Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
Introduction Score based on the presence, absence, and qualitative depiction of character components.	**Characters**: boy, dog, frog, and turtle are introduced with description EXAMPLE *A little boy got a birthday present. It was in a big box. When he opened the box, there was a little frog. The boy, dog, and turtle liked the new little frog. The big frog was jealous.*	**Characters**: *Two or three* characters are mentioned (boy, dog, frog, turtle) OR characters mentioned without adequate detail EXAMPLE *The boy got a present and his pets were looking too.*	Launches into story with no attempt to introduce the characters EXAMPLE *A boy got a present.*
Character Development Score based on the acknowledgment of characters and their significance throughout the story.	**Main characters**: boy, big frog, little frog are mentioned consistently throughout story *with* description **Supporting characters**: dog, turtle are mentioned Narration in first-person with character voice EXAMPLE *The little boy said, "Be nice to the little frog. You're being mean".*	**Main characters**: boy, big frog, little frog are mentioned *without* description **Supporting characters**: Dog, turtle are mentioned Little difference in the description between main and supporting characters Minimal first-person narration EXAMPLE *The boy and his pets went on a raft. The frog kicked the other frog.*	**Main characters**: boy, big frog, little frog are *not* consistently mentioned in the story **Missing supporting characters**: dog, turtle critical to advancing the plot No first-person narration EXAMPLE *The boy and his pets were on a raft.*
Mental and Emotional States Score based on the vocabulary used to convey charter emotions and thought processes.	Use of mental and emotional state words when necessary to advance the plot for main and supporting characters **Emotional State** examples: angry, happy, bad, sad, worried **Mental State** examples: knew, think, decide, liked, recognize Use of varied mental and emotional state words EXAMPLE *The bog frog was <u>jealous</u> of the new little frog...His little frog was missing. And he was very <u>upset</u> with the big frog. The boy was <u>relieved</u> when the little frog jumped through the window.*	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) EXAMPLE *The frog was <u>mad</u>. The boy was <u>mad</u>.*	Minimal or no use of mental and emotional state words EXAMPLE *Then the boy saw the frog was gone*

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.
	Use of correct character names (boy, big frog, little frog, dog, turtle)
	
	Correct pronoun use throughout narrative
	
	Listener can easily understand who speaker is referring to in the story
	   - Provides necessary antecedents to pronouns
	   - References are clear throughout story
	
	EXAMPLE
	When the big frog kicked the little frog off the turtle's back, the boy was very mad at him. The dog and the turtle were mad too.
		Few errors in character names (e.g., toad/Lizard for frog)
		
		Most pronouns are correct
		
		Listener may have to infer who the speaker is referring to in the story
		
		Inconsistent use of referents/antecedents
		
		EXAMPLE
		And toad bit the little frog.
			Excessive errors in character names
			
			Listener is not able to discern who the speaker is referring to throughout the story
			   - Excessive use of pronouns
			   - No verbal clarifiers used
			   - Speaker is unaware listener is confused
			
			EXAMPLE
			They went outside. The kid didn't see him being mean.

Conflict/Resolution or Event/Reaction Score based on the presence/absence of conflicts or events and	Clearly states the major conflicts/events and resolutions in the story with detail -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	Major conflicts/events of the story mentioned but *without* adequate detail -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	Missing the major conflict/event OR missing resolution -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

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
resolutions required or character reaction to express the story as well as how thoroughly each was described.	*All* supporting story elements necessary to advancing the plot are covered with appropriate amount of detail 1. The big frog bites the little frog's leg/The boy, the dog, and the turtle yell at the big frog 2. The big frog kicks the little frog off the turtle/The boy and the dog yell at the big frog 3. The boy, the dog, the turtle, and the little frog leave the big frog on land/The big frog jumps on the raft 4. 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 5. The little frog is missing/The boy, the dog, the turtle, and the big frog search for the little frog 6. They cannot find the frog and are mad at the big frog/They go home sad and angry 7. The little frog jumps through the boy's bedroom window and lands on the big frog's head/The big frog finally accepts the little frog and smiles	*Only 4-5* supporting story elements necessary to advancing the plot are covered. Lacks detail or too much detail is provided 1. The big frog bites the little frog's leg/The boy, the dog, and the turtle yell at the big frog 2. The big frog kicks the little frog off the turtle/The boy and the dog yell at the big frog 3. The boy, the dog, the turtle, and the little frog leave the big frog on land/The big frog jumps on the raft 4. 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 5. The little frog is missing/The boy, the dog, the turtle, and the big frog search for the little frog 6. They cannot find the frog and are mad at the big frog/They go home sad and angry 7. The little frog jumps through the boy's bedroom window and lands on the big frog's head/The big frog finally accepts the little frog and smiles	*Only 2-3* supporting story elements necessary to advancing the plot are covered. Lacks detail or too much detail is provided 1. The big frog bites the little frog's leg/The boy, the dog, and the turtle yell at the big frog 2. The big frog kicks the little frog off the turtle/The boy and the dog yell at the big frog 3. The boy, the dog, the turtle, and the little frog leave the big frog on land/The big frog jumps on the raft 4. 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 5. The little frog is missing/The boy, the dog, the turtle, and the big frog search for the little frog 6. They cannot find the frog and are mad at the big frog/They go home sad and angry 7. The little frog jumps through the boy's bedroom window and lands on the big frog's head/The big frog finally accepts the little frog and smiles
Cohesion 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) EXAMPLE *That big frog hated the little frog. He even bit the little frog. After that the boy and his pets were mad at the big frog for being so mean.*	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 EXAMPLE *That big frog hated him. (Uh and then he he) and the boy yelled at him.*	Events do not follow the order of the story Revisions and reformulations are prevalent throughout the story No use of transitions between events of the story EXAMPLE *He yelled at him (and uh and). Big frog bit him.*
Conclusion 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 1. The little frog returned and jumped through the open window 2. Boy and his pets were happy/relieved 3. The big frog and little frog were friends/the big frog smiles at the little frog EXAMPLE *The boy and his pets went home sad because they didn't find the little frog. The boy was crying on his bed when the little frog jumped through the window. They were all happy and the big frog even smiled at the little frog.*	Story is wrapped up with *two of three* concluding components 1. The little frog returned and jumped through the open window 2. Boy and his pets were happy/relieved 3. The big frog and little frog were friends/the big frog smiles at the little frog EXAMPLE *They went home. The little frog got home too.*	Listener may not know the story has ended Story ends abruptly with mention of *one* of the concluding components 1. The little frog returned and jumped through the open window 2. Boy and his pets were happy/relieved 3. The big frog and little frog were friends/the big frog smiles at the little frog EXAMPLE *The frog came home.*

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.
* **A score of 0** 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 produced via imitating, absence of characteristic).
* **A score of NA** (non-applicable) is given for <u>MECHANICAL/EXAMINER/OPERATOR</u> 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.

[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.