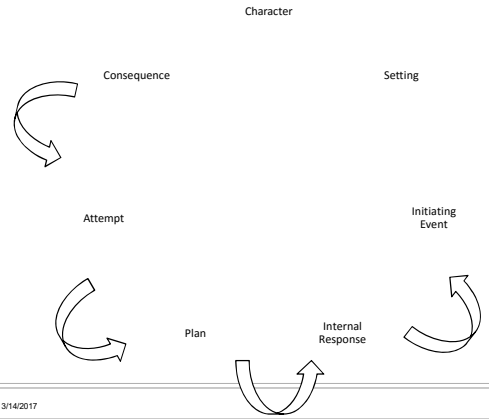
Rubrics or coding procedures are very useful for capturing change in discourse

- Macrostructure
- Microstructure

Macrostructure



MICROSTRUCTURE

Irrespective of hour or season, whether viewed on clear days or stormy, the Tetons are so surpassingly beautiful that one is likely to gaze silently upon them conscious of the futility of speech. -Fritiof Fryxell

Boy those mountains sure do look pretty. Sandi Gillam

Aspects of literate, scholarly language or **Microstructure**

Coordinated Clauses

- FANBOYS (for, and, nor, but, or, yet, so)

Subordinating (adverbial) conjunctions

- **Before she ate the porridge**, Goldilocks made sure nobody was home.
- You have to sneak up behind the rabbit **if you want to catch him**.
- Please clean up the kitchen **while** the cake is baking.
- She felt bad **because** he laughed at her.

Microstructure

Elaborated Noun Phrases
- …six mean and ugly robbers entered….

Mental and linguistic verbs
- knew, felt like, thought, decided to, said…

Adverbs
- When, after, because, if, since

Narrative Assessment Procedure (NAP)

Justice, Bowles, Pence and Gosse (2010)

Preschool children ages 3-5.

Designed to assess expressive language abilities in a narrative context using the wordless picture book "Frog Where are You?" (Mayer, 1969).

Children are asked to look at the pictures in the book and then tell a make-believe story (instructions for administration and scoring in the article)

Examines 18 items including sentence structure (compound, complex, negative, interrogative) phrase structure (elaborated noun phrase, compound noun, prepositional phrase), modifiers (adverbs), nouns and verbs in spontaneously generated stories.

Pence, Justice, Gosse, (2008)

Coders should be able to agree on 15 of 18 items and the total NAP score (18) on 3 consecutive master-coded videos

Total score possible = 54

Good inter-rater reliability for items (.75 for complex sentences - 1.00 for plurals, possessives, compound verbs, questions).

http://www.narrativeassessment.com/

Give suggestions in their manual for familiarization, practice and reliability

Examples of sentence structures, definitions and examples are provided in the manual
- Compound sentence, complex sentence, negatives, interrogatives, elaborated noun phrase, compound noun, prepositional phrases, adverbs, advanced modifiers, nouns, possessives, and verbs

You are coding for frequency of use (0, 1, 2, 3+) for each of 18 items

For modifiers, nouns or verbs you only code unique use

Unique use is not required for items in sentence and phrase structure categories

One day a little boy ..
he's be a frog.
And he is going to your bed.
The frog, he's going.
When he peeks up, the frog is not in the room.
He's calling to the frog.
The dog, he's going down.
He's calling to the frog.
Frog, Frog.
He's calling and calling.
Then the dog he's calling too.
The dog is running.
And he go up.
He's going to go down.
He says "Is it over there?"
The boy said "shhhh."
He over there.

Sentence structure

Compound - 0

Complex – 3+

Negative - 1

Interrogative - 1

One day a little boy ..
he's be a frog.
And he is going to your bed.
The frog, he's going.
When he peeks up, the frog is not in the room.
He's calling to the frog.
The dog, he's going down.
He's calling to the frog.
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Then the dog he's calling too.
The dog is running.
And he go up.
He's going to go down.
He says "Is it over there?"
The boy said "shhhh."
He over there.

Phrase structure

Elaborated noun phrase – 3+

Compound noun - 0

Prepositional phrase – 3+

One day a little boy ..
he's be a frog.
And he is going to your bed.
The frog, he's going.
When he peeks up, the frog is not in the room.
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The dog, he's going down.
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Then the dog he's calling too.
The dog is running.
And he go up.
He's going to go down.
He says "Is it over there?"
The boy said "shhhh."
He over there.

Modifiers

Adverb – 2

Advanced modifier - 0

One day a little boy ..
he's be a frog.
And he is going to your bed.
The frog, he's going.
When he peeks up, the frog is not in the room.
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He's going to go down.
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The boy said "shhhh."
He over there.

Nouns

Pluralized - 0

Possessive - 1

Tier two - 0

One day a little boy ..
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And he is going to your bed.
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When he peeks up, the frog is not in the room.
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He says "Is it over there?"
The boy said "shhhh."
He over there.

Verbs

Auxiliary verb + main verb – 3+

Irregular past tense - 0

Regular past - 0

Tier two - 0

Compound – 0

Total score: 18/54

The Narrative Scoring Scheme NSS; Heilmann, Miller, Nockerts & Dunaway, 2010

Designed to code:

introduction (setting, characters)
- The presence, absence, and qualitative depiction of character and setting components.

character development (main character, supporting characters, first person)
- The acknowledgment of characters and their significance throughout the story.

mental & emotional states
- Score based on the vocabulary used to convey charter emotions and through processes.

Oral retells generated from the wordless picture book Frog, Where Are You? (Mayer, 1969).

The Narrative Scoring Scheme NSS; Heilmann, Miller, Nockerts & Dunaway, 2010

Designed to code:

referencing (pronouns) & listener awareness
- Scores 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.

conflict/resolution & event/reaction (related to plot)
- Scores based on the presence or absence of conflict/resolutions and event/reactions required to express the story as well as how thoroughly each was described.

The Narrative Scoring Scheme NSS; Heilmann, Miller, Nockerts & Dunaway, 2010

Designed to code:

cohesion (logical order, smooth transitions)
- Scores based on the sequence of, details given to, and transitions between each event.

conclusion (story is clearly wrapped up)
- Scores are based on the conclusion of the final event as well as the wrap up of the entire story.

The Narrative Scoring Scheme (NSS; Heilmann, Miller, Nockerts & Dunaway, 2010)

Included in the SALT software

Items are coded as proficient (score of 5), emerging (score of 3), or minimal/immature (score of 1).

The scores for each characteristic can be considered individually or combined into a total composite score (highest possible score being 35).

Compare your sample to the database

- Narrative story retell database, TD students in primary through 6th grade
- Bilingual/Spanish-English story retell database, TD bilinguals grades K-3
- Bilingual/Spanish-English unique story database, TD bilinguals grades K-3
- Monolingual Spanish Story retell database consisting of Spanish samples from TD students in K-3

Narrative Sample NSS in SALT

One day a little boy
he's be a frog.
And he is going to your bed.
The frog, he's going.
When he peeks up, the frog is not in the room.
He's calling to the frog.
The dog, he's going down.
He's calling to the frog.
Frog, Frog.
He's calling and calling.
Then the dog he's calling too.
The dog is running.
And he go up.
He's going to go down.
He says "Is it over there?"
The boy said "shhhh."
He over there.

Introduction = Launches into the story without providing the setting (1). Characters are mentioned but no detail or description (3). I'll split the difference and give a (2) here.

Character development = inconsistent mention of involved or active characters (1)

Mental & emotional states = no use of mental state words to develop characters (1)

Referencing/listener awareness = inconsistent use of referents and antecedents (3)

Conflict resolution = Underdeveloped (3)

Cohesion – no use of smooth transitions (1)

Conclusion – some indication of an event (frog not in the room), and then finding the frog (he over there) but very unclear (1 or 2).

Total = 12 or 13

Bottom line: needs to work on all of these items.

Single scene (scored using NSS)

(Um) them are (um um) they was (um) they was (um) they ran away cause (they) they was (um) them out

I was talking about (them) them sea shells things

But they ran away and that girl right there she was not scared

But the boy told her, "run away!"

(And then) and then and (he) he said he waved at 'em

(And) and that woman smiled and a (um) and a man smiled

(And) and he took his puppy with 'em

But everybody was scared

They had to run away and go home.

Introduction: no mention of setting, main characters are mentioned with no detail or description (1 for setting, 3 for character = 2)

Character development: Inconsistent mention of involved or active characters (1)

Mental and emotional states: some use of evident mental state words to develop character (3)

Referencing/listener awareness: inconsistent use of referents and antecedents (3)

Conflict resolution/event reaction: Underdeveloped (3)

Cohesion: minimal detail for events, transitions unclear (3)

Conclusion: specific event concluded but no statement as to the conclusion of the story: (3)

Total: 18/35

NSS

introduction (setting, characters)

character development (main character, supporting characters, first person)

mental & emotional states

referencing (pronouns) & listener awareness

conflict/resolution & event/reaction (related to plot)

cohesion (logical order, smooth transitions)

conclusion (story is clearly wrapped up)

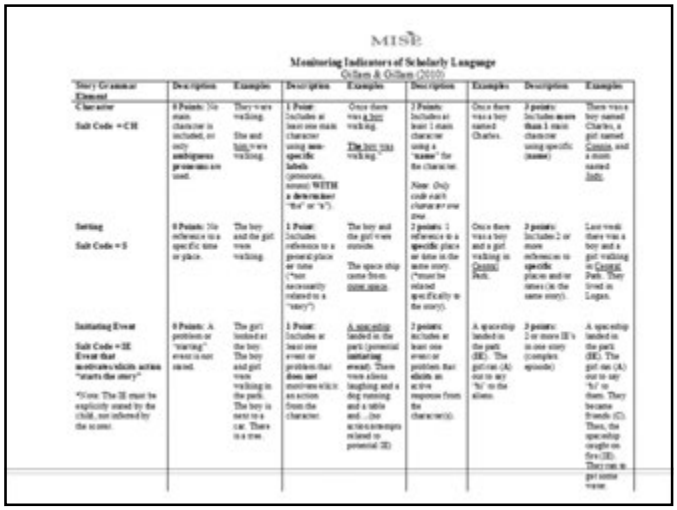
MISL Comprehensive Progress Monitoring Tool

Monitoring Indicators of Scholarly Language (MISL)

Spontaneously generated narratives elicited from a single picture prompt from the Test of Narrative Language-2 (TNL-2: Gillam & Pearson, 2017) for children ages 5-10.

Designed to measure growth in **macrostructure** (character, setting, initiating event, internal response, attempts, consequence) and **microstructure** (coordinating and subordinating conjunctions, adverbs, mental/linguistic verbs, elaborated noun phrases).

Easy to score

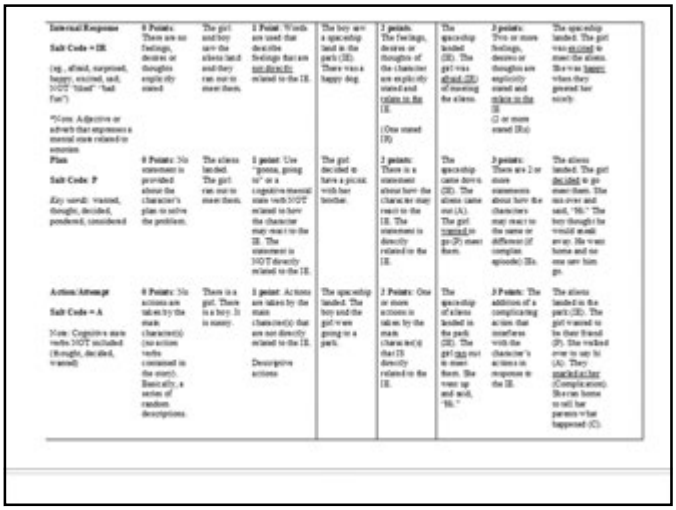


MISL

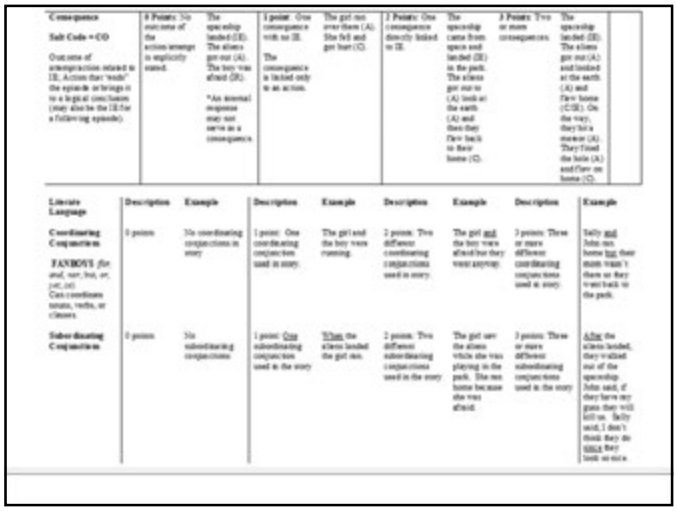
Monitoring Indicators of Scholarly Language

Gillam & Gillam (2010)

Story Grammar Element	Description	Examples	Description	Examples	Description	Examples	Description	Examples
Character **Salt Code = CH**	**0 Points:** No main character is included, or only **ambiguous pronouns** are used.	They were walking. She and him were walking.	**1 Point:** Includes at least one main character using **non-specific labels** (pronouns, nouns) **WITH a determiner** "the" or "a").	Once there was a boy walking. The boy was walking.*	**2 Points:** Includes at least 1 main character using a "**name**" for the character. *Note: Only code each character one time.*	Once there was a boy named Charles.	**3 points:** Includes **more than 1** main character using specific (**name**)	There was a boy named Charles, a girl named Cousin, and a mom named Judy.
Setting **Salt Code = S**	**0 Points:** No reference to a specific time or place.	The boy and the girl were walking.	**1 Point:** Includes reference to a general place or time ("not necessarily related to a "story")	The boy and the girl were outside. The space ship came from some space.	**2 points:** 1 reference to a **specific** place or time in the same story. ("must be related specifically to the story).	Once there was a boy and a girl walking in Central Park.	**3 points:** Includes 2 or more references to **specific** places and/or times (in the same story).	Last week there was a boy and a girl walking in Central Park. They lived in Logan.
Initiating Event **Salt Code = IE** **Event that motivates/elicits action "starts the story"** *Note: The IE must be explicitly stated by the child, not inferred by the scorer.	**0 Points:** A problem or "starting" event is not stated.	The girl looked at the boy. The boy and girl were walking in the park. The boy is next to a car. There is a tree.	**1 Point:** Includes at least one event or problem that **does not** motivate/elicit an action from the character.	A spaceship landed in the park (potential **initiating event**). There were aliens laughing and a dog running and a table and... (no action/attempts related to potential IE)	**2 points:** Includes at least one event or problem that **elicits** an active response from the character(s).	A spaceship landed in the park (IE). The girl ran (A) out to say "hi" to the aliens.	**3 points:** 2 or more IE's in one story (complex episode)	A spaceship landed in the park (IE). The girl ran (A) out to say "hi" to them. They became friends (C). Then, the spaceship caught on fire (IE). They ran to get some water.

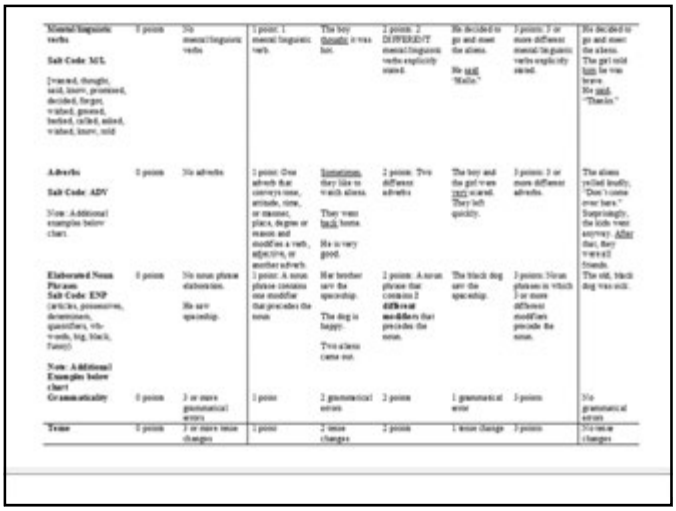


Internal Response **Salt Code = IR** (eg., afraid, surprised, happy, excited, sad, NOT "liked" "had fun") *Note: Adjective or adverb that expresses a mental state related to emotion.	**0 Points:** There are no feelings, desires or thoughts explicitly stated	The girl and boy saw the aliens land and they ran out to meet them.	**1 Point:** Words are used that describe feelings that are not directly related to the IE.	The boy saw a spaceship land in the park (IE). There was a happy dog.	**2 points:** The feelings, desires or thoughts of the character are explicitly stated and relate to the IE. (One stated IR)	The spaceship landed (IE). The girl was afraid (IR) of meeting the aliens.	**3 points:** Two or more feelings, desires or thoughts are explicitly stated and relate to the IE. (2 or more stated IRs)	The spaceship landed. The girl was excited to meet the aliens. She was happy when they greeted her nicely.
Plan **Salt Code: P** *Key words: wanted, thought, decided, pondered, considered*	**0 Points:** No statement is provided about the character's plan to solve the problem.	The aliens landed. The girl ran out to meet them.	**1 point:** Use "gonna, going to" or a cognitive mental state verb NOT related to how the character may react to the IE. The statement is NOT directly related to the IE.	The girl decided to have a picnic with her brother.	**2 points:** There is a statement about how the character may react to the IE. The statement is directly related to the IE.	The spaceship came down (IE). The aliens came out (A). The girl wanted to go (P) meet them.	**3 points:** There are 2 or more statements about how the characters may react to the same or different (if complex episode) IEs.	The aliens landed. The girl decided to go meet them. She ran over and said, "Hi." The boy thought he would mark away. He went home and no one saw him go.
Action/Attempt **Salt Code = A** *Note: Cognitive state verbs NOT included (thought, decided, wanted)*	**0 Points:** No actions are taken by the main character(s) (no action verbs contained in the story). Basically, a series of random descriptions.	There is a girl. There is a boy. It is sunny.	**1 point:** Actions are taken by the main character(s) that are not directly related to the IE. Descriptive actions	The spaceship landed. The boy and the girl were going to a park.	**2 Points:** One or more actions is taken by the main character(s) that IS directly related to the IE.	The spaceship of aliens landed in the park (IE). The girl ran out to meet them. She went up and said, "Hi."	**3 Points:** The addition of a complicating action that interferes with the character's actions in response to the IE.	The aliens landed in the park (IE). The girl wanted to be their friend (P). She walked over to say hi (A). They started a bar (Complication). She ran home to tell her parents what happened (C).



Consequence **Salt Code = CO** Outcome of emergence/action related to IE. Action that 'ends' the episode or brings it to a logical conclusion (may also be the IE for a following episode).	**0 Points:** No outcome of the action/attempt is explicitly stated.	The spaceship landed (IE). The aliens got out (A). The boy was afraid (IE). *An internal response may not serve as a consequence.	**1 point:** One consequence with no IE. The consequence is linked only to an action.	The girl ran over them (A). She fell and got hurt (C).	**2 Points:** One consequence directly linked to IE.	The spaceship came from space and landed (IE) in the park. The aliens got out to (A) look at the earth (A) and then they flew back to their home (C).	**3 Points:** Two or more consequences.	The spaceship landed (IE). The aliens got out (A) and looked at the earth (A) and flew home (CIE). On the way, they hit a meteor (A). They fixed the hole (A) and flew on home (C).	

Literate Language	**Description**	**Example**	**Description**	**Example**	**Description**	**Example**	**Description**	**Example**
Coordinating Conjunctions **FANBOYS** (*for, and, nor, but, or, yet, so*) Can coordinate nouns, verbs, or clauses	0 points	No coordinating conjunctions in story	1 point: One coordinating conjunction used in story.	The girl and the boy were running.	2 points: Two different coordinating conjunctions used in story.	The girl and the boy was afraid but they were anyway.	3 points: Three or more different coordinating conjunctions used in story.	Sally and John ran home but their mom wasn't there so they went back to the park.
Subordinating Conjunctions	0 points	No subordinating conjunctions	1 point: One subordinating conjunction used in the story	When the aliens landed the girl ran.	2 points: Two different subordinating conjunctions used in the story	The girl saw the aliens while she was playing in the park. She ran home because she was afraid.	3 points: Three or more different subordinating conjunctions used in the story	After the aliens landed, they walked out of the spaceship. John said, if they have any guns they will kill us. Sally said, I don't think they do since they look so nice.



Mental/linguistic verbs **Salt Code: ML** [warned, thought, said, knew, promised, decided, forgot, wished, greeted, barked, called, asked, wished, knew, told	0 points	No mental/linguistic verbs	1 point: 1 mental/linguistic verb.	The boy thought it was fun.	2 points: 2 DIFFERENT mental/linguistic verbs explicitly stated.	He decided to go and meet the aliens. He said 'Hello.'	3 points: 3 or more different mental/linguistic verbs explicitly stated.	He decided to go and meet the aliens. The girl told him he was brave. He said, "Thanks."
Adverbs **Salt Code: ADV** Note: Additional examples below chart.	0 points	No adverbs	1 point: One adverb that conveys tone, attitude, time, or manner, place, degree or reason and modifies a verb, adjective, or another adverb.	Sometimes, they like to watch aliens. They were back home. He is very good.	2 points: Two different adverbs	The boy and the girl were very scared. They left quickly.	3 points: 3 or more different adverbs.	The aliens yelled loudly, "Don't come over here." Surprisingly, the kids were anyway. After that, they were all friends.
Elaborated Noun Phrase **Salt Code: ENP** (articles, possessives, demonstrats, quantifiers, wh-words, big, black, funny) **Note: Additional Examples below chart**	0 points	No noun phrase elaboration. He saw spaceship.	1 point: A noun phrase contains one modifier that precedes the noun	Her brother saw the spaceship. The dog is happy. Two aliens came out.	2 points: A noun phrase that contains 2 **different modifiers** that precedes the noun.	The black dog saw the spaceship.	3 points: Noun phrases in which 3 or more different modifiers precede the noun.	The old, black dog was sick.
Grammaticality	0 points	3 or more grammatical errors	1 point	2 grammatical errors	2 points	1 grammatical error	3 points	No grammatical errors
Tense	0 points	3 or more tense changes	1 point	2 tense changes	2 points	1 tense change	3 points	No tense changes

Based on the research and contributions of many including: Anderson, 2010; Curenton & Justice, 2004; Greenhalgh & Strong, 2001; Hughes, McGilvrey & Schneider, 1997; Petersen, Gillam & Gillam, 2008; Pellegrini, 1985.
*Contributions from Michelle Merrill, Karen Turnbow, Brittney Lamb, Sara Hagood, Julise Sagar, Allie Hancock, Abbie Olszewski, Katie Squires, Hugo Segura, Natalie Nelson, Jack Hollett.
Date _____
Story used to elicit narrative _____
Total macrostructure score _____
Total microstructure score _____

Additional Examples of Microstructure elements (not an exhaustive list)

Coordinating conjunctions may include *and, and then, then, for, or, yet, but, nor,* and *so*. They may coordinate nouns in a noun phrase (The boy and the girl), verbs in a verb phrase (They were running and playing) or clauses (The boy ran back home but he got there too late.)

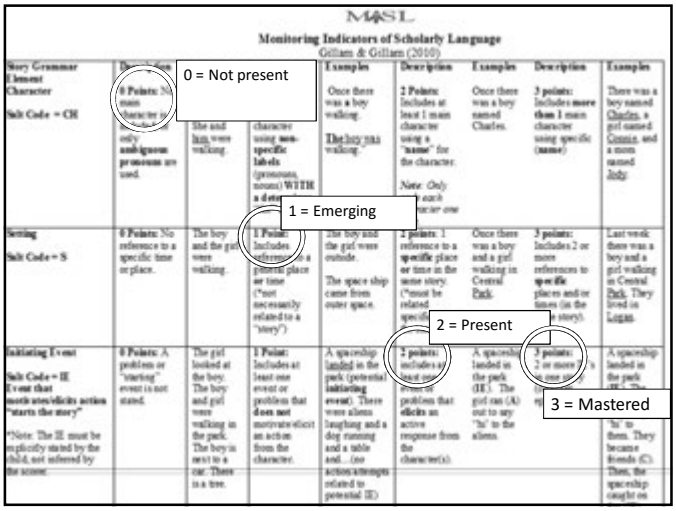
Subordinating conjunctions include *after, although, as, because, if, for, like, once, since, that (but that, in that, in order that, such that), unless, when, where, while*. These words set up a hierarchical relationship between clauses. You must have 2 clauses to have a subordinating conjunction. "That" in the sentence, "I saw that." is not subordinating. "That" in the sentence, "I saw that you really liked him." is subordinating.

Adverbs may relate to time (e.g. *all of a sudden, suddenly, again, now, tomorrow, yesterday*), manner (e.g. *somehow, well, slowly, accidentally*), degree (e.g. *very, almost, barely, much*), place (*here, outside, above, right there*), number (first, second) and affirmation or negation (e.g. *definitely, really, never, not*).

Elaborated Noun Phrase: An ENP is a group of words comprising a noun at its head and one or more modifiers providing additional information about the noun. Modifiers may include articles (e.g. *a, an, the*), possessives (e.g. *my, his, their*), demonstratives (e.g. *this, that, those*), quantifiers (e.g. *every, each, some*), wh-words (e.g. *what, which, whichever*), and true adjectives (e.g. *tall, long, ugly*).

Simple elaborated noun phrases consist of a single modifier and a noun. Examples include *one day, big doggy* (adjective + noun), *that girl* (determiner + noun), and *those ones* (demonstrative + noun). Complex elaborated noun phrase (CENP): CENPs consist of two or more modifiers and a noun. Examples include *big red house* (adjective + adjective + noun), *a tall tree* (article + adjective + noun), and *some mean boys* (quantifier + adjective + noun).

Mental and Linguistic Verb: Mental verbs may include *think, know, believe, imagine, feel, consider, suppose, decide, forget,* and *remember*. Linguistic verbs may include *read, write, say, tell, speak, shout, answer, call, reply, whisper,* and *yell.*



MAST

Monitoring Indicators of Scholarly Language

Gillam & Gillam (2010)

Story Grammar Element **Character** **Salt Code = CH**	**0 Points:** No main character is mentioned or only **ambiguous pronouns** are used.	The boy and [illegible] were walking.	1 Point: Includes at least one **non-specific labels** (pronouns, nouns) **WITH** a det[illegible] character.	**Examples** Once there was a boy walking. **The** boy was walking.	**2 Points:** Includes at least 1 main character using a **"name"** for the character. *Note: Only* [illegible] *each character one time.*	**Examples** Once there was a boy named Charles.	**3 points:** Includes **more than** 1 main character using specific (**name**)	**Examples** There was a boy named Charles, a girl named Connie, and a mom named Judy.
Setting **Salt Code = S**	**0 Points:** No reference to a specific time or place.	The boy and the girl were walking.	1 Point: Includes reference to a general place or time (*not necessarily related to a "story")	The boy and the girl were outside. The space ship came from outer space.	2 points: 1 reference to a **specific** place **or** time in the same story. (*must be related [illegible]	Once there was a boy and a girl walking in Central Park.	3 points: Includes 2 or more references to **specific** places and/or times (in the [illegible] story).	Last week there was a boy and a girl walking in Central Park. They lived on Logan.
Initiating Event **Salt Code = IE** **Event that motivates/elicits action "starts the story"** *Note: The IE must be explicitly stated by the child, not inferred by the scorer.	**0 Points:** A problem or "starting" event is not stated.	The girl looked at the boy. The boy and girl were walking in the park. The boy is next to a car. There is a tree.	1 Point: Includes at least one event or problem that **does not** motivate/elicit an action from the character.	A spaceship landed in the park (potential **initiating event**). There were aliens laughing and a dog running and a table and…(no action/attempts related to potential IE)	2 points: Includes at least one [illegible] problem that **elicits** an active response from the character(s).	A spaceship landed in the park (IE). The girl ran (A) out to say 'hi' to the aliens.	3 points: 2 or more [illegible] to one another.	A spaceship landed in the park. The [illegible] 'hi' to them. They became friends (C). Then, the spaceship caught on [illegible]

0 = Not present

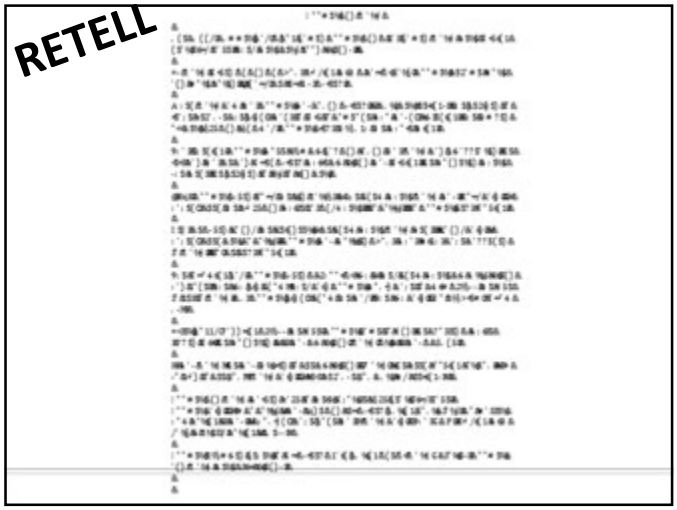
1 = Emerging

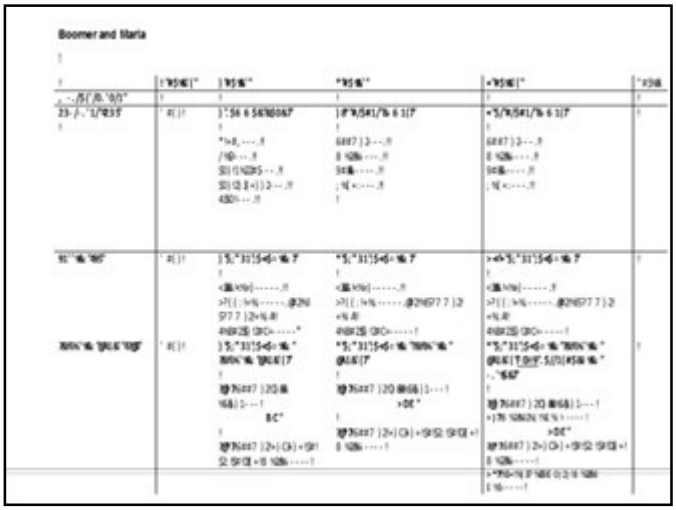
2 = Present

3 = Mastered

Boomer and Marla

RETELL





Retells with rubrics

- Hummingbird Adventure
- Wesley and the Weasel
- A Day in the Snow
- Dolphin Story
- Eagle's Diamond Ring
- Pink Smoke
- The Soccer Team
- Grasshopper and Ghost
- The Egg
- New Friends at the Park
- Little Red Fireball
- Practicing for the School Play
- Fireman in Trouble
- Two Hungry Bears
- Steve the Builder
- The Bear Lake Dog
- Becky and the Small Kitten
- The Kraken

Anchor Standards: Key Ideas and Details	MISL Item
CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.3.1 Ask and answer to demonstrate understanding of a text, referring explicitly to the text as the basis for answers	Key details = individual scores for each story element (macrostructure scale) Who = character score; What = take-off score Where = setting score; When = setting score and coordinated conjunction score; Why = plan & action scores and subordinated conjunction score; How = action and adverb scores
CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables and folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Retelling/recounting/Key details = total macrostructure score Central message, lesson, moral = take off + action + landing; feeling, subordinated conjunction & mental verb scores Explain how = subordinated conjunction and adverb scores; take-off, internal response, plan, attempt, and landing.
CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure CCSS.ELA-Literacy.W.2.3 Write narratives in which students recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Recount 2 or more sequenced events = take off + action + landing (scores of 3) Details = take off + action + landing, individual macrostructure element scores; adverb score Temporal words = coordinating conjunctions score Closure = landing score Thoughts = feelings and mental verb scores Linking words and phrases = coordinating and subordinating conjunctions scores

MISL

David and Amber was having a picnic at the woods

And them saw a ship coming

And them hid behind the bushes

And them peeked over the bushes

Them saw people coming out

and it looked like them

but David said "they might be aliens"

"Come on let's go say hi to them"

"Uh huh I'm not going you can go"

The end

Character – 3 (David & Amber)

Setting – 1 (woods)

IE – 2 (ship coming)

IR - 0

Plan - 0

Attempt – hid, peeked no complication (2)

Consequence - 0

David and Amber was having a picnic at the woods

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you can go"

The end

Coordinating conjunctions – and, but -2

Subordinating conjunctions – 0

Mental state verbs – 0

Linguistic verbs – said, say 2

Adverbs – out, like 2

Elaborated noun phrases - 1

Total = 15

Holistic scoring

In addition to determining the macrostructure and microstructure elements that are important for creating a cohesive, complete story, it is important to judge the aesthetic quality of the story as well

The story can contain all of the macrostructure & microstructure elements and still be disorganized and unclear, and contain unnecessary information

This is particularly true for students with Autism Spectrum Disorder.

Scoring Example

There once was a twelve year old Melissa Wilson had been working on how to practice soccer and football.
Her most favorite was soccer.
She used to play with her best friend Ung he was named after his head.
His parents thought that it was a great name for him because he was born without any hair.
So they named him Ung, known for the boy, the last avatar or known as the last air bender.
Melissa was practicing on her soccer lesson, then Ung suddenly fell down and just broke his leg
Then she tried to run past, and she jumped way over him
And she almost tripped, but she didn't trip.
And then Melissa suddenly tripped when she made a goal, and she won the game
It was the actual game.
So Melissa helped the wounded boy as he was going to be driven to the hospital

Holistic Scoring for Organization & Clarity

McFadden & Gillam, (1996). An examination of the quality of narratives produced by children with language disorders, LSHSS, 27, 48-56

Students were asked to produce 3 narratives using picture stimuli: a nature scene, a portrait, and a an outdoor action picture

Anchor stories were selected from a corpus of narratives (Appendix) to represent weak, adequate, good, and strong narratives for scoring

The goal is for the student to be able to produce a **strong** narrative

Weak = 1

Poorly organized, uncaptivating

Adequate = 2

An event recount without a central climax a bare bones narrative with no elaboration, a narrative without an ending or a confusing narrative with strong descriptive segments

Good = 3

Captivating stories that contained problems and resolutions, may have had some organizational difficulties

Strong = 4

Easily understood clear, integrated story line, elaboration, interesting word choices climax twists

Average the holistic scores from the 3 stories to determine the final score

Scoring Example

There once was a twelve year old Melissa Wilson had been working on how to practice soccer and football (ungrammatical)

Her most favorite was soccer.

She used to play with her best friend Ung, he was named after his head.

His parents thought that it was a great name for him because he was born without any hair.

So they named him Ung, known for the boy, the last avatar or known as the last air bender. (too much detail)

Melissa was practicing on her soccer lesson, then Ung suddenly fell down and just broke his leg.

Then she tried to run past, and she jumped way over him.

And she almost tripped, but she didn't trip.

And then Melissa suddenly tripped when she made a goal, and she won the game

It was the actual game. (too much detail)

So Melissa helped the wounded boy as he was going to be driven to the hospital

Adequate: ~~An event recount without a central climax a bare bones narrative with no elaboration, a narrative without an ending~~ or a confusing narrative with strong descriptive segments

Good: ~~Captivating stories~~ that contained problems and resolutions, may have had some organizational difficulties

TNL-2

Story

23. Story makes sense
- 0 Two or more statements do not make sense or are out of sequence.
- 1 One statement does not make sense or is out of sequence.
- 2 All statements make sense.

24. Story is complete or complex
- 0 Incomplete—missing a beginning, actions, or an ending
- 1 Complete—has a beginning, middle and ending
- 2 A complex story with elaboration that goes beyond what is pictured

The TNL-2 has items that address holistic scoring in 3 progressively more difficult contexts: McDonald's retell, the Late for School, and the Aliens prompts

This would allow the clinician to determine whether the student needed to work in retell, sequenced picture or single scene prompts.

After the student was producing narratives that were complex and contained sentences that made sense, he or she could move up to the next more difficult context (from retell to sequenced pictures)

When monitoring progress consider:

Macrostructure goal: Work on stabilizing the use of story elements and causal framework to create a clear story that contains a basic episode with sufficient but not too much detail.

Plan:

Context for monitoring progress: Sequenced pictures

Present level of performance: Story contains all the macrostructure and many of the microstructure elements. Very disorganized, too much information, rambling.

Scaffolding:Use graphic organizer, pictographic planning, video modelling to help student identify when story is disorganized, contains too much elaboration, too many details.

Strategies: Teach student to use editing rubric to rate other stories and to judge his or her own stories

Next Steps: When stable, move to single scenes with obvious initiating event to practice skills in more difficult context. Then to single scenes with no OII. Then, story starters**…Success**

Our MISL was designed for analyzing spontaneous stories

Is it psychometrically adequate?

- Examined two single picture contexts: modeled, spontaneous

To examine the usefulness of the MISL as a progress monitoring tool for narrative language in **school-age children**

Classroom based study

Examine whether MISL has basic psychometric adequacy in 2 elicitation contexts (modeled spontaneous, spontaneous)

- Examine whether MISL had potential for capturing incremental differences in performance between experimental and control groups?
- Use MISL to measure outcomes of intervention between experimental and control groups

Gillam, Olszewski, & Fargo & Gillam, 2014. Classroom based narrative and vocabulary instruction: results of an early-stage nonrandomized comparison study. LSHSS, 45, 204-219.)

Classroom Study

506 students (K-5th)

75% eligible free or reduced lunch

86% minority students

12% special education services

12% English language learners

Participants

	Control	Treatment
Students	20	21
Boys	10	9
Girls	10	12
Bilingual (Spanish and English)	7 (3 boys, 4 girls)	7 (3 boys, 4 girls)
Attrition	3 girls (2 bilingual)	0

Method

Children in one first grade class received narrative language intervention

- 3 times per week, 6 weeks
- SLP & classroom teacher

Children in the other first grade class received their typical instruction

- 3 times per week, 6 weeks, an undergraduate student in SLP assisted the teacher in the classroom

Progress Monitoring plan

Children were asked to tell stories prior to the start of intervention, 2 weeks into the intervention, and after 6 weeks of intervention

Children were also given the Test of Narrative Language prior to and after intervention

The MISL was used to score a modeled story (from the TNL) and a series of single scenes (no model)

Stimuli

Modeled Context

I'm going to tell you a story that goes with this picture. After that, I'll ask you questions about my story. Then, I'll show you a picture for you to make up a story about. Try to make your story even better than mine.

Stimuli

Single Scene (Aliens)

52

Spontaneous (Generalization) Testing Procedure

Directions: I am going to show you a picture. I want you to tell me a story about this picture. Stories have a beginning, middle, and end. Tell me the best story you can.

Prompting allowed:

"How does your story start?"

"Do you want to tell me more?"

"Is that all?"

Stimuli

Single Scenes

Spontaneous context Scene Order

Transcription

Each audio recorded story was transcribed using (Systematic Analysis of Language Transcription (SALT: Miller, 2008)

Prior to conducting analyses for the psychometric adequacy of the MISL, the single scenes used to elicit spontaneous narratives were compared for equivalency.

ANOVA indicated there were no significant differences between the scenes in terms of language productivity for MLU $F(2,27)= .96$, $p=.40$, NDW $F(2,27)=2.36$, $p=.11$, NTW $F(2,27)=1.91$, $p=.17$.

Factor	Findings (Value Added; Typical or At-risk Children)	Relevance
Internal Consistency	Macrostructure Modeled single scene; α = .69 & *α = .80 (w grammaticality & tense OUT).* Spontaneous single scene; α = .68 Microstructure Modeled single scene; α = .64 & *α = . 76 (with grammaticality & tense OUT)* Spontaneous single scene; α = .68	ms in each "subtest" & micro) trated reasonable internal consistency; measuring similar construct
Inter-rater reliability	Point by point agreement between raters = 90% or greater	**e scored and reliably** by multiple raters
Sensitivity to change	F (2, 66) = 2.39, *p* = .10, partial eta = .0 effect)	**h i ed** ed controls did not.

> .70

>.80

Large Effect

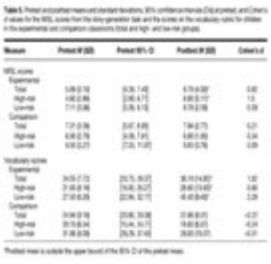
43 children attending 2, first-grade classrooms participated in the study.

Children in each classroom were divided into high- and low-risk subgroups on the basis of their performance on a narrative test.

Narrative and vocabulary instruction was provided by an SLP in 1 classroom for three 30-min periods per week for 6 weeks.

Table 1. Narrative and vocabulary scores at pretest for high- and low-risk children in the experimental and comparison classrooms.

Measure	Experimental *M* (*SD*)	Comparison *M* (*SD*)	*p*
Narrative			
TNL			
Total	87.00 (18.26)	86.42 (15.34)	.915
High risk	72.82 (9.96)	77.75 (10.27)	
Low risk	101.50 (13.58)	101.29 (10.23)	
MSL			
Total	5.60 (3.33)	6.74 (3.36)	.294
High risk	4.36 (3.08)	5.67 (2.64)	
Low risk	7.11 (3.06)	8.57 (3.87)	
Vocabulary			
Total	24.55 (7.72)	24.32 (8.86)	.930
High risk	21.60 (8.18)	19.92 (5.90)	
Low risk	27.50 (6.26)	31.86 (8.09)	



The children in the experimental classroom made **clinically significant improvements on narrative measures**; children in the comparison classroom did not.

Within the children in the experimental classroom, the high-risk subgroup demonstrated greater gains in narration than children in the low-risk subgroup. There were no subgroup differences in the comparison classroom.

These tools should help you:

1. Evaluate individual response to inte n ✓
2. Intervention effectiveness ✓
3. Compare intervention
   - approaches
   - intensity
   - group v. individual

Progress-monitoring must measure systematic, incremental change in response to instruction.

- MISL
  - Narration (oral, written)
  - Story comprehension
  - Vocabulary

It must also be associated with eventual GAIN on standardized measures and/or measures of academic achievement

SLPs have knowledge and skills to design and implement PM measures in collaboration with school personnel & make judgments about the efficacy and effectiveness of the instruction being provided