

NSS Rubric for *Frog Where are You?* by Mercer Mayer (1969)

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
Introduction	1) Setting: <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. 2) Characters: <ul style="list-style-type: none"> - Main characters are introduced with some description or detail provided. 	1) Setting: <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). 2) Characters: <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. - Minimal narration in first person 	<ul style="list-style-type: none"> - Inconsistent mention of involved or active characters. - Character(s) necessary for advancing the plot are not present. - No narration in first person
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	<ul style="list-style-type: none"> - Clearly states all conflicts and resolutions critical to advancing the plot of the story. <p>(For a detailed list of conflicts/resolutions, see addendum)</p>	<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". 	<ul style="list-style-type: none"> - Specific event is concluded, but no general statement made as to the conclusion of the whole story. 	<ul style="list-style-type: none"> - Child abruptly ends story (e.g., stops narrating and listener may need to confirm that retell has ended).
<p>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 judgment. Scores of 0, NA are defined below. A composite is scored by adding the total of the characteristic scores. Highest score=35.</p> <p>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).</p> <p>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).</p>			

Rubric Addendum: Conflict Resolution *Frog Where are You?*

Conflict	Resolution
A frog sneaks out of a jar and escapes through an open window	The frog is found
When the boy wakes up he notices that the frog is gone	The boy looks for the frog in his boot while the dog looks in the jar
The dog's head gets stuck in the jar	The jar breaks off after the dog falls
The dog leans out of the window with the heavy jar stuck on his head and falls	The boy goes down to help the dog
The boy is mad at the dog	The dog licks the boy
The boy calls for the frog and hears no answer	The boy calls into a hole and the dog barks at a beehive looking further for the frog
A gopher bites the boy's nose and yells at him	The boy leaves and calls into a different hole
The dog knocks down the beehive and the bees chase after him	The dog runs away
An owl comes out of the hole and scares the boy, knocking him out of the tree	The boy looks somewhere else by climbing onto a rock
The boy calls into the woods and needs something to hold onto on top of the rock	The boy grabs onto what seem to be tree branches
The branches are deer antlers	
The deer stands up and begins running with the boy on his head and the dog following	
The deer abruptly stops at the edge of a cliff and throws the boy and the dog over into the water	The boy and the dog emerge
The boy hears a noise and is not sure if it is the frog	The boy follows the sound and looks over a log
The boy's frog had babies so it could not go home with the boy	The frog lets the boy have one of its babies