

NSS Rubric for *One Frog Too Many* by Mercer and Marianna Mayer (1975)¹

Characteristic	Proficient	Emerging	Minimal/Immature
Introduction	<p>1) Setting:</p> <ul style="list-style-type: none"> - States general place and provides some detail about the setting (e.g., reference to the time of the setting, daytime, bedtime, season). - Setting elements are stated at appropriate place in story. <p>2) Characters:</p> <ul style="list-style-type: none"> - Main characters are introduced with some description or detail provided. <p>EXAMPLE Includes the following: boy receives a present, the present is a frog, not all of his other pets are happy.</p>	<p>1) Setting:</p> <ul style="list-style-type: none"> - States general setting but provides no detail. - Description or elements of setting are given intermittently through story. - May provide description of specific element of setting, e.g., the frog is in the jar. <p>2) Characters:</p> <ul style="list-style-type: none"> - Characters of story are mentioned with no detail or description. 	<ul style="list-style-type: none"> - Launches into story with no attempt to provide the setting
Character Development	<ul style="list-style-type: none"> - Main character(s) and <u>all</u> supporting character(s) are mentioned. - Throughout story it is clear child can discriminate between main and supporting characters, e.g., more description of, emphasis upon main character(s). - Child narrates in first person using character voice, e.g., "You get out of my tree", said the owl. 	<ul style="list-style-type: none"> - Both main and active supporting characters are mentioned. - Main characters are not clearly distinguished from supporting characters. 	<ul style="list-style-type: none"> - Inconsistent mention of involved or active characters. - Character(s) necessary for advancing the plot are not present.
Mental States	<ul style="list-style-type: none"> - Mental states of main and supporting characters are expressed when necessary for plot development and advancement. - A variety of mental state words are used. 	<ul style="list-style-type: none"> - Some use of evident mental state words to develop character(s) 	<ul style="list-style-type: none"> - No use of mental state words to develop character(s)
Referencing	<ul style="list-style-type: none"> - Provides necessary antecedents to pronouns. - References are clear throughout story. 	<ul style="list-style-type: none"> - Inconsistent use of referents/antecedents. 	<ul style="list-style-type: none"> - Excessive use of pronouns. - No verbal clarifiers used. - Child is unaware listener is confused.
Conflict Resolution (see last page for list of conflicts and resolutions)	<ul style="list-style-type: none"> - Clearly states all conflicts and resolutions critical to advancing the plot of the story. 	<ul style="list-style-type: none"> - Under developed description of conflicts and resolutions critical to advancing the plot of the story. <p>OR</p> <ul style="list-style-type: none"> - Not all conflicts and resolutions critical to advancing the plot are present 	<ul style="list-style-type: none"> - Random resolution(s) stated with no mention of cause or conflict. <p>OR</p> <ul style="list-style-type: none"> - Conflict mentioned without resolution. <p>OR</p> <ul style="list-style-type: none"> - Many conflicts and resolutions critical to advancing the plot are not present.
Cohesion	<ul style="list-style-type: none"> - Events follow a logical order. - Critical events are included while less emphasis is placed on minor events. - Smooth transitions are provided between events. 	<ul style="list-style-type: none"> - Events follow a logical order. - Excessive detail or emphasis provided on minor events leading the listener astray. <p>OR</p> <ul style="list-style-type: none"> - Transitions to next event unclear. <p>OR</p> <ul style="list-style-type: none"> - Minimal detail given for critical events. <p>OR</p> <ul style="list-style-type: none"> - Equal emphasis on all events. 	<ul style="list-style-type: none"> - No use of smooth transitions.
Conclusion	<ul style="list-style-type: none"> - Story is clearly wrapped up using general concluding statements such as "and they were together again happy as could be". <p>EXAMPLE Mentions both that the little frog returns, and that the big frog becomes happy/friends with the little frog.</p>	<ul style="list-style-type: none"> - Specific event is concluded, but no general statement made as to the conclusion of the whole story. <p>EXAMPLE Mentions either that the little frog returns, or that the big frog becomes happy/friends with the little frog.</p>	<ul style="list-style-type: none"> - Stops narrating and listener may need to ask if that is the end. <p>EXAMPLE Does not mention either that the little frog returns, or that the big frog becomes happy/friends with the little frog.</p>

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Scoring: Each characteristic receives a scaled score 0-5. Proficient characteristics=5, Emerging=3, Minimal/ Immature=1. Scores in between (e.g., 2, 4) are undefined, use judgement. Scores of 0, NA are defined below. A composite is scored by adding the total of the characteristic scores. Highest score=35.

A score of 0 is given for Child Errors (i.e., telling the wrong story, conversing with examiner, not completing/refusing task, using wrong language creating inability of scorer to comprehend story in target language, abandoned utterances, unintelligibility, poor performance, components of rubric are in imitation-only).

A score of NA (non-applicable) is given for Mechanical/Examiner/Operator Errors (i.e., interference from background noise, issues with recording (cut-offs, interruptions), examiner quitting before child does, examiner not following protocol, examiner asking overly specific or leading questions rather than open-ended questions or prompts).

One Frog Too Many: Conflict Resolution

Major C/R denoted w/ *	Conflict	Resolution
*	A boy receives a package	The boy opens the package
*	The big frog is upset that the boy has gotten a little frog and the big frog pouts	The big frog accepts the little frog
	The boy puts the little frog by the angry big frog	
	The big frog bites the little frog's leg	The boy, the dog, and the turtle yell at the big frog
	The big frog kicks the little frog off the turtle	The boy and the dog yell at the big frog
	The boy, the dog, the turtle, and the little frog leave the big frog on land	The big frog jumps to the raft
	The big frog kicks the little frog off the raft and into the water	The turtle tells the boy and the boy, the dog, and the turtle yell at the big frog.
*	The little frog is missing and the big frog feels remorse	The boy, the dog, the turtle, and the big frog search for the little frog
*	They still cannot find the frog and are mad at the big frog	They go home sad and angry
*	The little frog jumps through the boy's bedroom window and lands on the big frog's head	The big frog finally softens up and smiles at the little frog

¹ The Narrative Scoring Scheme was developed by Jon Miller and the Bilingual Language and Literacy Project staff for the grants HD39521 "Oracy/Literacy Development of Spanish-speaking Children" and R305U010001 "Biological and Behavioral Variation in the Language Development of Spanish-speaking Children", funded by the NICHD and IES, David Francis, P.I. It is based on an earlier version, Rubric for Completing a Story Grammar Analysis, developed by the Madison Metropolitan School District SALT working group, 1998, to create an objective narrative structure scoring system following the work of Stein and Glenn, 1979; 1982.