

KINDERGARTEN



NLM³ LISTENING

Narrative Language Measures

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Progress Monitoring Record Forms

School: _____ Name: _____
Teacher: _____ Date of Birth: _____ Grade: _____

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen *very* carefully. Are you ready?"

One day, Holly and her friend quickly got onto the bus. It was about to leave so they both clambered up the steps. Holly's best friend sat in a seat that was adjacent to the window. But Holly didn't want her to sit there. She was mad because her friend was in her favorite window seat. Holly liked to open the window to feel the refreshing wind and to look at the scenery, which was beautiful. Today was special because the magnolia trees were stunning. They were beautifully blooming with white flowers. Magnolia trees only bloom when it is springtime. Holly finally decided to nicely ask her friend to switch seats. She said, "I love that seat. Will you please switch with me?" Then her friend, who was kind, said, "Okay. You can sit here since it means so much to you." After her friend moved, Holly was happy because she could see the blossoming magnolia trees outside.

● Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Holly / any name	②	a girl / the girl	①
Setting	stepping on/riding a bus	②	going somewhere / bus	①
Problem (P)	her friend sat in her favorite window seat	②	didn't want her there / she was there	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked her friend to switch seats / asked to sit there	②	talked / asked her	①
Consequence (C)	her friend said, "OK. You can sit here." / they switched seats	②	said OK / she did it	①
Ending (E)	she could see the trees / got to ride in her favorite seat	②	saw it / sat there	①
End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
magnolia trees	①	white flowers	①	bloom in spring	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., seat that... / scenery which... / friend who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC)				SCORE	
clambered	①	adjacent	①	scenery	①
blossoming	①		①	stunning	①

NLM QUESTIONS

FACTUAL (F)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Who was the story about?	② ① ①			
Where was Holly in the beginning of the story?	② ① ①			
Why was Holly mad?	② ① ①			
What did Holly do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about magnolia trees 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: They clambered up the steps because the bus was about to leave. What does clamber mean?	③	②	
	B: Does clamber mean to <i>be careful</i> or <i>to quickly climb</i> ?	①	①	
	A: Holly likes to sit in the window seat so she can see the scenery . What does scenery mean?	③	②	
	B: Does scenery mean <i>nature</i> or <i>sunlight</i> ?	①	①	
Ask B question if A is answered incorrectly	A: Holly sat adjacent to the window. She looked out the window. What does adjacent mean?	③	②	
	B: Does adjacent mean <i>next to</i> or <i>backwards</i> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how close do you think Holly and her friend were to missing the bus?	② ① ①	Why do you think that?	① ①	
	1 pt = uses information from story			
Using clues from this story, how many times do you think Holly rides the bus?	② ① ①	Why do you think that?	① ①	
	1 pt = uses information from story			
Where do you think the girls were going?	② ① ①	Why do you think that?	① ①	
	1 pt = uses background knowledge			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Holly was mad that her friend sat in her favorite seat. Tell me a story about a time when someone sat in your seat." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Saturday, Rico was outside. He was practicing soccer because he had a game that day. Rico was going to play striker, which is an important position. A striker's teammates pass them the ball so they can score goals. While Rico was kicking the ball, it accidentally flew over his neighbor's fence. Rico nervously scaled the new, painted fence. He climbed over to get the ball. Although he was careful, he slit open his blue soccer shirt on a nail. Rico was sad because he needed that shirt for his game. Rico immediately decided to find his mom who was great at sewing. He said, "I ripped a hole in my shirt. Can you fix it, please?" Then his mom said, "Sure. I have some thread that is the identical color as your shirt!" Then his mom quickly mended the ripped shirt. It looked absolutely flawless. After it was fixed, he was happy because he could wear it during his game.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Rico / any name	②	the boy / a boy	①
Setting	outside practicing soccer	②	outside / practicing soccer	①
Problem (P)	ripped his shirt / shirt was ruined / couldn't play in game	②	it was bad	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked mom to fix the shirt	②	got help / asked for help	①
Consequence (C)	she said she could fix the shirt	②	she helped	①
Ending (E)	she fixed it / he put shirt back on / played in game	②	it was better	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
striker	①	position where teammates pass them the ball	①	score goals

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., thread that... / striker which... / mom who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC)				SCORE			
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words							
scaled	①	slit	①	identical	①	mended	①
flawless	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 Rico in the beginning of the story?	② ① ①			
Why was Rico sad?	② ① ①			
What did Rico do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about strikers 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: Rico scaled the fence. The ball was on the other side. What does scale mean?	③ ②		
	B: Does scale mean to fall or to climb?	① ①		
	A: Rico slit his shirt. His shirt had a hole. What does slit mean?	③ ②		
	B: Does slit mean to rip or to stain?	① ①		
Ask B question if A is answered incorrectly	A: Rico asked his mom to mend his shirt, it was ripped. What does mend mean?	③ ②		
	B: Does mend mean to fix or to throw away?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how tall do you think the fence was that Rico had to climb over?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, how good at sewing do you think Rico's mom is?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Why do you think Rico was nervous to climb over his neighbor's fence?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Rico was sad he ripped his shirt. Tell me a story about a time when you ruined your clothes." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Last winter, Destiny hesitantly walked into her new school. When Destiny found her classroom, she nervously glanced around the room. Even though Destiny didn't know any of the kids, she wanted to play with some of them during indoor recess. She suddenly felt sad because she realized she didn't have any friends. Destiny decided to introduce herself to some girls because she wanted to make new friends. She said, "Hi, my name is Destiny! Can I please play with you?" One girl, who was very nice, said "Yes! You can come play with us. We are solving a puzzle that is really hard." The puzzle was a picture of the Sahara Desert, which they had just learned about that morning. It's a dry, sandy place because it gets very little rain. The girls had fun playing together. After Destiny helped build the puzzle with her classmates, she was happy. She had met some friendly kids to play with.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Destiny / any name	②	the girl / a girl	①
Setting	walked into her classroom	②	walked in / classroom	①
Problem (P)	wanted to play but didn't know other kids / didn't have friends	②	alone / had nobody / she was new	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked the other kids to play / introduced herself	②	talked to them / said to them	①
Consequence (C)	asked her to play / played puzzles with kids	②	they played / they did it	①
Ending (E)	they had fun together / she made new friends	②	they were nice / fun kids / got friends	①
End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
Sahara Desert	①	dry, sandy place	①	very little rain	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., puzzle that... / desert which... / girl who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC)				SCORE			
1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words							
hesitantly	①	glanced	①	suddenly	①	introduce	①
solving	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 Destiny in the beginning of the story?	② ① ①			
Why was Destiny sad?	② ① ①			
What did Destiny do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about the Sahara Desert 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: Destiny glanced around the room. She didn't see anyone she knew. What does glance mean?	③ ②		
	B: Does glance mean <i>to point</i> or <i>to look</i> ?	① ①		
	A: Destiny hesitantly walked into her classroom. It was a new school. What does hesitant mean?	③ ②		
	B: Does hesitant mean <i>shy</i> or <i>angry</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Destiny introduced herself. She tried to make new friends. What does introduce mean?	③ ②		
	B: Does introduce mean <i>to meet someone</i> or <i>to walk away</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, where do you think the girls learned about the Sahara Desert?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, what do you think the weather was like outside?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
What other fun things do you think they did during indoor recess?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Destiny was sad she didn't have any friends. Tell me a story about a time when you were sad." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen *very* carefully. Are you ready?"

Yesterday, Logan was sledding outside with his best friend who lived next door. Even though he was having fun, Logan was feeling sick. He was upset because his ear had been aching all day. He finally decided to tell his mom that his ear had been bothering him. So, Logan sadly went home and found her. He anxiously told his mom, "My ear really hurts. Do you have medicine that can help?" His mother gently felt his forehead and said, "You've got a fever. Let's get you to the doctor." When they got there, the nice, congenial doctor gave Logan some antibiotics. The doctor said that antibiotics are a special type of medicine which can cure sickness by killing bacteria. After Logan got the medicine, his mom quickly took him home and he took a long nap because he was still sick. Later that evening, Logan woke up from his nap. He was happy because his ear had improved.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Logan / any name	②	a boy / the boy	①
Setting	sledding outside	②	sledding / outside	①
Problem (P)	his ear was aching / he was feeling sick	②	it hurt / was hurt	①
Feeling	upset / sad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	went to get mom / said, "My ear hurts." / asked for medicine	②	went there / got her / asked her	①
Consequence (C)	went to the doctor / got antibiotics/medicine	②	fixed it / got help	①
Ending (E)	took the medicine and a nap / rested and got better	②	did it / it was better	①
End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
antibiotics	①	medicine that cure sickness	①	kills bacteria	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., mom that... / medicine which... / friend who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
aching	①	anxiously	①	congenial	①	cure	①
improved	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 Logan in the beginning of the story?	② ① ①			
Why was Logan upset?	② ① ①			
What did Logan do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about antibiotics 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: Logan's ear was aching . He couldn't play anymore. What does aching mean?	③	②	
	B: Does aching mean <u>to hurt</u> or <u>to get cold</u> ?	①	①	
	A: The doctor was congenial . He took care of Logan. What does congenial mean?	③	②	
	B: Does congenial mean <u>nice</u> or <u>strong</u> ?	①	①	
Ask B question if A is answered incorrectly	A: Logan's ear improved . He felt happy. What does improve mean?	③	②	
	B: Does improve mean <u>to get clean</u> or <u>to get better</u> ?	①	①	

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how far do you think Logan was sledding from his home?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, how hot do you think Logan's forehead was?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
What do you think Logan was wearing when he was sledding?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Logan was upset he had an ear ache. Tell me a story about a time when you were hurt." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Yesterday, Raul was playing outside even though it was hot. He liked playing in the lush, green grass. But there were tiny gnats everywhere that were constantly irritating him. Raul was mad. He didn't like gnats because they were so small he couldn't see them, and their bites made him itch. He desperately needed help. So Raul decided to ask his mom, who was also outside, for help. He wanted her to eradicate the bugs. He said, "Mom, there are bugs everywhere, and they keep biting me! Can you get rid of them?" His kind mom said, "Yes. I'll get something to help." Raul's mom quickly went inside and grabbed the half-empty bottle of bug spray, which she knew would keep the annoying gnats away. When she came back outside, she carefully sprayed Raul with it. After his mom helped him, Raul was happy because the bugs stopped bothering him. He could play carefree in the tall grass again.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)

			SCORE	
Character	Raul / any name	②	the boy / a boy	①
Setting	playing in the front yard	②	yard / playing / outside	①
Problem (P)	there were lots of bugs biting him / bugs were irritating him	②	getting bothered / they were bad	①
Feeling	sad / mad / angry / upset	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked his mom to get rid of the bugs	②	talked to her	①
Consequence (C)	mom said "I know what to do" / sprayed bug spray on him	②	she helped him	①
Ending (E)	bugs stopped biting him / he kept playing in the grass	②	he was OK	①
End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

 gnats	 ①  bugs so small, can't see them	 ①  bites make you itch	 ①
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SENTENCE COMPLEXITY (SC)

	SCORE
because / so that	① ① ①
when / while	① ① ①
after / before	① ① ①
since / although / even though	① ① ①
(noun) that / which / who (e.g., gnats that... / bug spray which... / mom who...)	① ① ①

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

VOCABULARY COMPLEXITY (VC)

lush	①	irritated	①	desperately	①	eradicate	①
carefree	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 Raul in the beginning of the story?	② ① ①
Why was Raul mad?	② ① ①
What did Raul do to fix the problem?	② ① ①
How did the story end?	② ① ①
What two things did you learn about gnats 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: Raul was playing in the lush grass. It was nice to play in. What does lush mean? B: Does lush mean <u>thick</u> or <u>wet</u> ?	③ ② ① ①
Ask B question if A is answered incorrectly	A: The bugs irritated Raul. They were biting him. What does irritate mean? B: Does irritate mean <u>to bother</u> or <u>to fly away</u> ?	③ ② ① ①
	A: Raul wanted to eradicate the bugs. He didn't like them. What does eradicate mean? B: Does eradicate mean <u>to catch</u> or <u>to get rid of</u> ?	③ ② ① ①

INFERENTIAL REASONING (IR)

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

0 pts = incorrect

Using clues from this story, what do you think Raul was wearing when he was playing?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, how often do you think Raul's mom uses bug spray?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Where do you think Raul's mom kept the bug spray in the house?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Raul was mad the gnats kept biting him. Tell me a story about a time when you got bit by something." Encourage student (up to 3x) to produce a 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 LISTENING COMPOSITE SCORE

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen *very* carefully. Are you ready?"

One rainy day, Jaden was playing at his friend's house. When he walked outside to go home, it was still relentlessly raining. Jaden knew it was going to keep raining because there were dark nimbus clouds in the sky. Nimbus clouds are tall, fluffy clouds that make lots of rain. Even though Jaden needed to go home, he couldn't find the coat he brought. He was worried because he needed his warm coat. He thought his friend's mom, who was nice, might be able to help. Jaden cordially asked her, "Can you please help me? I can't find my coat." Then his friend's mom said, "I found your coat, which was drenched, on the floor by the door. I hung it up in the closet. It should be mostly dry now." After Jaden got his coat, he elatedly put it on. He was happy because he could stay warm outside. Then Jaden swiftly walked home and dried off.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Jaden / any name	②	the boy / a boy	①
Setting	playing at neighbor's house	②	playing / neighbor's	①
Problem (P)	he could not find his coat / he needed it since it was raining	②	couldn't find it / it was gone	①
Feeling	worried / mad / angry / upset	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked friend's mom for help / said, "can you help me"	②	talked to her / asked for help	①
Consequence (C)	she told him where the coat was / coat was hanging up	②	helped him / told him	①
Ending (E)	he put his coat on / stayed warm walking home	②	he got it / went home	①
End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
nimbus clouds	①	tall, fluffy	①	lots of rain	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., clouds that... / coat which... / mom who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC)				SCORE			
relentlessly	①	cordially	①	drenched	①	elatedly	①
swiftly	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 Jaden in the beginning of the story?	② ① ①			
Why was Jaden worried?	② ① ①			
What did Jaden do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about nimbus clouds 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: It was relentlessly raining outside. There were lots of dark clouds. What does relentlessly mean?	③ ②		
	B: Does relentlessly mean <i>slowly</i> or <i>nonstop</i> ?	① ①		
	A: Jaden cordially asked his friend's mom for help. She helped him. What does cordially mean?	③ ②		
	B: Does cordially mean <i>nicely</i> or <i>angrily</i> ?	① ①		
Ask B question if A is answered incorrectly	A: His coat was drenched , due to the rain. What does drenched mean?	③ ②		
	B: Does drenched mean <i>missing</i> or <i>really wet</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think Jaden played at his friend's house?	② ① ①	Why do you think that?	① ①	
	1 pt = uses information from story			
Using clues from this story, how close do you think Jaden lived to his friend?	② ① ①	Why do you think that?	① ①	
	1 pt = uses information from story			
Why do you think Jaden needed to go home?	② ① ①	Why do you think that?	① ①	
	1 pt = uses background knowledge			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Jaden was worried he couldn't find his coat. Tell me a story about a time when you couldn't find something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the *exact* same story, and I'm going to ask you some questions. Listen *very* carefully. Are you ready?"

Yesterday afternoon, Darren was outside. He was absorbed in a game of baseball with his nice, older brother. When it was time for dinner, Darren's mother summoned the boys inside. She told them it was time to eat. She had made curry for dinner, which is a dish that is spicy and usually served over rice. Even though they loved their mom's curry, the boys didn't want to go inside for dinner. Darren was sad because they had to stop playing. Then Darren decided to talk to his mom, who was setting the table. He nicely said, "Mom, we were having a lot of fun outside. Can we please play again later?" Then his mother said, "Because you asked so kindly, I'll extend your playtime. But you have to assist your brother with the dishes." After Darren helped do the dishes, he quickly went back outside to play. Darren was happy because he got to keep playing until his bedtime.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Darren / any name	②	a boy / the boy	①
Setting	outside playing game	②	outside / playing	①
Problem (P)	had to go in for dinner / didn't want to stop playing	②	had to stop	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked his mom, "can we play again later?"	②	asked her	①
Consequence (C)	mom said, "yes you can play again" / yes, do dishes	②	she said OK	①
Ending (E)	helped to dishes after dinner / played outside until bed time	②	went outside	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
curry	①	spicy food dish	①	eat with rice	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., dish that... / dinner which... / mom who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC)				SCORE			
absorbed	①	summoned	①	served	①	extend	①
assist	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 Darren in the beginning of the story?	② ① ①			
Why was Darren sad?	② ① ①			
What did Darren do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about curry in 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: He was absorbed in the game. He didn't want to stop playing. What does absorbed mean?	③ ②		
	B: Does absorbed mean <i>lost</i> or <i>focused</i> ?	① ①		
	A: Their mom summoned them inside. It was time to eat. What does summon mean?	③ ②		
	B: Does summon mean <i>to call</i> or <i>to take</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Their mom extended their playtime. She was nice. What does extend mean?	③ ②		
	B: Does extend mean <i>to stop</i> or <i>to make longer</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 Darren's mom makes curry for dinner?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, how well do you think Darren and his brother get along?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Where outside do you think they were playing baseball?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Darren was sad he had to stop playing baseball. Tell me a story about a time when you didn't want to stop doing something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Yesterday, Neva was at school. She was happily running outside so she could play at recess. Neva quickly ran to the swings that were by the fence. However, as she was running, she fell down and injured her knee. Then Neva was sad because her knee hurt. Neva thought she better go to the nurse. She said to her friend, who was always so kind, "I need help. I need to go to the nurse because I hurt my knee!" Her friend said, "Okay. I'll go with you. I can help you walk." With her friend's help, Neva slowly hobbled to the nurse's office, which was inside the school. After her nice friend escorted her to the nurse, she got a small black knee brace. The nurse told her that a knee brace wraps tightly around your knee so that you can walk easier. When Neva went back outside to play, she was happy because her knee felt better.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)

			SCORE	
Character	Neva / any name	②	a girl / the girl	①
Setting	playing/running outside/recess	②	playing / outside	①
Problem (P)	fell and hurt her knee / she hurt her knee	②	fell / got hurt	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	said "I need to see the nurse because I hurt my knee"	②	asked her for help	①
Consequence (C)	friend said she would help her walk / too her to nurse	②	helped her / took her / walked her	①
Ending (E)	got a knee brace from nurse / went back outside to play	②	went out side / knee better	①
End Feeling	happy	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

 knee brace	① 	wraps tightly around knee	① 	helps you walk easier	①
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SENTENCE COMPLEXITY (SC)

	SCORE
because / so that	① ① ①
when / while	① ① ①
after / before	① ① ①
since / although / even though	① ① ①
(noun) that / which / who (e.g., swings that... / office which... / friend who...)	① ① ①

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

VOCABULARY COMPLEXITY (VC)

happily	①	injured	①	hobbled	①	escorted	①
tightly	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 Neva in the beginning of the story?	② ① ①
Why was Neva sad?	② ① ①
What did Neva do to fix the problem?	② ① ①
How did the story end?	② ① ①
What two things did you learn about a knee brace 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: Neva's friend escorted her to the nurse. Neva's knee hurt. What does escort mean?	③ ②
	B: Does escort mean <u>to take somewhere</u> or <u>to bend</u> ?	① ①
Ask B question if A is answered incorrectly	A: Neva injured her knee. She needed the nurse. What does injure mean?	③ ②
	B: Does injure mean <u>to hurt</u> or <u>to wash</u> ?	① ①
	A: She hobbled to the nurse. Her friend helped her walk. What does hobble mean?	③ ②
	B: Does hobble mean <u>to walk slowly</u> or <u>to crawl</u> ?	① ①

INFERENTIAL REASONING (IR)

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

0 pts = incorrect

Using clues from this story, how badly do you think Neva hurt her knee?	②	①	①	Why do you think that? 1 pt = uses information from story	①	①
Using clues from this story, who do you think Neva was going to play with at recess?	②	①	①	Why do you think that? 1 pt = uses information from story	①	①
Why do you think Neva was running to go play on the swings?	②	①	①	Why do you think that? 1 pt = uses background knowledge	①	①

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Neva was sad she got hurt. Tell me a story about a time when you got hurt." Encourage student (up to 3x) to produce a 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 LISTENING COMPOSITE SCORE

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Yesterday, Shane was in his room frantically getting dressed. He was hurrying because he was running late. He was almost dressed; however, he couldn't find his nice new shoes. Shane was worried because he had searched the whole house. Then he decided to ask his mom about them. Shane said, "Have you seen the shoes that you just bought me? I have looked everywhere. I can't find them." Then his mom, who sounded annoyed, said, "Yes. I found them outside last night and put them in the foyer. Hopefully they aren't still wet." After Shane's mom told him where his shoes were, he ran to the foyer, which was a small room by the front door. He hastily put them on and sped out the door so that he wouldn't be late. Shane was relieved because he got to school on time. When Shane got home from school, he put his favorite new shoes away in his closet.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Shane / any name	②	a boy / the boy	①
Setting	in his room getting dressed	②	room / getting dressed	①
Problem (P)	couldn't find his shoes / shoes were lost	②	couldn't get dressed	①
Feeling	worried / mad / angry	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	said, "do you know where they are?" / asked mom for his shoes	②	talked to her / asked for help	①
Consequence (C)	she told him where his shoes were / he got his shoes	②	she told him	①
Ending (E)	he put his shoes on / got to school on time	②	wore them / he left to go	①
End Feeling	happy / relieved	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
foyer	①	small room	①	by the front door	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., shoes that... / foyer which... / mom who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
frantically	①	hastily	①	annoyed	①	sped	①
relieved	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 Shane in the beginning of the story?	② ① ①			
Why was Shane worried?	② ① ①			
What did Scott do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about a foyer 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: Shane frantically got dressed. He didn't want to be late for school. What does frantically mean?	③	②	
	B: Does frantically mean <i>to look</i> or <i>to hurry</i> ?	①	①	
	A: Shane hastily put his shoes on. He wasn't late to school. What does hastily mean?	③	②	
	B: Does hastily mean <i>quickly</i> or <i>to be angry</i> ?	①	①	
Ask B question if A is answered incorrectly	A: He sped out the door. He got to school on time. What does sped mean?	③	②	
	B: Does sped mean <i>to go fast</i> or <i>to walk</i> ?	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 the weather was like the night Shane left his shoes outside?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Using clues from this story, how expensive do you think Shane's shoes were?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
Why do you think Shane put his new shoes in his closet?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Shane was worried he lost his new shoes. Tell me a story about a time when you lost something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Last week, Heather was trying to get her parka out of the hall closet. Her parka was a long, warm coat that had a hood with fur around it. She needed it since she was going to walk to her friend's house, which was down the street. But her coat had been stashed on a high shelf up in the closet that she couldn't reach. Heather was frustrated because she really needed it. She saw her sister, who was a lot older, and thought she could help. Then Heather asked her nice, tall sister, "Can you get my coat so that I can go outside? I can't get it because I'm too short." Heather's sister cheerfully said, "Sure. I can absolutely get it." After her sister easily retrieved her coat down off the shelf, Heather thanked her. Then she briskly walked to her friend's house. While Heather was walking quickly, she was happy because she was warm.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Heather / any name	②	a girl / the girl	①
Setting	getting coat out of the hall closet	②	getting coat / hall/closet	①
Problem (P)	she couldn't reach coat / it was too high / she was too short	②	couldn't get it	①
Feeling	frustrated / sad / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked her sister for help / said, "can you get my coat?"	②	talked to her / asked her	①
Consequence (C)	sister got her coat down / said, "here's your coat"	②	she got it / she helped her	①
Ending (E)	walked to her friend's house / was warm	②	went out / left	①
End Feeling	happy / excited	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
parka	①	long, warm coat	①	hood with fur	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., coat that... / house which... / sister who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
stashed	①	cheerfully	①	absolutely	①	retrieved	①
briskly	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 Heather in the beginning of the story?	② ① ①			
Why was Heather frustrated?	② ① ①			
What did Heather do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about a parka 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: Heather's coat had been stashed . It was on high shelf. What does stash mean?	③	②	
	B: Does stash mean <i>to borrow</i> or <i>to put away</i> ?	①	①	
	A: Her sister retrieved her coat. Her sister could reach it. What does retrieve mean?	③	②	
	B: Does retrieve mean <i>to ask</i> or <i>to get</i> ?	①	①	
Ask B question if A is answered incorrectly	A: Her sister said, "I can absolutely get your coat." She got it off the high shelf. What does absolutely mean?	③	②	
	B: Does absolutely mean <i>to be sure</i> or <i>to be sad</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 Heather had worn her parka that year?	② ① ①			
Why do you think that?	① ① ①			
Using clues from this story, what do you think the weather was like outside?	② ① ①			
Why do you think that?	① ① ①			
What do you think Heather was going to do with her friend?	② ① ①			
Why do you think that?	① ① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Heather was frustrated she couldn't reach her coat. Tell me a story about a time when you couldn't reach something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Last fall, Trevon was at a park playing rugby, which was his favorite sport. Rugby is a sport that is like American football, but the ball can only be thrown sideways or backwards. Although he had been playing rugby all day, Trevon was sad because the other players on his team rarely gave him the ball. He knew he had to say something because the kids kept ignoring him. While one of the boys had the ball, Trevon yelled, "Hey! I'm behind you. Throw me the ball!" Then the boy, who was a very strong, skilled player, said, "OK, kid. Get ready!" Then the boy quickly threw the ball right to him so that the other team wouldn't get it. After Trevon caught the ball, he started nimbly running, dodging the other players. Trevon was happy because he almost made it to the end of the field. Everyone was surprised to see how good Trevon was at playing rugby.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Trevon / any name	②	a boy / the boy	①
Setting	playing at the park	②	playing / park	①
Problem (P)	no one was throwing the ball to him / he wanted a turn	②	no one did it / he wanted it	①
Feeling	sad / mad / angry	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	asked them to throw it to him / yelled, "throw me the ball"	②	yelled to them	①
Consequence (C)	the boy told him to get ready / he threw the ball to him	②	he told him / he did it	①
Ending (E)	he got to catch the ball / everyone saw how good he was	②	got to do it / he was good	①
End Feeling	happy	②	had fun / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
rugby	①	sport that is like American football	①	throw the ball sideways or backwards	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., sport that... / rugby which... / boy who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC)				SCORE			
rarely	①	ignoring	①	skilled	①	nimbly	①
dodging	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 Trevon in the beginning of the story?	② ① ①			
Why was Trevon sad?	② ① ①			
What did Trevon do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about rugby 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 boy was a skilled player. He quickly threw the ball right to Trevon. What does skilled mean?	③ ②		
	B: Does skilled mean <i>mad</i> or <i>good</i> ?	① ①		
	A: Trevon dodged the players. He almost made it to the end of the field. What does dodge mean?	③ ②		
	B: Does dodge mean <i>to move out of the way</i> or <i>to get hit</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Trevon nimbly ran down the field. He was very good at rugby. What does nimbly mean?	③ ②		
	B: Does nimbly mean <i>easily</i> or <i>loudly</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 Trevon plays rugby?	② ① ①			
Why do you think that?	① ①			
Using clues from this story, how often do you think his teammates will throw the ball to him now?	② ① ①			
Why do you think that?	① ①			
What do you think would have happened if Trevon had made it to the end of the field?	② ① ①			
Why do you think that?	① ①			

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Trevon was sad his friends weren't giving him a turn. Tell me a story about a time when your friends weren't giving you a turn." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Yesterday, Susie was sitting in the doctor's office. She needed a shot because she was going to a new school that was in another city. Susie's mom said the shot would keep her from getting the measles virus. She explained that measles can make children very sick, and that people who have measles get a bad rash. Susie expected the shot would hurt. She was petrified, so she decided to talk to the nurse. Susie anxiously said, "I'm scared because you have a needle." The nurse said, "Before I give you the shot, close your eyes so that you can't see." Then the nurse quickly administered the shot. After the kind, friendly nurse gave Susie a Band-Aid, which was bright pink, Susie was happy because the shot only hurt for a second. Since the shot didn't hurt that much, Susie wasn't very scared of getting shots anymore. She then went home and helped her mom box up more things in the kitchen.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Susie / any name	②	a girl / the girl	①
Setting	sitting in the doctor's office	②	sitting / doctor's office	①
Problem (P)	she thought the shot would hurt / didn't want a shot	②	didn't want it / hurt	①
Feeling	scared / petrified / sad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	she talked to the nurse / said, "I'm scared of the needle."	②	talked to her / she told her	①
Consequence (C)	said "close your eyes" / she gave the shot quickly	②	she helped her / it was fast	①
Ending (E)	it didn't hurt that much / got a Band-aid / wasn't scared anymore	②	not bad / it was better	①
End Feeling	happy / relieved	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
measles	①	makes children very sick	①	give you a bad rash	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (eg, school that... / Band-aid which... / people who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
explained	①	expected	①	petrified	①	anxiously	①
administered	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 Susie in the beginning of the story?	② ① ①			
Why was Susie scared?	② ① ①			
What did Susie do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about measles 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
A: Susie expected the shot would hurt. She was scared of it. What does expect mean?	③ ②			
B: Does expect mean <u>to think</u> or <u>to cry</u> ?	① ①			
A: Susie was petrified . The nurse had a needle. What does petrified mean?	③ ②			
B: Does petrified mean <u>scared</u> or <u>angry</u> ?	① ①			
A: The nurse administered the shot. It didn't hurt that much. What does administer mean?	③ ②			
B: Does administer mean <u>to stop</u> or <u>to give</u> ?	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 they boxed up things in the kitchen?	② ① ①	Why do you think that?	① ①	
Using clues from this story, how many times do you think Susie has had a shot before?	② ① ①	Why do you think that?	① ①	
Why do you think the nurse told Susie to close her eyes so she wouldn't see her?	② ① ①	Why do you think that?	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Susie was scared of getting a shot. Tell me a story about a time when you were scared." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

The other day, Lola was running in the house. She was going fast because her brother was chasing her. But Lola had left her small, plastic Lego blocks all over the floor. There are billions of Lego pieces made each year in a country called Denmark, and Lola had hundreds of them. Since the blocks were cluttering the floor, she stumbled over them and fell. Lola was upset because she got hurt, and her brother, who was pursuing her, caught her. She realized that she had better pick up the Legos which were thrown everywhere so that no one else would get hurt. Lola said, "Time out! I need to put away these Legos that I left on the floor." Then Lola's brother generously said, "Okay. I'll help. When we are done, you can chase me." Then they quickly put the Legos away. After they tidied up, Lola was happy because they could safely chase each other again.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Lola / any name	②	a girl / the girl	①
Setting	running/chasing in the house	②	running / house	①
Problem (P)	tripped on her Legos / she fell and got hurt	②	fell / got hurt	①
Feeling	upset / sad / mad	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	told her brother she needed to pick up the Legos	②	talked to him / told him	①
Consequence (C)	brother helped her clean / said they could play again	②	helped her / got them	①
Ending (E)	played chase again / they could safely play again	②	did it again / didn't fall	①
End Feeling	happy / excited	②	had fun / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE	
Legos	①	billions of plastic blocks made every year	①	made in a place called Denmark	①

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., Legos that... / Legos which... / brother who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		SCORE					
cluttering	①	stumbled	①	pursuing	①	generously	①
tidied up	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 Lola in the beginning of the story?	② ① ①			
Why was Lola upset?	② ① ①			
What did Lola do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about Legos 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: Lola stumbled over the Legos. They were all over the floor. What does stumble mean?	③ ②		
	B: Does stumble mean <i>to walk</i> or <i>to trip</i> ?	① ①		
	A: The Legos were cluttering the floor. She needed to pick them up. What does clutter mean?	③ ②		
	B: Does clutter mean <i>messy</i> or <i>fun</i> ?	① ①		
Ask B question if A is answered incorrectly	A: Lola and her brother tidied up . It was safe to chase each other again. What does tidy up mean?	③ ②		
	B: Does tidy up mean <i>to throw</i> or <i>to clean</i> ?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how much do you think Lola likes to play with Legos?	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 Lola's brother likes playing chase with her?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
What do you think Lola had been building with her Legos?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Lola was upset she tripped over her Legos. Tell me a story about a time when you got hurt." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Yesterday, Anna went outside so that she could play in the little city park that was by her house. She always played on the swings with her friend. But her friend was sick and couldn't play. Anna was sad because she had no one to play with. Then Anna quickly spotted some other children who were playing. She thought they would maybe play with her since they looked nice. Anna enthusiastically yelled, "Hey! Can I play?" Then the children hollered back, "Yes! We're going to the monkey bars next!" Anna excitedly rushed to the monkey bars, which looked like a ladder lying flat above her head. The other children helped her swing across the monkey bars with just her arms, while her legs were dangling down. Anna loved it! She was so happy because she had made new friends. After they played on the monkey bars, they played on the swings the rest of the day.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)

			SCORE
Character	Anna / any name	2	a girl / the girl 1
Setting	playing in the park	2	playing / in the park 1
Problem (P)	friend was sick / she had no one to play with	2	no friends / was alone 1
Feeling	sad / mad / upset	2	didn't like it / cried 1
Plan		-	wanted to / thought 1
Attempt (A)	asked, "can I play too?" / asked kids if she could play	2	talked to them 1
Consequence (C)	said, "we're going to monkey bars next" / invited her to play	2	said OK / played with them 1
Ending (E)	made new friends / played with them all day	2	played 1
End Feeling	happy / excited	2	had fun / liked it 1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)

			SCORE
monkey bars	1	look like a ladder laying flat	1
		swing across using your arms	1

SENTENCE COMPLEXITY (SC)

	SCORE
because / so that	1 1 1
when / while	1 1 1
after / before	1 1 1
since / although / even though	1 1 1
(noun) that / which / who (e.g., park that... / bars which... / children who...)	1 1 1

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

VOCABULARY COMPLEXITY (VC)

	SCORE
spotted 1 enthusiastically 1 hollered 1 rushed 1	
dangling 1	

NLM QUESTIONS

FACTUAL (F)

	SCORE
Who was the story about?	2 1 0
Where was Anna in the beginning of the story?	2 1 0
Why was Anna sad?	2 1 0
What did Anna do to fix the problem?	2 1 0
How did the story end?	2 1 0
What two things did you learn about monkey bars from this story?	2 1 0

INFERENTIAL VOCABULARY (IV)

	SCORE
A: Anna rushed to the monkey bars. She was excited. What does rush mean?	3 2
B: Does rush mean <i>to hurry</i> or <i>to jump</i> ?	1 0
A: Anna's legs were dangling down. She was only using her arms. What does dangle mean?	3 2
B: Does dangle mean <i>to swing</i> or <i>to hang down</i> ?	1 0
A: The children hollered back to Anna. They invited her to play. What does holler mean?	3 2
B: Does holler mean <i>to yell</i> or <i>to treat badly</i> ?	1 0

INFERENTIAL REASONING (IR)

	SCORE
Using clues from this story, how often do you think Anna has played on the monkey bars before?	2 1 0
Why do you think that?	1 0
Using clues from this story, what do you think is Anna's favorite thing to play on at the park is?	2 1 0
Why do you think that?	1 0
They played on the monkey bars and swings. What else do you think was at the park?	2 1 0
Why do you think that?	1 0

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Anna was sad she didn't have a friend to play with. Tell me a story about a time when you didn't have anyone to play with." Encourage student (up to 3x) to produce a 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 LISTENING COMPOSITE SCORE

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

Last week, Mason was putting together a puzzle on the coffee table with his sister. The vexing puzzle had 750 pieces. It featured the Great Wall of China, which is over 13,000 miles long, and is the longest structure in the world. Mason and his sister had almost finished the difficult puzzle; however, it was missing a piece. It had totally vanished. Mason was upset because they couldn't finish the puzzle. Mason decided to ask his sister for help because he knew she really wanted to finish the puzzle too. He said, "Can you help me find the missing piece so that we can finally finish this?" Then his sister, who was very kind, nicely said, "I'm sure it's around here somewhere." When they looked under the couch, Mason found the small, misplaced piece that they were looking for. Then he was relieved because they could complete the puzzle. After they finished it, Mason showed the puzzle to his mom.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Mason / any name	②	a boy / the boy	①
Setting	doing a puzzle on coffee table	②	doing puzzle / table	①
Problem (P)	a piece was missing / couldn't finish the puzzle	②	couldn't do it	①
Feeling	sad / mad / upset	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	said, "help me find the piece" / asked sister to help her look	②	asked her / talked to her	①
Consequence (C)	said, "I'm sure it's here" / she helped look/find the piece	②	she helped / got it	①
Ending (E)	finished the puzzle / showed it to his mom	②	they did it	①
End Feeling	happy / relieved / excited	②	had fun / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
Great Wall of China	①	over 13,000 miles	①	longest structure in the world

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., piece that... / wall which... / sister who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
vexing	①	structure	①	vanished	①	misplaced	①
complete	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 Mason in the beginning of the story?	② ① ①			
Why was Mason upset?	② ① ①			
What did Mason do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about the Great Wall of China 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
A: The puzzle was vexing . They had been working on it all week. What does vexing mean?	③ ②			
B: Does vexing mean <i>hard to do</i> or <i>small</i> ?	① ①			
A: The piece had vanished . They had to look for it. What does vanished mean?	③ ②			
B: Does vanished mean <i>can't hold</i> or <i>disappeared</i> ?	① ①			
A: They found the misplaced puzzle piece. It was under the couch. What does misplaced mean?	③ ②			
B: Does misplaced mean <i>broken</i> or <i>lost</i> ?	① ①			

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how long do you think it took them to put the puzzle together?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
Using clues from this story, how many puzzles do you think Mason has put together?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①	
How do you think the puzzle piece got under the couch?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①	

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Mason couldn't find the missing puzzle piece. Tell me a story about a time when you couldn't find something." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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

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

SCRIPT

SAY: "I'm going to tell you a story. When I'm done, you are going to tell me the **exact** same story, and I'm going to ask you some questions. Listen **very** carefully. Are you ready?"

A long time ago, Ahmed was living in a large city that was sometimes very dangerous. One evening while getting ready for bed, Ahmed suddenly heard scary, loud noises which sounded very close to his apartment. Ahmed was very scared because he didn't feel safe. He decided to run to his parents' bedroom. Ahmed raced to his parents' room and quietly whispered, "I heard some loud noises outside." Then his mother, who was very composed, calmly said, "It's OK. We will protect you. Draw us a picture of the lotus flowers that are in the pond outside because they are beautiful." Then Ahmed drew a picture of a lotus flower, which is a pink flower that grows on top of the water. After Ahmed finished, he felt much calmer. Even though Ahmed drew the picture several months ago, it is still displayed on his wall in his new, safer home so that he can see it every day.

Start audio recorder

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

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

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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Ahmed / any name	②	a boy / the boy	①
Setting	apartment getting ready for bed	②	apartment / getting ready	①
Problem (P)	heard a loud noise close to his home	②	got scared	①
Feeling	scared / sad / afraid	②	didn't like it / cried	①
Plan		—	decided / thought	①
Attempt (A)	ran to parents' room / told parents he was scared	②	ran away / whispered	①
Consequence (C)	mom said "it's OK" / she told him to draw a picture	②	she talked to him / she told him	①
Ending (E)	he drew a picture of a flower / kept the picture on his wall	②	he did it / he kept it	①
End Feeling	happy / much calmer	②	felt better / liked it	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)				SCORE
lotus	①	pink flower	①	grows on top of the water

SENTENCE COMPLEXITY (SC)		SCORE
because / so that	① ① ①	
when / while	① ① ①	
after / before	① ① ①	
since / although / even though	① ① ①	
(noun) that / which / who (e.g., city that... / flower which... / mother who...)	① ① ①	

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	

VOCABULARY COMPLEXITY (VC) 1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words				SCORE			
dangerous	①	protect	①	composed	①	several	①
displayed	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 Ahmed in the beginning of the story?	② ① ①			
Why was Ahmed scared?	② ① ①			
What did Ahmed do to fix the problem?	② ① ①			
How did the story end?	② ① ①			
What two things did you learn about a lotus 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: Ahmed ran to his parents so they could protect him. He felt very scared. What does protect mean?	③ ②		
	B: Does protect mean to keep safe or to punish?	① ①		
	A: Ahmed's mom was composed. She told him it would be OK. What does composed mean?	③ ②		
	B: Does composed mean to be angry or to be calm?	① ①		
	A: Ahmed still has the picture displayed on his wall. He looks at it every day. What does display mean?	③ ②		
	B: Does display mean to hang up or to hide?	① ①		

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = incorrect	SCORE
Using clues from this story, how much do you think Ahmed liked the picture he drew?	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 Ahmed likes to draw?	② ① ①	Why do you think that?	① ①	
		1 pt = uses information from story		
What do you think the loud noises were that Ahmed heard?	② ① ①	Why do you think that?	① ①	
		1 pt = uses background knowledge		

PERSONAL GENERATION (OPTIONAL)

SAY: "In this story, Ahmed was scared of the loud noises near his home. Tell me a story about a time when you got scared." Encourage student (up to 3x) to produce a related story. Score using NLM Flow Chart (see Examiner's Manual).

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