



Narrative Story Retell – Database Description

Database	Context (Subgroup)	Age Range	Grade in School	# Samples	Location	Special Coding
Narrative Story Retell	Nar (FWAY)	3;6 – 7;5	P, K, 1	174	WI & CA	SI, NSS
	Nar (PGHW)	7;0 – 8;11	2	101		
	Nar (APNF)	7;11 – 9;11	3	53		
	Nar (DDS)	9;3 – 12;8	4, 5, 6	201		

Participants

The Narrative Story Retell database contains transcripts from typically developing English-fluent speakers located in Wisconsin and California. Age, gender, and grade data are available for all participants.

- *Wisconsin* participants were drawn from the Madison Metropolitan Public School System, High Point Christian School, and several Milwaukee area school districts (Brown Deer, Fox Point-Bayside, Shorewood, Waukesha, Wauwatosa, and West Allis-West Milwaukee). Participants were from a variety of economic backgrounds and ability levels. "Typically developing" was determined by normal progress in school and absence of special education services. Economic background was based on eligibility in the free or reduced lunch program. Ability level was determined by teacher ratings.
- *California* participants were drawn from two public school districts in San Diego County; San Diego City Schools and Cajon Valley School District. The participants were described as typically developing and of average performance in the classroom as determined by performance on standardized classroom assessments, teacher report, and absence of special education services. The participants reflected the county's demographics and were balanced by race, ethnicity, gender, and socioeconomic status. Socioeconomic status was determined by mother's highest level of education.

Sample Elicitation

Preschool, kindergarten, and first grade samples were elicited using the wordless picture book "Frog, Where Are You?" (Mercer Mayer, 1969). Wisconsin samples were elicited using SALT's Online Story Elicitation Program. California samples were elicited using an audio-taped version of the story (The Strong Narrative Assessment Procedure; Strong, 1998) while looking at the accompanying story book. A similar story script and audio can be found on the SALT web site at <https://www.saltsoftware.com/resources/elicaids/frogstories>.

Examiners used "Pookins Gets Her Way" (Helen Lester, 1987) for the second-grade story retell, "A Porcupine Named Fluffy" (Helen Lester, 1986) for the third-grade story retell, and "Doctor DeSoto" (William Steig, 1982) for the 4th, 5th, and 6th grade story retell. The examiner read the story while the target speaker followed along looking at the pictures and the text.

Refer to the [elicitation protocol](#) for details.

Comprehension Questions (optional)

Following the speaker's retell, you have the option of evaluating his/her understanding of the story by asking a series of comprehension questions. A description of the comprehension questions can be found on the SALT website at www.saltsoftware.com/products/elicitation-materials/comp-questions. The transcripts in this database were not scored for comprehension.

Transcription Notes

Utterances were segmented into Communication Units (C-Units) as defined in the SALT documentation. The transcripts begin and end with the speaker's first and last utterance of the story retell, respectively. All transcripts were timed, and pauses, within and between utterances, of two or more seconds in length, were marked.

Coding Notes

- [EO:word] marks overgeneralization error
- [EP:word] marks pronoun error
- [EW] marks an extraneous or unnecessary word in the utterance that, if omitted, would make the utterance syntactically correct, e.g., C And he shout/ed and[EW] to the frog.
- [EW:word] marks other word-level error
- [EU] marks utterance-level error (*utterances with 3 or more errors*)
- [FP] marks filled pause words such as *like*, e.g., *You (like[FP]) get six card/s.*

Subordination Index (SI) and Narrative Scoring Scheme (NSS) Coding

All transcripts were hand-coded and scored for Subordination Index (SI) and Narrative Scoring Scheme (NSS) as defined in the SALT documentation.

SI is a measure of syntactic complexity that produces a ratio of the total number of clauses (main and subordinate) to the number of C-Units. A clause, whether it is main or subordinate, is a statement containing both a subject and a predicate. Grammatically, a subject is a noun phrase and a predicate is a verb phrase. Main clauses can stand by themselves. Subordinate clauses depend on the main clause to make sense. They are embedded within an utterance as noun, adjective or adverbial clauses.

NSS is an assessment tool developed to create a more objective narrative macro-structure scoring system. It is based upon early work on story grammar analysis by Stein and Glenn, 1979, 1982. This scoring procedure combines many of the abstract categories of story grammar, adding features of cohesion, connecting events, rationale for characters' behavior, and referencing. Each of the scoring categories has explicit examples to establish scoring criteria.

Using SALT to Compare Transcripts to the Narrative Story Retell Database

Use SALT's Database menu to compare your transcript with age or grade-matched transcripts selected from the Narrative Story Retell database. SALT looks at the plus lines in your transcript to determine which database to pre-select. To pre-select the Narrative Story Retell database, include the following plus lines in your transcript.

- + Language: English
- + Context: Nar
- + Subgroup: FWAY (or PGHW, or APNF, or DDS)

Although you can type these plus lines into your transcript, the easiest way is to select the correct language (English), sampling context (Nar), and subgroup (FWAY, PGHW, APNF, or DDS) when first creating a new transcript using the New Transcript Header information dialogue box in the software.

FWAY = Frog, Where Are You?
PGHW = Pookins Gets Her Way
APNF = A Porcupine Named Fluffy
DDS = Doctor De Soto

Acknowledgements

The Wisconsin samples are the result of collaboration with clinicians from High Point Christian School in Madison, Madison Metropolitan School District, and the following school districts in the Milwaukee area: Brown Deer, Fox Point-Bayside, Shorewood, Waukesha, Wauwatosa, and West Allis-West Milwaukee. We would like to acknowledge and thank the MMSD SALT Leadership Committee for sharing their clinical insights and experience, and for their help with selecting the story books and recruiting clinicians for data collection. The California samples are the result of collaboration with clinicians from two public school districts in San Diego County; San Diego City Schools and Cajon Valley Union Schools. A special thanks go to Claudia Dunaway, from the San Diego City Schools, and Kelley Bates, from Cajon Valley, for their work on designing the elicitation protocol and organizing data collection.

We would like to thank the following clinicians who collected the samples:

- Brown Deer School District: Thomas O. Malone
- Cajon Valley Union School: Mary Baker, Kelley Bates, Susan Carmody, Andrea Maher, Cathy Miller, Marcelle Richardson, Victoria Wiley-Gire
- Madison Metropolitan School District: Vicki Ashenbrenner, Dee Boyd, Kelly Chasco, Connie Daering, Beth Daggett, Lynne Gabrielson, Maureen Gonter, Tanya Jensen, Laura Johnson, Mary Anne Jones, Marianne Kellman, Cathy Kennedy, Ann Kleckner, Sue Knaack, Colleen Lodholtz, Kathleen Lyngaas, Karen Meissen, Chris Melgaard, Jane Morgan, Nicole Olson, Andrea O'Neill, Katherine Pierce, Laura Pinger, Lynn Preizler, Carolyn Putnam, Mary-Beth Rolland, Lynda Lee Ruchti, Beth Swanson, Jennifer Van Winkle, Emily Wolf, Meg Wollner, Marianne Wood, Joan Zechman, Rebecca Zutter-Brose
- San Diego City Schools: Dale Bushnell-Revell, Claudia Dunaway, Valerie Henderson, Jean Janeke, Sharon Klahn, Cathy Lehr, Amy Maes, Diana Mankowski, Roy Merrick, Peggy Schiavon, Linda Sunderland, Jennifer Taps, Mary Jane Zappia
- Shorewood School District: Terry Hrycyna, Katie Koepsell
- Waukesha School District: Patricia Engebose Hovel, Susan Moennig, Lisa Haughney, Colleen Raupp, Christine Herro, Maureen Waterstraat
- Wauwatosa School District: Beth Bliss, Amy Brantley, Betsy Goldberg, Peg Hamby, Karen Malecki, Angela Quinn
- West Allis-West Milwaukee School District: Sarah Bartosch, Joy Behrend, Beth Beno, Ann-Guri E. Bishop, Lindsay Bliemeister, Pat Culbertson, Mary Fuchs, Nicole Gosser, Joyce King-McIver, Ellen Reitz, Jan Schmidt, Jill Vanderhoef, Michele Wolaver

All samples were transcribed and coded by employees of SALT Software and/or by students from the University of Wisconsin-Madison. This project was funded in large part by SALT Software, LLC.

References

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