

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
<p>Introduction Score based on the presence, absence, and qualitative depiction of character and setting components.</p>	<p>Setting: General setting includes boy’s bedroom, car, restaurant, evening/nighttime</p> <p>Characters: Boy, dog, frog, family, and Maitre D’ are introduced with description</p> <p>EXAMPLE <i>A boy and his family went out to dinner one night at a fancy restaurant. The boy was in his room getting dressed up. His pets were watching him get ready.</i></p>	<p>Setting: <i>One or two</i> portions of the general setting (boy’s bedroom, car, restaurant, evening/nighttime) are mentioned <i>without</i> adequate detail</p> <p>Characters: <i>Two</i> characters are mentioned (Boy, dog, frog, family, Maitre D’) OR characters mentioned <i>without</i> adequate detail</p> <p>EXAMPLE <i>The family went to dinner one night.</i></p>	<p>Launches into story with no attempt to provide the setting or introduce the characters</p> <p>EXAMPLE <i>The boy got dressed.</i></p>
<p>Character Development Score based on the acknowledgment of characters and their significance throughout the story.</p>	<p>Main characters: Frog and boy are mentioned consistently throughout story with description</p> <p>Supporting characters: Maitre D’, musician, woman, man, and the boy’s family are mentioned</p> <p>Narration in first-person with character voice</p> <p>EXAMPLE <i>The naughty frog jumped right into the salad. The angry waiter said, “You get out of here!”</i></p>	<p>Main characters: Frog and boy are mentioned without description</p> <p>Supporting characters: Maitre D’, musician, woman, man, and the boy’s family are mentioned</p> <p>Little difference in the description between main and supporting characters</p> <p>Minimal first-person narration</p> <p>EXAMPLE <i>The boy saw that the man had his frog.</i></p>	<p>Main characters: Frog and boy are <i>not</i> consistently mentioned in the story</p> <p>Missing supporting characters: Maitre D’, musician, woman, man, and the boy’s family, critical to advancing the plot</p> <p>No first-person narration</p> <p>EXAMPLE <i>The boy helped his frog.</i></p>
<p>Mental and Emotional States Score based on the vocabulary used to convey character emotions and thought processes.</p>	<p>Use of mental and emotional state words when necessary to advance the plot for main and supporting characters</p> <p>Emotional State examples: angry, happy, bad, sad, worried</p> <p>Mental State examples: knew, think, decide, liked, recognize</p> <p>Use of varied mental and emotional state words</p> <p>EXAMPLES <i>The boy’s pets were <u>sad</u> and <u>felt lonely</u> when the boy was leaving.</i> <i>He didn’t <u>realize</u> the frog jumped into his pocket.</i> <i>His mom looked <u>disgusted</u> with him.</i></p>	<p>Use of emotional and mental state words used in some of the story events</p> <p>Mental and emotional state words used only for main characters</p> <p>Little variation of mental and emotional state words</p> <p>Some use of evident mental state words to develop character(s)</p> <p>EXAMPLES <i>The boy’s pets were <u>sad</u>.</i> <i>The big man is <u>angry</u>.</i></p>	<p>Minimal or no use of mental and emotional state words</p> <p>EXAMPLE <i>The boy saw the man with his frog.</i></p>

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
<p>Referencing/Listener Awareness Score based on the consistent and accurate use of antecedents and clarifiers throughout the story. Use of correct pronouns and proper names should be considered when scoring.</p>	<p>Use of correct character names (boy, frog, family, mom, dad, sister, musician/saxophone player, waiter/Maitre D')</p> <p>Correct pronoun use throughout narrative</p> <p>Listener can easily understand who speaker is referring to in the story</p> <ul style="list-style-type: none"> -Provides necessary antecedents to pronouns -References are clear throughout story <p>EXAMPLES <i>The little boy, his parents, and his sister went out to a fancy restaurant.</i> <i>The frog jumped right onto the saxophone player's head!</i></p>	<p>Few errors in character names</p> <p>Most pronouns are correct</p> <p>Listener may have to infer who the speaker is referring to in the story</p> <p>Inconsistent use of referents/antecedents</p> <p>EXAMPLES <i>They were sad.</i> <i>The guy kicked them out.</i></p>	<p>Excessive errors in character names</p> <p>Listener is not able to discern who the speaker is referring to throughout the story</p> <ul style="list-style-type: none"> -Excessive use of pronouns -No verbal clarifiers used -Speaker is unaware listener is confused <p>EXAMPLES <i>They left.</i> <i>He grabbed him.</i></p>
<p>Conflict/Resolution or Event/Reaction Score based on the presence/absence of conflicts or events and resolutions required or character reaction to express the story as well as how thoroughly each was described.</p>	<p>Clearly states the major conflict/event of the story <i>with</i> detail</p> <ul style="list-style-type: none"> -Frog sneaks to the restaurant with the boy and causes trouble <p><i>All</i> supporting story elements necessary to advancing the plot are covered with appropriate amount of detail</p> <ol style="list-style-type: none"> 1. Frog jumps into the boy's pocket/frog goes to the restaurant 2. Frog jumps into saxophone/saxophone makes a funny sound 3. Frog falls out of saxophone and lands on man's head/man falls on drum 4. Frog jumps into salad/upsets woman 5. Frog jumps into man's drink/kisses man when man takes a drink 6. Maitre D' is angry/catches the frog 7. Maitre D' carries frog outside/boys yells stop 8. Family gets kicked out of restaurant/family leaves and the boy is happy to have frog back 9. Family is mad at the boy and frog/boy goes to his room but thought the events of the night were humorous 	<p>Major conflict/event of the story is mentioned, but <i>without</i> adequate detail</p> <ul style="list-style-type: none"> -Frog sneaks to the restaurant with the boy and causes trouble <p><i>Only</i> 4-5 supporting story elements necessary to advancing the plot are covered. Lacks detail or too much detail is provided</p> <ol style="list-style-type: none"> 1. Frog jumps into the boy's pocket/frog goes to the restaurant 2. Frog jumps into saxophone/saxophone makes a funny sound 3. Frog falls out of saxophone and lands on man's head/man falls on drum 4. Frog jumps into salad/upsets woman 5. Frog jumps into man's drink/kisses man when man takes a drink 6. Maitre D' is angry/catches the frog 7. Maitre D' carries frog outside/boys yells stop 8. Family gets kicked out of restaurant/family leaves and the boy is happy to have frog back 9. Family is mad at the boy and frog/boy goes to his room but thought the events of the night were humorous 	<p>Missing the major conflict/event OR conflict is missing resolution</p> <ul style="list-style-type: none"> -Frog sneaks to the restaurant with the boy and causes trouble <p><i>Only</i> 2-3 supporting story elements necessary to advancing the plot are covered. Lacks detail or too much detail is provided</p> <ol style="list-style-type: none"> 1. Frog jumps into the boy's pocket/frog goes to the restaurant 2. Frog jumps into saxophone/saxophone makes a funny sound 3. Frog falls out of saxophone and lands on man's head/man falls on drum 4. Frog jumps into salad/upsets woman 5. Frog jumps into man's drink/kisses man when man takes a drink 6. Maitre D' is angry/catches the frog 7. Maitre D' carries frog outside/boys yells stop 8. Family gets kicked out of restaurant/family leaves and the boy is happy to have frog back 9. Family is mad at the boy and frog/boy goes to his room but thought the events of the night were humorous
<p>Cohesion Score based on the sequence of, details given to, and transitions between each event.</p>	<p>Events follow the order of the story</p> <p>Minimal or no revisions/reformulations of utterances</p> <p>Use of smooth transitions between events with varied transitional vocabulary (then, next, finally)</p> <p>EXAMPLE <i>First, the boy got dressed up in a suit for a fancy dinner. Then he didn't even notice that the frog jumped in his pocket. When they were ordering, the frog jumped out.</i></p>	<p>Events follow the order of the story</p> <p>There is too much detail on supporting events or lacks detail of main events of the story</p> <p>Some revisions/ reformulations are present throughout the story</p> <p>Lacks smooth transitions between events with little variety in transitional vocabulary</p> <p>EXAMPLE <i>(uh) The frog jumped out and into the instrument. The frog jumped in a drink and salad.</i></p>	<p>Events <i>do not</i> follow the order of the story</p> <p>Revisions/reformulations are prevalent throughout the story</p> <p>No use of transitions between events of the story</p> <p>EXAMPLE <i>The frog jumped out (and uh um) and into the instrument. He jumped in a drink and salad.</i></p>

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
<p>Conclusion Score based on the conclusion of the final event as well as the wrap up of the entire story.</p>	<p>Story is clearly wrapped up with <i>all four</i> components</p> <ol style="list-style-type: none"> 1. The Maitre D' kicked the family out of the restaurant 2. The family was angry at the boy and the frog 3. The boy was sent to his room 4. The boy and his pets were in his room laughing about the night at the restaurant <p>EXAMPLE <i>The Maitre D' told the family to leave because the frog was so naughty. On the drive home everyone was mad at the boy and the frog for ruining their night. The dad said, "Go to your room!" The little boy was on the floor with the frog laughing about what a fun night they had at the restaurant while the dog and the turtle listened.</i></p>	<p>Story is wrapped up with <i>three of the four</i> concluding components</p> <ol style="list-style-type: none"> 1. The Maitre D' kicked the family out of the restaurant 2. The family was angry at the boy and the frog 3. The boy was sent to his room 4. The boy and his pets were in his room laughing about the night at the restaurant <p>EXAMPLE <i>The man yelled at the family to leave. They were all mad at the boy and the boy had to go to his room.</i></p>	<p>Listener may not know the story has ended</p> <p>Story ends abruptly with mention of <i>one</i> of the concluding components</p> <ol style="list-style-type: none"> 1. The Maitre D' kicked the family out of the restaurant 2. The family was angry at the boy and the frog 3. The boy was sent to his room 4. The boy and his pets were in his room laughing about the night at the restaurant <p>EXAMPLE <i>They got kicked out of the restaurant.</i></p>
<p>Scoring: Each characteristic receives a scaled score 0-5. Proficient=5, Emerging=3, Minimal/Immature=1. Scores between (e.g., 2,4) are undefined; use judgment. Scores of 0 and NA are defined below. The composite is the total of the characteristic scores. Highest score=35.</p> <p>* A score of 0 is given for TARGET SPEAKER errors (i.e., telling the wrong story, conversing with examiner, not completing/refusing task, abandoned utterances, unintelligibility, components produced via imitating, absence of characteristic).</p> <p>* A score of NA (non-applicable) is given for MECHANICAL/EXAMINER/OPERATOR errors (i.e., interference from background noise, issues with audio recording, examiner quitting before target speaker, examiner not following protocol, examiner asking overly specific or leading questions vs. open-ended questions/prompts).</p>			

¹The 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.