

THIRD EDITION

FIRST 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.

Last week, Rose was in the back of a van with her sister. Rose’s sister kept looking at her, but Rose did not want her to keep looking. She was mad. Then Rose asked her mom for help. Rose said, “My sister keeps looking at me and I do not like it!”

“Can you please tell her to stop staring at me?” Rose’s irritated mom turned around and said to the twin girls, who were born at the same time and looked almost exactly the same, “Listen you two. Just look out your side window. Both of you do it now, because I’m extremely tired of all your bickering.” Then both girls gazed out their windows, which helped pass the time. When they looked outside, they saw scenery that was beautiful as they continued down the road. Rose was happy because her annoying sister wasn’t bothering her anymore. After they looked out the window for a while, the girls started politely talking to each other so that they didn’t get bored.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Rose / any name	②	a girl / the girl	①
Setting	riding in a van	②	riding / in a van	①
Problem (P)	sister was staring at her	②	sister bothering her	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Plan		—	had to do something	①
Attempt (A)	told mom that her sister was bothering her	②	talked to her mom	①
Consequence (C)	mom told them to look out window / looked out window	②	she got mad at them	①
Ending (E)	they started talking / were nice to each other	②	they were good	①
End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
twins	①	look exactly the same	①	born at the same time	①

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

VOCABULARY COMPLEXITY (VC)				SCORE			
irritated	①	extremely	①	bickering	①	gazed	①
scenery	①	annoying	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①			
Where was Rose in the beginning of the story?	② ① ①			
Why was Rose mad?	② ① ①			
What did Rose do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about twins 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: Mom was tired of the bickering. She made them look outside. What does bickering mean?	③ ②		
	B: Does bickering mean to fight or to laugh?	① ①		
	A: They both gazed out the window. It was beautiful and green outside. What does gaze mean?	③ ②		
	B: Does gaze mean to listen or to look?	① ①		
Ask B question if A is answered incorrectly	A: The scenery was pretty. They saw it from the window. What is scenery?	③ ②		
	B: Is scenery people or the view outside?	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 Rose and her sister bother each other?	② ① ①	Why do you think that?	① ①	
Using clues from this story, why do you think their mom wanted them to stop fighting?	② ① ①	Why do you think that?	① ①	
Where do you think Rose and her sister were driving to?	② ① ①	Why do you think that?	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Rose’s sister was bothering her. Write a story about a time when someone bothered you.” 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+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 time, Mac sat on the grass by her dad's car. She got to help fix the car with her dad. When her dad put a new part in the car, he needed one more bolt. He told her to hand him a bolt, but Mac was not able to find one.

She was sad because she couldn't find a bolt. Mac was stumped, so she decided to talk to her dad, who was calmly waiting for her. Mac cautiously peeked under the car, which was very rusty, and said, "What is a bolt? Since I don't know what it is, can you tell me what it looks like?" Her dad explained, "Bolts resemble nails that have stripes curving around them. They are used to hold things together." After Mac's patient dad described the bolt, she diligently began searching again. Once she found the short, thick bolt, she quickly gave it to her dad. Then Mac was happy because she found the right part. She remained outside all day so that she could help her dad.

🔴 Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
👤 Character	Mac / any name	②	a girl / the girl	①
🏠 Setting	in driveway helping dad	②	in driveway/helping dad	①
🔍 Problem (P)	didn't know what a bolt was	②	was confused	①
😊 Feeling	sad / upset / mad	②	didn't like it / cried	①
📅 Plan		-	planned / decided	①
🌟 Attempt (A)	asked her dad to tell her what it looked like	②	talked to dad	①
😊 Consequence (C)	dad described the bolt/ she gave it to him	②	helped her / he got it	①
🏁 Ending (E)	she stayed outside with him/ kept helping him	②	she didn't leave	①
😊 End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
🔍 bolt	①	🔍 look like nails that have stripes	①	🔍 hold things together	①

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

VOCABULARY COMPLEXITY (VC)				SCORE			
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words							
stumped	①	peeked	①	rusty	①	resemble	①
diligently	①	remained	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
👤 Who was the story about?		②	① ①	
🏠 Where was Mac in the beginning of the story?		②	① ①	
🔍 Why was Mac sad?		②	① ①	
🌟 What did Mac do to fix the problem?		②	① ①	
😊 How did the story end?		②	① ①	
🔍 What two things did you learn about bolts 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?" Ask B question if A is answered incorrectly	A: Mac was stumped . She just kept looking at all the parts. What does stumped mean?	③	②	
	B: Does stumped mean <i>confused</i> or <i>happy</i> ?	①	①	
	A: Her dad said bolts resemble nails with stripes. She found it. What does resemble mean?	③	②	
	B: Does resemble mean <i>to work</i> or <i>to look like</i> ?	①	①	
	A: Mac remained outside. She kept helping. What does remain mean?	③	②	
	B: Does remain mean <i>to stay</i> or <i>to complain</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how often do you think Mac helps her dad fix cars?	② ① ①	Why do you think that?	① ①	
Using clues from this story, why do you think they needed to fix the car?	② ① ①	Why do you think that?	① ①	
Why do you think Mac's dad knew how to fix the car?	② ① ①	Why do you think that?	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: "In this story, Mac couldn't find a bolt. 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 + 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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Do not let student skip a line. After 1 minute, place a bracket () after last word read.

10

Last week, Kim was in her room. She wanted to draw a cute, little dog with her new pastels. Pastels are like soft chalk that has oil in it. She got out her paper and started drawing. When Kim was coloring the dog with the pastels, she hit her desk and they fell.

The pastels, which landed on the floor, shattered everywhere. She was sad. Since the pastels broke into tiny pieces, she could not draw anymore. Kim immediately knew that she needed to get some help from her mom. She found her mom and sorrowfully said, “Please help! I broke my pastels and now I can’t draw anymore.” Her very kind mother, who loved art, warmly said, “Let’s go to the art store and get more.” Kim excitedly went to the shop with her mom and found replacement pastels. After they purchased the pastels, Kim carefully finished coloring her stunning picture so that she could show it to her mom. Kim was happy because her mom loved her drawing.

🔊 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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PROSODY RATING select one

Primarily word-by-word reading. No meaningful syntax.	①
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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	Kim / any name	②	a girl / the girl	①
🏠 Setting	in her room drawing	②	in room / coloring	①
🔴 Problem (P)	bumped desk / broke pastels	②	it was broke	①
😊 Feeling	sad / upset / mad	②	didn't like it / cried	①
📅 Plan		—	planned / decided	①
🌟 Attempt (A)	asked her mom for help	②	talked to her mom	①
😊 Consequence (C)	mom took her to art store / got new pastels	②	got it	①
🏁 Ending (E)	finished coloring / showed picture to mom	②	finished it	①
😊 End Feeling	happy / thankful	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) SCORE

🌀 pastels	①	📌 like soft chalk	①	📌 has oil in it	①
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EPISODE 1 COMPLEXITY (EC1) SCORE

(from ② pt NDC section)	select one
P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC) SCORE

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

VOCABULARY COMPLEXITY (VC) SCORE

shattered	①	sorrowfully	①	warmly	①	excitedly	①
replacement	①	stunning	①		①		①

NLM QUESTIONS

FACTUAL (F) SCORE

👤 Who was the story about?	② ① ①
🏠 Where was Kim in the beginning of the story?	② ① ①
🔴 Why was Kim sad?	② ① ①
🌟 What did Kim do to fix the problem?	② ① ①
😊 How did the story end?	② ① ①
🌀 What two things did you learn about pastels in this story?	② ① ①

INFERENTIAL VOCABULARY (IV) SCORE

If A answer is similar to grey text, say: “What else does mean?”	A: Kim’s mom warmly told her they could go to the art store. She understood. What does warmly mean?	③ ②
	B: Does warmly mean sadly or kindly?	① ①
Ask B question if A is answered incorrectly	A: Kim got replacement pastels. She was no longer missing any. What does replacement mean?	③ ②
	B: Does replacement mean new or weird?	① ①
	A: Kim drew flowers that were stunning. She carefully drew them. What does stunning mean?	③ ②
	B: Does stunning mean pretty or big?	① ①

INFERENTIAL REASONING (IR) SCORE

Using clues from this story, what do you think Kim’s bedroom floor was made out of?	② ① ①	Why do you think that?	① ①
Using clues from this story, why do you think Kim knew how to draw with pastels?	② ① ①	Why do you think that?	① ①
What do you think Kim was drawing on?	② ① ①	Why do you think that?	① ①

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Kim broke her pastels. Write a story about a time when you broke 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+ SC + VC

Combine: F + IV + IR

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Do not let student skip a line. After 1 minute, place a bracket () after last word read.

10

One day, Lev, a boy who liked to play sports, was at the park playing baseball. A big, tall boy was throwing the ball. Lev wanted to hit the fast ball, but kept missing it. He was mad. Lev needed to get help. He said to his kind coach,

“How can I hit that ball? No one can hit a ball that is going so fast!” Lev’s motivating coach said, “You can hit it! If you keep your eyes on the ball continuously, you won’t swing late.” After he quickly talked with his coach, Lev focused on the ball. Even though the ball came speeding by, he walloped it! It rapidly flew far out into the grassy field because of his powerful hit. In fact, he hit a home run, which is when the ball is hit far enough so that a player can run all the way around the bases and score a point. Lev was excited because he finally scored for his team. His team totally dominated 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.”

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NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC) SCORE

Character	Lev / any name	②	a boy / the boy	①
Setting	playing baseball at the park	②	playing / at park	①
Problem (P)	couldn’t hit the ball / kept missing ball	②	couldn’t play	①
Feeling	mad / angry / sad	②	didn’t like it / cried	①
Plan		–	needed / decided	①
Attempt (A)	asked his coach how to hit the ball	②	talked to coach	①
Consequence (C)	coach told him how to hit the ball	②	he told him / he did it	①
Ending (E)	he hit the ball / scored a home run / his team won	②	it worked	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) SCORE

home run	①	ball hit far	①	make it around field, score point	①
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EPISODE 1 COMPLEXITY (EC1) SCORE

P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC) SCORE

because / so that	① ① ①
when / while	① ① ①
after / before	① ① ①
since/however/although/even though	① ① ①
(noun) that / which / who (e.g., ball that... / home run which... / boy who...)	① ① ①

VOCABULARY COMPLEXITY (VC) SCORE

motivating	①	continuously	①	focused	①	walloped	①
rapidly	①	dominated	①		①		①

NLM QUESTIONS

FACTUAL (F) SCORE

Who was the story about?	② ① ①
Where was Lev in the beginning of the story?	② ① ①
Why was Lev mad?	② ① ①
What did Lev do to fix the problem?	② ① ①
How did the story end?	② ① ①
What two things did you learn about home runs in this story?	② ① ①

INFERENTIAL VOCABULARY (IV) SCORE

If A answer is similar to grey text, say: “What else does mean?”	A: Lev’s coach was motivating . He believed in Lev. What does motivating mean?	③ ②
	B: Does motivating mean <i>serious</i> or <i>helpful</i> ?	① ①
	A: Coach told him to continuously look at the ball. Lev stared at it. What does continuously mean?	③ ②
	B: Does continuously mean <i>all the time</i> or <i>happily</i> ?	① ①
Ask B question if A is answered incorrectly	A: Lev walloped the ball. He scored a run. What does walloped mean?	③ ②
	B: Does wallop mean <i>to hit</i> or <i>to dodge</i> ?	① ①

INFERENTIAL REASONING (IR) SCORE

Using clues from this story, why do you think Lev kept missing the ball?	② ① ①	Why do you think that?	① ①
Using clues from this story, how often do you think Lev scores points for his team?	② ① ①	Why do you think that?	① ①
Why do you think Lev’s team dominated the game?	② ① ①	Why do you think that?	① ①

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Lev couldn’t hit the ball. 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 + 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 month, Jill was having fun at home with her sister. Her sister had lots of pets. Jill’s sister asked her to hold her white rat. Some rats have red eyes and they do not have any hair on their tails. Her sister’s rat had red eyes! Jill did not like that rat.

She was petrified since she had never held a rat. After Jill timidly touched the rat’s tail, she decided that she wanted to hold a different animal. She respectfully said, “Can I hold a different pet that is not so scary?” Her sister, who knew a lot about animals said, “This rat is super friendly. You should try to hold her first.” Jill courageously picked up the rat and was surprised it was very soft. When she saw that the rat, which was a small, docile animal, wasn’t going to bite her, Jill wasn’t terrified anymore. She gently played with the rat for a long time because it was nice. She was happy because she liked playing with the rat.

🎧 Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
👤 Character	Jill / any name	②	a girl / the girl	①
🏠 Setting	playing with sister at home	②	playing / at home	①
🔍 Problem (P)	didn’t want to hold the rat / was scared of the rat	②	didn’t want to do it	①
😊 Feeling	petrified / scared / sad	②	didn’t like it / cried	①
📅 Plan		—	planned / decided	①
⭐ Attempt (A)	asked sister to let her hold different pet	②	talked to sister	①
👤 Consequence (C)	sister told her to hold the rat / held the rat	②	she talked to her	①
🏁 Ending (E)	wasn’t scared of the rat anymore	②	she did it	①
😊 End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
🐭 pet rats	①	👁 some have red eyes	①	👁 do not have hair on their tails	①

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

VOCABULARY COMPLEXITY (VC)				SCORE
petrified ①	timidly ①	respectfully ①	courageously ①	
docile 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 ①	②
🏠 Where was Jill in the beginning of the story?		②	① ①	②
🔍 Why was Jill scared?		②	① ①	②
👉 What did Jill do to fix the problem?		②	① ①	②
😊 How did the story end?		②	① ①	②
🗨 What two things did you learn about pet rats 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: The pet rat was docile . Jill held it for a long time. What does docile mean?		③ ②	
	B: Does docile mean <i>scary</i> or <i>gentle</i> ?		① ①	
	A: Jill wasn’t terrified anymore. She lovingly played with the rat. What does terrified mean?		③ ②	
	B: Does terrified mean <i>mad</i> or <i>scared</i> ?		① ①	
Ask B question if A is answered incorrectly	A: Jill timidly touched the rat. She was scared of the rat. What does timidly mean?		③ ②	
	B: Does timidly mean <i>nervously</i> or <i>to push</i> ?		① ①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how scared to you think Jill was of her sister’s other pets?	② ① ①	Why do you think that?	① ①	
Using clues from this story, what do you think Jill expected the rat to feel like when she picked it up?	② ① ①	Why do you think that?	① ①	
What kind of other pets do you think Jill’s sister had?	② ① ①	Why do you think that?	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Jill was scared of an animal. 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
Combine: NDC + EDC + EC1 + 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.

10

On a hot, sunny day, Jan was playing in the shade near a big trash bin. When Jan was running, she tripped and fell on a small piece of glass that was in the dirt. The glass was sharp and it cut her leg. Her leg started to bleed.

She was very worried. Jan knew she needed help. She found her dad in the backyard, happily reading a book. She sprinted over to him and frantically said, “My leg is cut and it’s bleeding!” After Jan’s dad saw her leg, which was indeed bleeding a little, he kindly said, “You have a little laceration. I’ll get a bandage.” A laceration is a cut in the skin that is caused by a sharp object, like a shard of glass. Jan’s dad gently put a tiny bandage on the cut so that it would be protected. She was happy because her leg stopped bleeding. Then Jan, who loved playing outside, blissfully played for the rest of the afternoon. However, this time she played away from the trash bin.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)

SCORE

Character	Jan / any name	②	a girl / the girl	①
Setting	playing in shade/by trash bins	②	playing / by trash bins	①
Problem (P)	fell on glass / cut her leg	②	got hurt	①
Feeling	worried / mad / upset	②	didn't like it / cried	①
Plan		—	planned / decided	①
Attempt (A)	found her dad / asked her dad for help	②	talked to dad	①
Consequence (C)	he put a bandage on her cut / it stopped bleeding	②	he helped her	①
Ending (E)	she played outside again / stayed away from the trash bin	②	she played	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

SCORE

laceration	①	cut in the skin	①	caused by a sharp object	①
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EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)

SCORE

select one

P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC)

SCORE

because / so that	① ① ①
when / while	① ① ①
after / before	① ① ①
since/however/although/even though	① ① ①
(noun) that / which / who (e.g., skin that... / leg which... / Jan who...)	① ① ①

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

SCORE

sprinted	①	frantically	①	indeed	①	laceration	①
shard	①	blissfully	①		①		①

NLM QUESTIONS

FACTUAL (F)

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

0 pts = incorrect

SCORE

Who was the story about?	② ① ①
Where was Jan in the beginning of the story?	② ① ①
Why was Jan worried?	② ① ①
What did Jan do to fix the problem?	② ① ①
How did the story end?	② ① ①
What two things did you learn about a laceration 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: Jan fell on a shard of glass. It cut her leg. What is a shard ?	③ ②
	B: Is a shard <u>a piece</u> or a drink?	① ①
	A: Jan frantically said that her leg was bleeding. She ran to her dad. What does frantically mean?	③ ②
	B: Does frantically mean <u>worriedly</u> or <u>quietly</u> ?	① ①
Ask B question if A is answered incorrectly	A: Jan blissfully played the rest of the afternoon. She loved playing outside. What does blissfully mean?	③ ②
	B: Does blissfully mean <u>nervously</u> or <u>happily</u> ?	① ①

INFERENTIAL REASONING (IR)

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

0 pts = incorrect

SCORE

Using clues from this story, what do you think Jan was wearing when she got cut?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, why do you think there was a piece of glass in the dirt?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Jan and her dad like spending time outside during hot days?	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, Jan was worried because she hurt her 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

Combine: NDC + EDC + EC1 + SC + VC

NLM QUESTIONS SCORE

Combine: F + IV + IR

NLM READING COMPOSITE SCORE

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, Lily was in the back yard. She was helping her dog do a trick. But then she stepped on his little leg. When she stepped on him, he got hurt. Lily was sad. She had to get her dog some help. She got her mom from the house.

She said, "My poor, little puppy is hurt because I stepped on his leg!" Her mom said, "Let me look at him." Her mom, who was a veterinarian, carefully picked him up. Veterinarians are animal doctors that have learned how to help sick or injured animals. Lily nervously watched, but she knew her mom could help since she specialized in helping animals which are hurt. Lily's mom calmly soothed the whimpering dog and gently checked his leg. After her mom wrapped the dog's paw with a bandage, he stopped crying and gingerly started walking. Lily was happy because her tiny dog wasn't badly hurt. Then Lily happily frolicked with her playful puppy, and carefully watched where she stepped so that she wouldn't hurt him 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 - # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Lily / any name	②	a girl / the girl	①
Setting	In yard helping dog with trick	②	yard / playing with dog	①
Problem (P)	stepped on dog's leg / dog's leg got hurt	②	she hurt him	①
Feeling	sad / bad / upset	②	didn't like it / cried	①
Plan		-	planned / decided	①
Attempt (A)	found her mom / told her mom her dog was hurt	②	talked to mom	①
Consequence (C)	mom helped the dog / dog was better	②	she helped / it was OK	①
Ending (E)	she played carefully with the dog / they played together	②	they had fun	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE		
	veterinarians	①		animal doctors	①	 help sick or injured animals	①

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

VOCABULARY COMPLEXITY (VC)				1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		SCORE	
injured	①	specialized	①	soothed	①	whimpering	①
gingerly	①	frolicked	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?				② ① ①
Where was Lily in the beginning of the story?				② ① ①
Why was Lily sad?				② ① ①
What did Lily do to fix the problem?				② ① ①
How did the story end?				② ① ①
What two things did you learn about veterinarians 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?" Ask B question if A is answered incorrectly	A: Her mom soothed the puppy. She held him. What does soothe mean?			③ ②
	B: Does soothe mean <i>to care for</i> or <i>to wrap</i> ?			① ①
	A: The puppy gingerly started walking. Lily had stepped on him. What does gingerly mean?			③ ②
	B: Does gingerly mean <i>carefully</i> or <i>happily</i> ?			① ①
	A: They frolicked all afternoon. The dog felt better. What does frolic mean?			③ ②
	B: Does frolic mean <i>to rest</i> or <i>to play</i> ?			① ①

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how hard do you think Lily stepped on her dog's leg?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how many times do you think Lily's mom has helped injured animals?		② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What kind of trick do you think Lily was teaching her dog?		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, Lily was sad because her dog got hurt. Write a story about a time when someone you cared about 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 + 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.

10

On Monday, Anna was at the sink helping her mom. Her mom was washing the dishes and Anna was putting them on a shelf. Then Anna dropped a glass cup. Since it landed on the floor, it broke. Anna was sad. It was a pretty cup that she had given to her mom.

Anna knew she had to tell her mom. She timidly said, “Mom, I’m so sorry! I accidentally broke your treasured glass cup. What should I do?” Her mom, who was a kind, loving woman, calmly replied, “Don’t worry, accidents happen. Why don’t I carefully pick up the pieces so that you can help me glue it together?” While Anna’s mom gently collected the broken pieces of glass, Anna rummaged through the messy junk drawer and pulled out a small bottle of super glue. Super glue is a strong, fast drying glue which is often used to fix broken things. After they glued the pieces together, Anna was relieved because the beautiful cup looked new again. She cautiously finished putting the dishes away.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Anna / any name	②	a girl / the girl	①
Setting	at sink (kitchen) helping mom	②	sink / helping	①
Problem (P)	dropped a glass cup / broke mom’s favorite cup	②	dropped it / broke it	①
Feeling	sad / upset / mad	②	didn’t like it / cried	①
Plan		—	planned / decided	①
Attempt (A)	told mom she dropped cup / asked mom for help	②	talked to mom	①
Consequence (C)	mom picked up the pieces / they fixed it with glue	②	she helped her / she did it	①
Ending (E)	the cup looked new / carefully put dishes away	②	it was better	①
End Feeling	happy / relieved	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
super glue	①	strong, fast drying	①	often used to fix broken things

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

VOCABULARY COMPLEXITY (VC)				SCORE
timidly	①	accidentally	①	treasured
rummaged	①	cautiously	①	collected

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 Anna in the beginning of the story?	② ① ①			
Why was Anna sad?	② ① ①			
What did Anna do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about super glue 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: Anna timidly talked to her mom. She broke her mom’s favorite cup. What does timidly mean?	③ ②		
	B: Does timidly mean <i>nervously</i> or <i>angrily</i> ?	① ①		
	A: Anna broke her mom’s treasured cup. Anna had given it to her. What does treasured mean?	③ ②		
	B: Does treasured mean <i>old</i> or <i>favorite</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Anna rummaged through the drawer. She got the super glue. What does rummage mean?	③ ②		
	B: Does rummage mean <i>to search</i> or <i>to open</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how hard do you think the kitchen floor was?	② ① ①	Why do you think that?	① ①	
Using clues from this story, why do you think Anna’s mom picked up the broken glass?	② ① ①	Why do you think that?	① ①	
Why do you think Anna accidentally dropped the cup?	② ① ①	Why do you think that?	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Anna was sad because she broke a glass cup. Write a story about a time when you broke 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+ 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 time, Ben was in his room. He was looking at videos that had kids playing with new toys on his dad's big tablet. He loved to see the kids get new gifts. When he was in the middle of a video, Ben's dad took the tablet from him.

His dad said he should play outside with his little brother, who was playing on the stoop. The stoop was a small area in front of their apartment building which had stairs going to it. Ben was angry because the tablet was confiscated. He decided to negotiate with his dad. He nicely asked, "If I play with my brother for an hour, can I have the tablet?" Ben's dad firmly said, "Since you've neglected everyone all day, you should play with your brother for at least two hours." Ben quickly rushed outside so that he could play with his little brother. After he played outside for over three hours, Ben kindly asked his dad for the tablet. He was excited because he got to resume watching videos.

🎧 Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Ben / any name	②	a boy / the boy	①
Setting	in his room watching videos	②	room / watching	①
Problem (P)	dad took tablet / he couldn't play with it anymore	②	he took it / wanted to keep playing	①
Feeling	angry / upset / mad	②	didn't like it / cried	①
Plan		-	planned / decided	①
Attempt (A)	asked dad if he could play with brother, then get tablet back	②	talked to dad	①
Consequence (C)	dad said to wait two hours / play with brother for two hours	②	dad told him OK	①
Ending (E)	played for a long time / he got the tablet back	②	he did it	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
stoop	①	small area in front of apartment	①	stairs going up to it	①

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

VOCABULARY COMPLEXITY (VC)				SCORE			
1 pt per word below (or equally complex synonym)							
1 pt (up to 2) for other complex vocabulary words							
confiscated	①	negotiate	①	firmly	①	neglected	①
rushed	①	resume	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①			
Where was Ben in the beginning of the story?	② ① ①			
Why was Ben angry?	② ① ①			
What did Ben do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about a stoop from this story?	② ① ①			

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: Ben negotiated with his dad. He wanted more time on the tablet. What does negotiate mean?	③ ②		
	B: Does negotiate mean to take away or to make a deal?	① ①		
	A: His dad confiscated the tablet. Ben had to go outside. What does confiscate mean?	③ ②		
	B: Does confiscate mean to take away or to want?	① ①		
Ask B question if A is answered incorrectly	A: Ben resumed watching videos. He got the tablet back. What does resume mean?	③ ②		
	B: Does resume mean to start again or to wish?	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 Ben's dad took the tablet away?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, how much do you think Ben liked play with his brother?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
What do you think Ben and his brother did together?	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, Ben was angry he had to stop playing with the tablet. Write a story about a time when you had to stop playing with 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+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, Rick and his dad were working at the farm. They had a lot of jobs to do to help feed all the cows. Rick put on his dad’s big hat to keep out of the sun. When they got home, Rick did not have his dad’s hat.

Rick was worried because he must have accidentally left it in the stable, which was the large building on the farm where their prized cows were kept. Rick hesitantly decided to talk to his dad. Rick said, “Even though I tried to remember, I forgot your hat. I’m sorry!” His dad, who was a composed person, kindly said, “No problem. You can get it in the morning when you tend to the animals.” After Rick woke up the next day, he sprinted down the road to feed the cows. Rick was relieved because he found his dad’s hat hanging on a hook that was right where he left it. He quickly retrieved it and put it on so that he’d remember to give it to his dad.

🎧 Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min – # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)

SCORE

👤 Character	Rick / any name	②	a boy / the boy	①
📍 Setting	at the farm doing jobs	②	farm / doing jobs	①
🔴 Problem (P)	forgot his dad’s hat / thought he lost his dad’s hat	②	left it / made mistake	①
💡 Feeling	worried / upset / mad	②	didn’t like it / cried	①
🎯 Plan		–	planned / decided	①
⭐ Attempt (A)	said “I forgot your hat. I’m sorry”	②	talked to dad	①
😊 Consequence (C)	dad said “No problem.” / said to look for it the next day	②	he talked to him	①
🏁 Ending (E)	he found the hat / returned it to his dad	②	he got it	①
💖 End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

SCORE

🐮 stable	①	🏠 large building on a farm	①	🐄 cows live in it	①
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EPISODE 1 COMPLEXITY (EC1)

(from 2 pt NDC section) select one

P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC)

SCORE

because / so that	① ① ①
when / while	① ① ①
after / before	① ① ①
since/however/although/even though	① ① ①
(noun) that / which / who (e.g., hook that... / stable which... / dad who...)	① ① ①

VOCABULARY COMPLEXITY (VC)

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

SCORE

prized	①	hesitantly	①	composed	①	tend	①
sprinted	①	retrieved	①		①		①

NLM QUESTIONS

FACTUAL (F)

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

0 pts = incorrect

SCORE

👤 Who was the story about?	② ① ①
📍 Where was Rick in the beginning of the story?	② ① ①
🔴 Why was Rick worried?	② ① ①
🎯 What did Rick do to fix the problem?	② ① ①
😊 How did the story end?	② ① ①
🗨️ What two things did you learn about stables 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: Rick’s dad was composed . He told Rick “No problem.” What does composed mean?	③ ②
	B: Does composed mean <i>angry</i> or <i>calm</i> ?	① ①
Ask B question if A is answered incorrectly	A: Rick had to tend to the animals. He fed the cows. What does tend mean?	③ ②
	B: Does tend mean <i>to take care of</i> or <i>to find</i> ?	① ①
	A: Rick retrieved the hat. He put it on. What does retrieve mean?	③ ②
	B: Does retrieve mean <i>to get</i> or <i>to lose</i> ?	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 Rick took off his dad’s hat when he was in the stable?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how far away do you think Rick’s family lives from the farm?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What other animals do you think are at their farm?	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, Rick was worried because he lost his dad’s hat. 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+ 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 Saturday, Omar was sitting with his grandpa in the stands at a football game. They had just gotten some food and were ready to watch their team play. When Omar went to take a bite of his hotdog, it fell off the plate and landed in the dirt! He was mad because his hotdog, that smelled so good, was ruined. Omar decided to nicely ask his grandpa if he could get another one. He nervously said, “I accidentally dropped my hotdog! Can I get another one so that I don’t starve?” Omar’s grandpa said, “Sure. You shouldn’t have to eat that dirty, grimy hotdog! Let’s get another one before the game starts.” Then Omar and his grandpa went to a nearby vendor, who is a person that sells food and gifts from a small cart. They promptly purchased another hotdog. Since the game was about to start, they quickly returned to their seats. Omar scarfed down his hotdog, which was yummy. He felt happy because he wasn’t hungry anymore. They cheerfully watched the game together.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)					SCORE		
👤 Character	Omar / any name	②	a boy / the boy	①			
📍 Setting	sitting with grandpa at game	②	sitting / at the game	①			
🔴 Problem (P)	dropped the hotdog / food fell in the dirt	②	dropped it	①			
💡 Feeling	mad / sad / upset	②	didn't like it / cried	①			
📅 Plan		—	planned / decided	①			
🌟 Attempt (A)	asked grandpa for new hotdog	②	talked to him	①			
😊 Consequence (C)	went to buy another / got more food to eat	②	he got it	①			
🏁 Ending (E)	ate food / watched the game together	②	the watched it	①			
😊 End Feeling	happy / relieved	②	felt better / liked it	①			
EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE		
👤 vendor	①	👤 person selling food and gifts	①	👤 small cart	①		
EPISODE 1 COMPLEXITY (EC1) (from 🟢 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE		
select one			because / so that	① ① ①			
P+A -or- P+C -or- A+C		②	when / while	① ① ①			
P+C+E -or- P+A+E		③	after / before	① ① ①			
P+A+C		④	since/however/although/even though	① ① ①			
P+A+C+E		⑤	(noun) that / which / who (e.g., hotdog that... / hotdog which... / vendor who...)	① ① ①			
VOCABULARY COMPLEXITY (VC)		1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		SCORE			
nervously	①	starve	①	grimy	①	promptly	①
purchased	①	scarfed	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①			
Where was Omar in the beginning of the story?	② ① ①			
Why was Omar mad?	② ① ①			
What did Omar do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about a vendor 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 hotdog was grimy . He wanted a new one. What does grimy mean?	③ ②		
	B: Does grimy mean <i>really dirty</i> or <i>smooth</i> ?	① ①		
	A: They promptly bought another hotdog. The game was about to start. What does promptly mean?	③ ②		
	B: Does promptly mean <i>quickly</i> or <i>patiently</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Omar scarfed down the hotdog. He was really hungry. What does scarfed down mean?	③ ②		
	B: Does scarfed down mean <i>hold tight</i> or <i>eat fast</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, when in the day did you think they went to the football game?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, why do you think they went to the football game before it started?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Why do you think Omar was nervous to ask his grandpa for another hotdog?	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, Omar was sad because his hotdog got ruined. Write a story about a time when something you were eating got ruined.” 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+ 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, Stella was making a big poster for her sister in her room. Stella had lots of markers on her desk. When she stepped back to look at the poster, a red marker fell off the desk, and it got all over her white pants. It was a mess.

Stella was worried because she thought the marker, which was a bold, red color, would never come off. She eventually decided to get help from her clever aunt, who was outside hanging balloons on the mailbox. Stella said, “Can you please help me get this marker off my pants?” Stella’s aunt nicely said, “Although I’m really busy, I will help you!” Her aunt gently dabbed her pants with rubbing alcohol so that the stubborn stain would come off. Rubbing alcohol is a chemical that can be used by an adult to remove stains. After carefully rubbing the stain with alcohol for several minutes, the marker finally came off. Stella was happy because her pants were clean. She then promised to be more cautious with permanent markers.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC) SCORE

Character	Stella / any name	②	a girl / the girl	①
Setting	making poster in her room	②	making poster / room	①
Problem (P)	red marker fell and got all over her white pants	②	it was bad	①
Feeling	worried / upset / sad	②	didn't like it / cried	①
Plan		—	planned / decided	①
Attempt (A)	asked aunt if she knew how to get the stain off	②	talked to aunt	①
Consequence (C)	Aunt showed her how to get the stain off	②	she helped her	①
Ending (E)	the marker came off / her pants were clean	②	it was better	①
End Feeling	happy / relieved	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) SCORE

rubbing alcohol	①	a chemical / used by adults	①	removes stains	①
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EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section) SCORE select one

P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC) SCORE

because / so that	① ① ①
when / while	① ① ①
after / before	① ① ①
since/however/although/even though	① ① ①
(noun) that / which / who (e.g., chemical that... / marker which... / aunt who...)	① ① ①

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

eventually	①	clever	①	dabbed	①	stubborn	①
cautious	①	permanent	①		①		①

NLM QUESTIONS

FACTUAL (F) 2 pts = clear & complete 1 pt = unclear/incomplete 0 pts = incorrect SCORE

Who was the story about?	② ① ①
Where was Stella in the beginning of the story?	② ① ①
Why was Stella worried?	② ① ①
What did Stella do to fix the problem?	② ① ①
How did the story end?	② ① ①
What two things did you learn about rubbing alcohol 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: Stella’s aunt was clever . She knew what to do. What does clever mean?	③ ②
	B: Does clever mean <i>smart</i> or <i>tired</i> ?	① ①
	A: The stain was stubborn . Her aunt rubbed alcohol on her pants for a long time. What does stubborn mean?	③ ②
	B: Does stubborn mean <i>hard to get out</i> or <i>colorful</i> ?	① ①
Ask B question if A is answered incorrectly	A: Anna was more cautious with her markers because they can stain. What does cautious mean?	③ ②
	B: Does cautious mean <i>careful</i> or <i>excited</i> ?	① ①

INFERENTIAL REASONING (IR) 2 pts = clear & complete 1 pt = unclear/incomplete 0 pts = incorrect SCORE

Using clues from this story, how colorful do you think the poster was that Stella made for her sister?	② ① ①	Why do you think that?	① ①
Using clues from this story, what do you think they are getting ready for at Stella’s house?	② ① ①	Why do you think that?	① ①
What do you think Stella wrote on the poster?	② ① ①	Why do you think that?	① ①

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Stella got marker on her pants. Write a story about a time you got something on your clothes.” 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 + 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, Tim was in his grandpa's attic. He had fun looking at his grandpa's old stuff. He grabbed a box filled to the brim with all sorts of old things. But then he saw something very odd that had lots of holes in it. He was not sure what it was.

He felt so confused. Tim decided to ask his grandpa about the mysterious object. When he finally found his grandpa, Tim curiously inquired, "Can you help? Although this looks familiar, I can't figure out what this bizarre thing is!" Tim's grandpa, who just pulled dinner out of the oven, said, "Oh this old thing? It's called a rotary phone. It uses a spinning wheel instead of buttons, and has a cord that connects to the wall." After Tim's grandpa plugged in the old, dusty phone, Tim nervously spun the ancient dial to call his mom so that he could tell her all about it. Tim was excited because he got to use such an old phone, which he was sure would impress his friends.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Tim / any name	②	a boy / the boy	①
Setting	looking at stuff in grandpa's attic	②	looking / attic	①
Problem (P)	he found something odd / didn't know what it was	②	didn't know	①
Feeling	confused / sad / upset / mad	②	didn't like it / cried	①
Plan		-	planned / decided	①
Attempt (A)	asked "can you help?" / said he couldn't figure it out	②	talked to grandpa	①
Consequence (C)	grandpa told him what it was / showed him how to use it	②	he showed him / he told him	①
Ending (E)	he called his mom / it would impress his friends	②	he did it / had fun	①
End Feeling	excited / happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
rotary phone	①	uses a spinning wheel instead of buttons	①	plugs into the wall	①

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

VOCABULARY COMPLEXITY (VC)				SCORE			
1 pt per word below (or equally complex synonym)							
1 pt (up to 2) for other complex vocabulary words							
mysterious	①	curiously	①	inquired	①	bizarre	①
ancient	①	impress	①				

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①			
Where was Tim in the beginning of the story?	② ① ①			
Why did Tim feel confused?	② ① ①			
What did Tim do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about rotary phones 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 phone was bizarre . Tim didn't know how it worked. What does bizarre mean?	③ ②		
	B: Does bizarre mean <i>gross</i> or <i>strange</i> ?	① ①		
	A: Tim inquired about the phone. He didn't know what it was. What does inquire mean?	③ ②		
	B: Does inquire mean <i>to question</i> or <i>to laugh</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Tim spun the ancient dial. It was his grandpa's phone. What does ancient mean?	③ ②		
	B: Does ancient mean <i>old</i> or <i>big</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how many of Tim's friends do you think have ever seen a rotary phone?	② ① ①		Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, what time do you think it is?	② ① ①		Why do you think that? 1 pt = uses information from story	① ①
What other old stuff do you think was in the attic?	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, Tim didn't know what his grandpa's old phone was. Write a story about a time when you didn't know 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 + 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.

10

One day, Matt was at the park with his big sister. He wanted to play a game with her, but she did not want to play with him. She wanted to go on the big slide. Matt was sad that he had no one to play with at the park.

He decided to find someone else to play with. He quickly found some boys who were playing a game. Matt enthusiastically asked one boy, who was his neighbor, “I’d love to learn to play this cool game! Can I play it with you?” The boy replied, “Sure! I’ll convince my friends to let you join. We’re playing four square. It’s a fun game that you play with a bouncy ball, and since we need four or more players, I’m sure you can join.” Matt was happy because the nice, thoughtful boys gladly permitted him to play. They rapidly reorganized so that he could join the game. Then they instructed Matt on the rules, which were easy. After Matt learned to play, he had a blast.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =




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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Matt / any name	②	a boy / the boy	①
Setting	playing at the park	②	playing / park	①
Problem (P)	sister didn't want to play a game with him	②	she said no	①
Feeling	sad / upset / mad	②	didn't like it / cried	①
Plan		—	planned / decided	①
Attempt (A)	he found a group of boys playing / asked “Can I join?”	②	talked to them	①
Consequence (C)	they let him join the game / they taught him how to play	②	the boys were nice	①
Ending (E)	he learned the rules / he had a blast playing	②	they did it / they were friends	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 four square	①	 a fun game you play with a bouncy ball	①	 you need four or more players	①

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

VOCABULARY COMPLEXITY (VC)				1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		SCORE	
enthusiastically	①	convince	①	permitted	①	rapidly	①
reorganized	①	instructed	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①			
Where was Matt in the beginning of the story?	② ① ①			
Why was Matt sad?	② ① ①			
What did Matt do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about four square 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?” Ask B question if A is answered incorrectly	A: Matt’s friend convinced the boys. They let him play. What does convince mean?	③ ②		
	B: Does convince mean to hit or to explain?	① ①		
	A: The boys permitted him to play. They played together. What does permitted mean?	③ ②		
	B: Does permitted mean to have fun or to say yes?	① ①		
	A: The game was reorganized. They made new teams. What does reorganize mean?	③ ②		
	B: Does reorganize mean to move around or to ruin?	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 Matt knew the boy in the group he talked to?	② ① ①	Why do you think that?	① ①	
Using clues from this story, how long do you think it took Matt to learn to play the new game?	② ① ①	Why do you think that?	① ①	
Why do you think Matt wanted to play a game instead of playing on the slide?	② ① ①	Why do you think that?	① ①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give student NLM Writing Form. SAY: “In this story, Matt was sad he didn’t have someone to play with. Write a story about a time when you couldn’t find someone to play with.” 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 + 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, Dan wanted a snack when he got home. He grabbed a big bag of walnuts that were in the snack box. But the nuts still had hard shells on them. Dan worked to get the shells off the walnuts, but they were stuck. He was so mad.

Dan decided to get some help from his mom. He crossly said, "Mom, I'm hungry, and I can't open these yummy walnuts because they have such hard shells! Can you help?" Dan's mom, who was really smart, kindly said, "Please calm down. Since those walnuts have stubborn, thick shells, you'll need to use a tool so that they can break open." She quickly grabbed a nutcracker from the kitchen. The nutcracker had two handles which were made of strong metal, and when she squeezed them together, they cracked the walnut open. When Dan tried the tool, he easily demolished the shell. After he efficiently cracked all the walnuts, Dan was happy because he finally got to enjoy a scrumptious snack.

🎧 Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min - # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Dan / any name	②	a boy / the boy	①
Setting	at home getting a snack	②	home / getting snack	①
Problem (P)	he couldn't open the nuts / nuts were stuck	②	he couldn't do it	①
Feeling	mad / upset / sad	②	didn't like it / cried	①
Plan		-	planned / decided	①
Attempt (A)	asked mom to help him open the nuts	②	talked to mom	①
Consequence (C)	mom told him he needed a tool / showed him how to use it	②	she showed to him	①
Ending (E)	he learned how to use a nutcracker / enjoyed his snack	②	he did it / he opened it / he ate it	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
nutcracker	①	two handles made of strong metal	①	squeeze together to crack nuts	①

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

VOCABULARY COMPLEXITY (VC)				SCORE			
crossly	①	stubborn	①	squeezed	①	demolished	①
efficiently	①	scrumptious	①		①		①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①			
Where was Dan in the beginning of the story?	② ① ①			
Why was Dan mad?	② ① ①			
What did Dan do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about nutcrackers 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: Dan crossly talked to his mom. He couldn't get the walnuts out of their shells. What does crossly mean?	③ ②		
	B: Does crossly mean nicely or with anger?	① ①		
	A: He demolished the walnut shells. He got to eat his snack. What does demolish mean?	③ ②		
	B: Does demolish mean to break or to throw?	① ①		
Ask B question if A is answered incorrectly	A: Dan efficiently cracked the walnuts. He cracked open all the shells. What does efficiently mean?	③ ②		
	B: Does efficiently mean quickly or nicely?	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 Dan didn't get a snack that was easier to open?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, how mad do you think Dan was when he asked his mom for help?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Where do you think Dan was before he got home?	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, Dan couldn't open the walnuts and got mad. 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+ 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 Friday, Yana was in the shed looking for her old, pink scooter. She saw it in the corner and pulled it from the shed. But when she started riding the wobbly scooter, she crashed and twisted her foot. Her foot started to hurt a lot. Yana was sad.

She decided ask her sister for help. After Yana slowly limped over to her, she said, “My ankle hurts! I need help.” Her sister, who was a gymnast, said, “It looks like your ankle might have a minor sprain. I’ll grab some ice which should help.” Her sister explained that sprains are common injuries that happen when you bend or twist your joints too far. She also told Yana that ice and rest are necessary so that sprains can heal. Yana delicately lifted her red, swollen ankle while her thoughtful sister gently placed ice on it. Yana was happy because the ice quickly helped ease the pain. Even though her ankle felt much better, she decided to take a break from riding her old scooter.

Start audio recorder

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

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

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

READING FLUENCY

DECODING FLUENCY Total words read in 1 min — # Errors in 1 minute =

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

PROSODY RATING select one

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC) SCORE

Character	Yana / any name	②	a girl / the girl	①
Setting	in the shed looking for scooter	②	in shed / looking	①
Problem (P)	she crashed the scooter / she hurt her foot	②	she got hurt	①
Feeling	sad / upset / mad	②	didn't like it / cried	①
Plan		—	planned / decided	①
Attempt (A)	asked sister for help / said, “My ankle hurts. I need help.”	②	talked to her	①
Consequence (C)	sister got her some ice / sister put ice on her ankle	②	she got it / she helped her	①
Ending (E)	started to feel better / pain went away / she took a break	②	it was better	①
End Feeling	happy / relieved	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC) SCORE

sprain	①	when you twist or bend joint too far	①	ice and rest help	①
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EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section) SCORE

P+A -or- P+C -or- A+C	②
P+C+E -or- P+A+E	③
P+A+C	④
P+A+C+E	⑤

SENTENCE COMPLEXITY (SC) SCORE

because / so that	① ① ①
when / while	① ① ①
after / before	① ① ①
since/however/although/even though	① ① ①
(noun) that / which / who (e.g., injuries that... / ice which... / sister who...)	① ① ①

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

limped	①	minor	①	common	①	necessary	①
delicately	①	ease	①		①		①

NLM QUESTIONS

FACTUAL (F) 2 pts = clear & complete 1 pt = unclear/incomplete 0 pts = incorrect SCORE

Who was the story about?	② ① ①
Where was Yana in the beginning of the story?	② ① ①
Why was Yana sad?	② ① ①
What did Yana do to fix the problem?	② ① ①
How did the story end?	② ① ①
What two things did you learn about sprains 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: She limped to her sister. Her ankle hurt. What does limp mean?	③ ②
	B: Does limp mean to run or to walk carefully?	① ①
Ask B question if A is answered incorrectly	A: Yana delicately lifted her ankle. It was red and swollen. What does delicately mean?	③ ②
	B: Does delicately mean carefully or quickly?	① ①
	A: The ice helped ease the pain. Yana was happy. What does ease mean?	③ ②
	B: Does ease mean to take away or to be glad?	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 Yana’s scooter was in the shed?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how many times do you think Yana’s sister has had a sprain?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
What else do you think might be in Yana’s old shed?	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, Yana was sad because she hurt her ankle. 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+ SC + VC

Combine: F + IV + IR