④	since/however/although/even though	①①①		
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who	①①①		
(from 🟡 pt NDC section)		select one	(e.g., sandals that.../transceiver which.../employee who...)	①①①		
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C+E -or- P/CP+A2+E		③	1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C -or- P/CP+PL2+C		④	breathtaking	①	personnel	①
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	immediate	①	considerately	①
			combing	①	urgently	①
			worriedly	①		①
			converse	①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	①
Where was Janna in the beginning of the story?	②	①	①	①
Why was Janna nervous?	②	①	①	①
How did she first try to fix her problem?	②	①	①	①
Why did she talk to the employee?	②	①	①	①
How did the story end?	②	①	①	①
What two things did you learn about handheld transceivers from this story?	②	①	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: She looked in the immediate area for her sandals. She didn’t think they went far. What does immediate mean?	③	②	①
	B: Does immediate mean close by or inside?	①	①	①
	A: He told Janna he could converse with the employees. Her sandals were found. What does converse mean?	③	②	①
	B: Does converse mean to talk or to fire?	①	①	①
Ask B question if A is answered incorrectly	A: The employee considerably delivered her sandals. She didn’t have to find them. What does considerably mean?	③	②	①
	B: Does considerably mean angrily or kindly?	①	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 Jana really needed to wear her sandals?	②	①	①	①
Using clues from this story, how do you think the worker knew how to find Jana after they found her shoes?	②	①	①	①
What else could Janna have done to try to find her sandals?	②	①	①	①
	Why do you think that?	①	①	①
	Why do you think that?	①	①	①
	Why do you think that?	①	①	①

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Janna was nervous she lost her sandals. Write a story about a time when you lost something.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC+EDC+EC1+EC2+SC+VC		Combine: F+IV+IR		

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.

Yesterday in class, the students were told to each get 10 out their science book. But when Jane opened her backpack, her book, which she always kept in the largest pocket, was gone. Jane had carelessly left it at home. Jane felt embarrassed because she didn’t have her book. Jane thought it might be possible to share a book with the girl who was sitting next to her. Although she desperately asked the girl if she would share her book, the girl didn’t want to. Jane was upset. Then she decided to ask her teacher if she had a spare book that she could use. Jane sadly said, “I forgot my book at home. Could I possibly borrow one?” Her kind, resourceful teacher said, “Of course! I always have an extra book.” Jane appreciatively took the book, relieved that she could read along with her class. The students then all turned to a short, illustrated chapter about amphibians, which she learned are usually born in the water and then later breathe air. After they thoroughly discussed the chapter, Jane was enthralled because the topic was so interesting.

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"/>
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>
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	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	Jane / any name	②	a girl / the girl	①		
Setting	in school getting ready to read	②	getting ready / school	①		
Problem (P)	left her book at home	②	didn't have it	①		
Feeling	embarrassed / mad / upset	②	didn't like it / cried	①		
Plan (PL)	thought friend might share	②	thought she would	①		
Attempt (A)	asked friend to share with her	②	asked her	①		
Consequence / Complication (CP)	friend didn't want to share / still didn't have a way to read	②	she didn't help / couldn't do it	①		
Feeling-2	upset / sad / mad	②	didn't like it / cried	①		
Plan-2 (PL2)	decided to ask teacher for help	②	decided to ask her	①		
Attempt-2 (A2)	said "Could I borrow one?"	②	talked to her	①		
Consequence (C)	she said she had an extra / Jane read with the class	②	gave it to her / she did it	①		
Ending (E)	she learned about amphibians	②	they learned	①		
End Feeling	happy / relieved	②	liked it / smiled	①		
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE		
amphibians	①	born in the water	①	later they breath air	①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from ② pt NDC section)		select one	because / so that		①①①	
P+PL	-or- PL+CP	-or- ②	when / while		①①①	
P+A	-or- P+CP	-or- ③	after / before		①①①	
P+A+CP	-or- P+PL+CP	④	since/however/although/even though		①①①	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		①①①	
(from ② pt NDC section)		select one	(e.g., book that... / book which... / girl who...)			
P/CP+PL2	-or- P/CP+A2	-or- ②	VOCABULARY COMPLEXITY (VC)		SCORE	
P/CP+C	-or- P/A2+C	③	1 pt per word below (or equally complex synonym)			
P/CP+C+E	-or- P/CP+A2+E	④	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C	-or- P/CP+PL2+C	⑤	desperately	①	illustrated	①
P/CP+A2+C+E	-or- P/CP+PL2+C+E	⑥	spare	①	thoroughly	①
			possibly	①	enthralled	①
			resourceful	①		①
			appreciatively	①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	②	①	①	③
Where was Jane in the beginning of the story?	②	①	①	③
Why was Jane embarrassed?	②	①	①	③
How did she first try to fix her problem?	②	①	①	③
Why did she talk to her teacher?	②	①	①	③
How did the story end?	②	①	①	③
What two things did you learn about amphibians from this story?	②	①	①	③

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: Her teacher was resourceful . She had an extra book. What does resourceful mean?	③	②	⑤
	B: Does resourceful mean <i>creative</i> or <i>annoyed</i> ?	①	①	②
Ask B question if A is answered incorrectly	A: Jane appreciatively took the book. She was relieved she could read with the class. What does appreciatively mean?	③	②	⑤
	B: Does appreciatively mean <i>quickly</i> or <i>thankfully</i> ?	①	①	②
	A: The book was enthralled . She learned a lot about amphibians. What does enthralled mean?	③	②	⑤
	B: Does enthralled mean <i>interesting</i> or <i>strange</i> ?	①	①	②

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 someone in Jane’s class forgets a book?	② ① ①	Why do you think that?	① ① ①	③
Using clues from this story, how much do you think Jane likes learning about amphibians?	② ① ①	Why do you think that?	① ① ①	③
Why do you think Jane forgot her book at home?	② ① ①	Why do you think that?	① ① ①	③

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Jane was embarrassed she forgot her book. Write a story about a time when you were embarrassed.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		

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.

Yesterday, Ruth was happily eating some fresh, crisp carrots in ¹⁰ the kitchen since her stomach was growling. After she bit into one, Ruth’s molar that was loose soared out of her mouth. Her molar, which was big tooth from the back of her mouth, was used for grinding crunchy food. Although she lost the tooth, she tried to finish eating her delicious snack. But after she chewed a little, her mouth hurt. She was annoyed. Ruth thought maybe it would help to chew just on one side of her mouth. As she cautiously took a bite and chewed on the other side, Ruth became upset because her mouth still hurt. She decided to ask her old sister, who was kindhearted, for help. Ruth sadly said, “I just lost a tooth and my mouth hurts when I eat.” Ruth’s sister nicely said, “Try selectively eating soft foods so that you can heal until your new tooth comes in.” When she tried some tasty, velvety pudding, Ruth felt relieved because her mouth didn’t hurt. Then she ate delicate foods for the next two days until her mouth healed.

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"/>
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	Ruth / any name	②	a girl / the girl	①		
Setting	eating carrots in the kitchen	②	eating / kitchen	①		
Problem (P)	lost tooth / mouth hurt when she ate	②	it hurt	①		
Feeling	sad / mad / annoyed	②	didn't like it / cried	①		
Plan (PL)	decided to chew on side of mouth	②	decided to try	①		
Attempt (A)	chewed on side of mouth	②	she chewed it	①		
Consequence / Complication(CP)	mouth hurt when she ate / it still hurt to eat	②	couldn't do it / didn't work	①		
Feeling-2	sad / mad / upset	②	didn't like it / cried	①		
Plan-2 (PL2)	decided to ask sister for help	②	decided to ask	①		
Attempt-2 (A2)	told sister her mouth hurt	②	asked her	①		
Consequence (C)	sister told her to eat soft foods / she ate some soft pudding	②	ate something / it worked	①		
Ending (E)	ate soft foods while she healed	②	she was fine	①		
End Feeling	happy / relieved	②	liked it / smiled	①		
EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE		
molar	①	big tooth in back of mouth	①	used for grinding food	①	
EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		①①①	
P+PL -or- PL+CP	-or- P+A -or- A+CP	②	when / while		①①①	
P+A+CP -or- P+PL+CP		④	after / before		①①①	
			since/however/although/even though		①①①	
EPISODE 2 COMPLEXITY (EC2)		SCORE	(noun) that / which / who		①①①	
(from 2 pt NDC section)		select one	(e.g., molar that... / molar which... / sister who...)		①①①	
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		②	VOCABULARY COMPLEXITY (VC) SCORE			
P/CP+C+E -or- P/CP+A2+E		③	1 pt per word below (or equally complex synonym)			
P/CP+A2+C -or- P/CP+PL2+C		④	1 pt (up to 2) for other complex vocabulary words			
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	crisp	①	selectively	①
			soared	①	velvety	①
			grinding	①	delicate	①
			cautiously	①		①
			kindhearted	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	②
Where was Ruth in the beginning of the story?		②	① ①	②
Why was Ruth annoyed?		②	① ①	②
How did she first try to fix her problem?		②	① ①	②
Why did she talk to her sister?		②	① ①	②
How did the story end?		②	① ①	②
What two things did you learn about a molar from this story?		②	① ①	②
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: Her sister told her to selectively eat foods. They had to be soft. What does selectively mean?	③	②	③ ②
	B: Does selectively mean <i>carefully choose</i> or <i>quickly</i> ?	①	①	① ①
Ask B question if A is answered incorrectly	A: Ruth ate some velvety pudding. It didn’t hurt to eat it. What does velvety mean?	③	②	③ ②
	B: Does velvety mean <i>smooth</i> or <i>cold</i> ?	①	①	① ①
	A: She had to pick delicate foods. She couldn’t eat hard carrots. What does delicate mean?	③	②	③ ②
	B: Does delicate mean <i>cooked</i> or <i>soft</i> ?	①	①	① ①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how loose do you think Ruth’s molar was before she ate carrots?	② ① ①	Why do you think that?	① ①	② ① ①
Using clues from this story, why do you think she wanted to finish eating her snack?	② ① ①	1 pt = uses information from story		① ①
What other soft foods do you think Ruth ate while she was healing?	② ① ①	Why do you think that?	① ①	② ① ①
		1 pt = uses background knowledge		① ①

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Ruth was annoyed that her mouth hurt when she ate. Write a story about a time when you were hurt.” Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner’s Manual).

NLM RETELL SCORE	+	NLM QUESTIONS SCORE	=	NLM READING COMPOSITE SCORE
Combine: NDC + EDC + EC1 + EC2 + SC + VC		Combine: F + IV + IR		