

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
<b>Introduction</b> Score based on the presence, absence, and qualitative depiction of character and setting components.	<p><b>Setting:</b> General setting includes boy's bedroom, nighttime, bedtime AND mentions the frog is kept in a jar</p> <p><b>Characters:</b> Boy, dog and frog are introduced <i>with</i> description</p> <p><b>EXAMPLE</b>  <i>A little boy had a pet frog. He put the frog in a jar in his bedroom. He stared at the frog. The dog looked in the jar and saw the frog too. While the boy was sleeping the frog jumped out and ran out the window.</i></p>	<p><b>Setting:</b> <i>One or two</i> portions of the general setting (boy's bedroom, nighttime, bedtime) are mentioned <i>without</i> adequate detail AND mentions the frog is kept in a jar</p> <p><b>Characters:</b> Two characters are mentioned OR characters mentioned <i>without</i> adequate detail</p> <p><b>EXAMPLE</b>  <i>One morning a boy woke up. He was looking at his frog. At night the frog went out.</i></p>	<p>Launches into the story with no attempt to provide the setting or introduce the characters</p> <p><b>EXAMPLE</b>  <i>A boy was looking at the frog. It jumped out the window.</i></p>
<b>Character Development</b> Score based on the acknowledgment of characters and their significance throughout the story.	<p><b>Main characters:</b> Boy, dog, and frog are mentioned consistently throughout story <i>with</i> description</p> <p><b>Supporting characters:</b> Bees, gopher, owl, deer, mother frog, and baby frogs are mentioned</p> <p>Narration in first-person with character voice</p> <p><b>EXAMPLE</b>  <i>And then when the little boy said "Good morning", the dog and the boy saw the frog was gone. ... And there were the froggy parents. And they had eight babies.</i>                      Note: All characters noted consistently. Uses dialog.</p>	<p><b>Main characters:</b> Boy, dog, and frog are mentioned <i>without</i> description</p> <p><b>Supporting characters:</b> Bees, gopher, owl, deer, mother frog, and baby frogs are mentioned</p> <p>Little difference in the description between main and supporting characters</p> <p>Minimal first-person narration</p> <p><b>EXAMPLE</b>  <i>The boy and the dog crawled out of bed. And they look. And the frog went out the window.</i></p>	<p><b>Main characters:</b> Boy, dog, and frog are not consistently mentioned in the story</p> <p><b>Missing supporting characters:</b> Bees, gopher, owl, deer, mother frog, baby frogs critical to advancing the plot</p> <p>No first-person narration</p> <p><b>EXAMPLE</b>  <i>Well the boy liked the frog. He fell. And he pushed on him.</i></p>

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
<b>Mental and Emotional States</b> Score based on the vocabulary used to convey character emotions and thought processes.	Use of mental and emotional state words when necessary to advance the plot for main and supporting characters  <b>Emotional State</b> examples: angry, happy, bad, sad, worried <b>Mental State</b> examples: knew, think, decide, liked, recognize Use of varied mental and emotional state words  <b>EXAMPLE</b> <i>His frog was missing. And he was <u>very worried</u>. ... The boy was yelling in a hole. And the gopher got <u>very angry</u> and bit his nose. ... He <u>liked</u> the baby frog...He <u>recognized</u> that sound.</i>	Use of emotional and mental state words used in some of the story events  Mental and emotional state words used only for main characters  Little variation of mental and emotional state words  Some use of evident mental state words to develop character(s)  <b>EXAMPLE</b> <i>The boy was <u>mad</u>. The gopher was <u>mad</u>.</i>	Minimal or no use of mental and emotional state words  <b>EXAMPLE</b> <i>Then the boy saw the frog was gone.</i>
<b>Referencing/Listener Awareness</b> 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.	Use of correct character names (boy, dog, frog, bee, gopher, owl, deer)  Correct pronoun use throughout narrative  Listener can easily understand who speaker is referring to in the story <ul style="list-style-type: none"> <li>- Provides necessary antecedents to pronouns</li> <li>- References are clear throughout story</li> </ul> <b>EXAMPLE</b> <i>The boy was very happy. And the dog was looking inside the jar. And there was a frog. Then the dog was sleeping with the boy.</i>	Few errors in character names (e.g., rat for gopher)  Most pronouns are correct  Listener may have to infer who the speaker is referring to in the story  Inconsistent use of referents/antecedents  <b>EXAMPLE</b> <i>And the dog barked at the bugs and then climbed up a tree. And then the bugs chased the dog. And then they got out all night. And he said, "Don't come back to my home ever again".</i>	Excessive errors in character names  Listener is not able to discern who the speaker is referring to throughout the story <ul style="list-style-type: none"> <li>- Excessive use of pronouns</li> <li>- No verbal clarifiers used</li> <li>- Speaker is unaware listener is confused</li> </ul> <b>EXAMPLE</b> <i>They looked over a dead tree. And we saw a family of frogs. And he took one home.</i>

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
<b>Conflict/Resolution or Event/Reaction</b> 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.	Clearly states the major conflicts/events of the story <i>with</i> detail <ol style="list-style-type: none"> <li>Frog is missing from his jar/boy and the dog find the frog with his family</li> <li>Boy cannot take his frog home/boy takes a baby frog to be his new pet</li> </ol> All supporting story elements necessary to advancing the plot are covered with appropriate amount of detail <ol style="list-style-type: none"> <li>Bees chasing the dog</li> <li>Gopher biting boy</li> <li>Owl chasing the boy</li> <li>Deer running with boy on his head</li> </ol>	Major conflicts/events of the story are mentioned, but <i>without</i> adequate detail <ol style="list-style-type: none"> <li>Frog is missing from his jar/boy and the dog find the frog with his family</li> <li>Boy cannot take his frog home/boy takes a baby frog to be his new pet</li> </ol> Only 2-3 supporting story elements necessary to advancing the plot are covered. Lacks detail or too much detail is provided <ol style="list-style-type: none"> <li>Bees chasing the dog</li> <li>Gopher biting boy</li> <li>Owl chasing the boy</li> <li>Deer running with boy on his head</li> </ol>	Missing one of the major conflicts/events OR conflicts are missing resolution <ol style="list-style-type: none"> <li>Frog is missing from his jar/boy and the dog find the frog with his family</li> <li>Boy cannot take his frog home/Boy takes a baby frog to be his new pet</li> </ol> Only 1-2 supporting story elements necessary to advancing the plot are covered. Lacks detail or too much detail is provided <ol style="list-style-type: none"> <li>Bees chasing the dog</li> <li>Gopher biting boy</li> <li>Owl chasing the boy</li> <li>Deer running with boy on his head</li> </ol>
<b>Cohesion</b> Score based on the sequence of, details given to, and transitions between each event.	Events follow the order of the story  Minimal or no revisions/ reformulations of utterances  Use of smooth transitions between events with varied transitional vocabulary (then, next, finally)  <b>EXAMPLE</b> <i>And the deer shoved him off of the cliff. After that he saw his frog. And his frog had a family. Then a frog jumped out to him. He liked the frog. And he took it home.</i>	Events follow the order of the story  There is too much detail on supporting events or lacks detail of main events of the story  Some revisions/reformulations are present throughout the story  Lacks smooth transitions between events with little variety in transitional vocabulary  <b>EXAMPLE</b> <i>And the deer shoved him off of the cliff. And he saw his frog. And he had a family. Then a frog jumped out to him. And he liked the frog. And he took it home.</i>	Events do not follow the order of the story  Revisions/reformulations are prevalent throughout the story  No use of transitions between events of the story  <b>EXAMPLE</b> <i>And he heard something. And the deer shoved him off of the cliff. And a frog jumped out to him. And he took it home.</i>
<b>Conclusion</b> Score based on the conclusion of the final event as well as the wrap up of the entire story.	Story is clearly wrapped up with all three components <ol style="list-style-type: none"> <li>The boy and dog find the frog</li> <li>The boy takes one of the baby frogs to be his pet</li> <li>Boy waves goodbye and is happy to have a new pet frog</li> </ol> <b>EXAMPLE</b> <i>And the boy took a baby frog home to be his new pet. They lived happily ever after.</i>	Story is wrapped up with <i>two of the three</i> concluding components <ol style="list-style-type: none"> <li>The boy and dog find the frog</li> <li>The boy takes one of the baby frogs to be his pet</li> <li>Boy waves goodbye and is happy to have a new pet frog</li> </ol> <b>EXAMPLE</b> <i>And he wanted it. So he got a baby frog, one of them.</i>	Listener may not know the story has ended.  Story ends abruptly with mention of <i>one</i> of the concluding components <ol style="list-style-type: none"> <li>The boy and dog find the frog</li> <li>The boy takes one of the baby frogs to be his pet</li> <li>Boy waves goodbye and is happy to have a new pet frog</li> </ol> <b>EXAMPLE</b> <i>And then he saw lots of frogs.</i>

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
<p><b>Scoring:</b> Each characteristic receives a scaled score 0-5. Proficient characteristics=5, Emerging=3, Minimal/Immature=1. Scores in between are undefined, use judgment. Scores of 0 and NA are defined below. A composite is scored by adding the total of the characteristic scores. Highest score possible=35.</p> <p>* <b>A score of 0</b> is given for <u>TARGET SPEAKER</u> errors (i.e., telling the wrong story, conversing with examiner, not completing/refusing task, abandoned utterances, unintelligibility, components of rubric are given in imitation-only manner).</p> <p>* <b>A score of NA</b> (non-applicable) is given for <u>MECHANICAL/EXAMINER/OPERATOR</u> errors (i.e., interference from background noise, issues with recording, examiner quitting before target speaker does, examiner not following protocol, examiner asking overly specific or leading questions rather than using open-ended questions or prompts).</p>			

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.