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

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Minimal/Immature</th>
</tr>
</thead>
</table>
| **Introduction** | 1) Setting:  
- 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.  
2) Characters:  
- Main characters are introduced with some description or detail provided.  
**EXAMPLE** Includes the following: boy receives a present, the present is a frog, not all of his other pets are happy. | 1) Setting:  
- 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.  
2) Characters:  
- Characters of story are mentioned with no detail or description. | - Launches into story with no attempt to provide the setting |
| **Character Development** | - Main character(s) and all 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. | - Both main and active supporting characters are mentioned.  
- Main characters are not clearly distinguished from supporting characters.  
- Inconsistent mention of involved or active characters.  
- Character(s) necessary for advancing the plot are not present. | |
| **Mental States** | - Mental states of main and supporting characters are expressed when necessary for plot development and advancement.  
- A variety of mental state words are used. | - Some use of evident mental state words to develop character(s) | - No use of mental state words to develop character(s) |
| **Referencing** | - Provides necessary antecedents to pronouns.  
- References are clear throughout story. | - Inconsistent use of referents/antecedents. | - Excessive use of pronouns.  
- No verbal clarifiers used.  
- Child is unaware listener is confused. |
| **Conflict Resolution** | - Clearly states all conflicts and resolutions critical to advancing the plot of the story. | - Under developed description of conflicts and resolutions critical to advancing the plot of the story.  
- Not all conflicts and resolutions critical to advancing the plot are present | - Random resolution(s) stated with no mention of cause or conflict.  
**OR**  
- Conflict mentioned without resolution.  
**OR**  
- Many conflicts and resolutions critical to advancing the plot are not present. |
| **Cohesion** | - Events follow a logical order.  
- Critical events are included while less emphasis is placed on minor events.  
- Smooth transitions are provided between events. | - Events follow a logical order.  
- Excessive detail or emphasis provided on minor events leading the listener astray.  
**OR**  
- Transitions to next event unclear.  
**OR**  
- Minimal detail given for critical events.  
**OR**  
- Equal emphasis on all events. | - No use of smooth transitions. |
| **Conclusion** | - Story is clearly wrapped up using general concluding statements such as “and they were together again happy as could be”.  
**EXAMPLE** Mentions both that the little frog returns, and that the big frog becomes happy/friends with the little frog. | - Specific event is concluded, but no general statement made as to the conclusion of the whole story.  
**EXAMPLE** Mentions either that the little frog returns, or that the big frog becomes happy/friends with the little frog. | - Stops narrating and listener may need to ask if that is the end.  
**EXAMPLE** Does not mention either that the little frog returns, or that the big frog becomes happy/friends with the little frog. |
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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).

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### One Frog Too Many: Conflict Resolution

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

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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.