



# Multilingual Assessment Instrument for Narratives (MAIN)

Gagarina et al. (2019). MAIN: Multilingual assessment instrument for narratives – Revised. *ZAS Papers in Linguistics* 63, 1-39.

*Adapted for Dynamic Assessment by Wendy Meyer, SLPD, CCC-SLP*

The MAIN-DA is intended primarily for children from 5 to 10 years old. It assesses production of narratives.

This protocol uses the DOG/CAT story sets.

### Materials Needed:

- 2 picture sequences: Dog and Cat
- Recording equipment (audio or video)
- Scoring protocol for the MAIN-DA

This Narrative Dynamic Assessment takes 30-45 minutes to administer and score.

- Make sure that you have thoroughly familiarized yourself with the story protocols and the directions. Dynamic assessment uses a test-teach-retest format. TEST (Dog story) – TEACH (Dog story) – RETEST (Cat story).
- If you choose to audio record the child, prepare the equipment for recording the session. Make sure that you record the entire session. Prepare visual cues as needed.
- The warming-up phase includes talking with the child, establishing rapport and asking questions to ensure that the child is able to understand simple wh-questions. For example: *Who is your best friend? What do you like to watch on TV? What are your favorite games?*
- Make sure the two envelopes containing parallel stories (Dog and Cat) are on the table before the assessment begins. If using the PowerPoint format, have the digital stories prepared on a laptop or iPad for viewing. Stories can be downloaded here: <https://main.leibniz-zas.de/>
- Administer the assessment according to the instructions in the story protocol. Please adhere to these recommendations for prompting during the child’s story retell:
  - Don’t start the story for the child. Encourage the child to tell the story by him/herself by saying: *“Tell me the story”* (point to picture 1).
  - Give prompts only after waiting at least 10 seconds and only when it appears that the child is not going to say anything. Only then should the child be prompted, by saying, *“Okay...”, “Well...”, “Your turn...”, “Tell me what is happening”*.
  - If the child is silent in the middle of the story, encourage her/him: *“Anything else?”, “What else?”, “Tell me more”, “What else happens in the story?”*.
  - It does not matter how the child refers to the protagonists during the narration; do not correct the child. If the child cannot find the word for an action, protagonist, etc. and seems stuck or asks for help, encourage her/him by saying *“You can call it anything you like”, “What would you call it?”*.
- During the retell, refrain from asking questions such as:
  - *“What is he doing here?”, “Who is running?”*
  - *“What’s this?”, “What/who do you see in the picture?”*
- If the child starts telling a story from his/her own experiences, e.g. *“I saw a bird in the morning”* or *“I have a dog...”*, give the child some time to talk about his/her own experience and then gently ask them to tell the story in the pictures. (Exclude this irrelevant part of the narration from the analysis.)
- Based on your previous experience and cultural environment, you may want to give a word of encouragement, e.g. *“Good”, “Fine”*, after each pair of pictures (and before unfolding/viewing the next pair).

Child’s name: \_\_\_\_\_

Primary Language: \_\_\_\_\_

Language(s) spoken in the home: \_\_\_\_\_

Examiner: \_\_\_\_\_

Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_

Date Tested \_\_\_\_\_

Date of Birth \_\_\_\_\_

Chronological Age \_\_\_\_\_

### Modifiability

What impressions do you have of the child’s learning potential when given guided support (modifiability)? Refer to scores on page 7.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**High** modifiability: Do not suspect Developmental Language Disorder

**Low** modifiability: Suspect Developmental Language Disorder

### Analysis of Pretest/Posttest Change

Macrostructure components	Dog (page 4)	Cat (page 10)	Change
Story Structure Score			
Number of Internal State Terms			
Structural Complexity (longest sequence)			

What impressions do you have about the child’s narrative retell change from pretest to posttest?

\_\_\_\_\_

\_\_\_\_\_

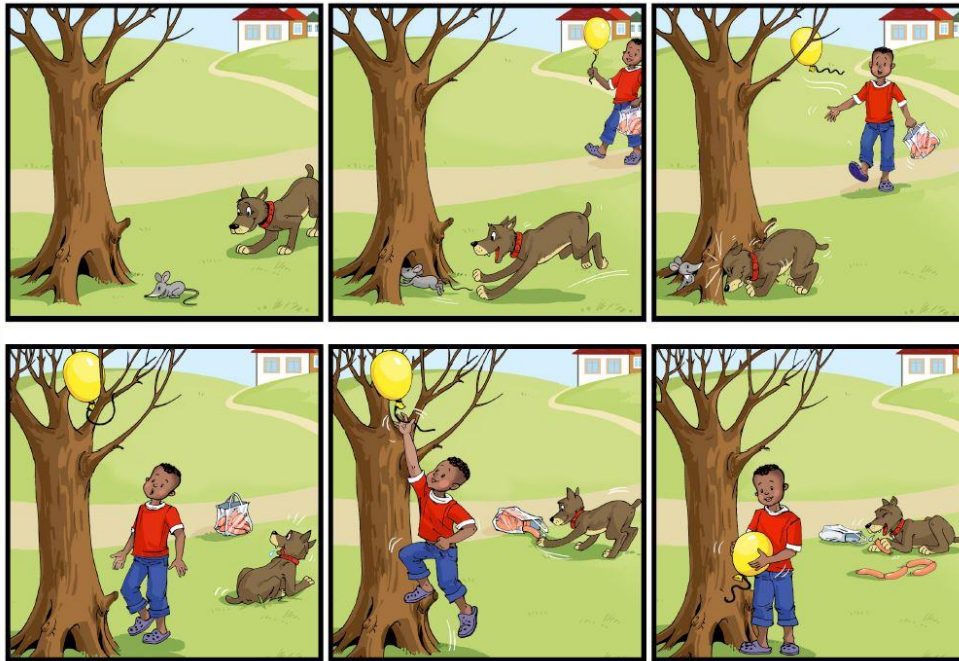
\_\_\_\_\_

## TESTING PHASE

### 1 Examiner tells the story

Each story begins with a setting statement, which gives time and place and introduces the protagonist. This component is followed by three episodes. Each episode consists of i) a goal statement for the protagonist, ii) an attempt by the protagonist to reach the goal, iii) an outcome of the attempt in terms of the goal, and iv) internal states which initiate the goal and also express reactions.

Gagarina et al., (2012). MAIN: Multilingual assessment instrument for narratives. ZAS Papers in Linguistics 56, 1-140.



#### Instructions for telling DOG (Total number of words: 174)

- Sit opposite the child. Look, here are 2 envelopes. We are going to start with this one. I'll tell you the other one later. Unfold the pictures so the whole story is visible. First look at the whole story. (pause) Listen carefully while I tell you the story. When I'm finished, you are going to tell me the story. Are you ready?
- Unfold picture 1 and 2. The story starts here (point to picture 1). One day there was a *playful* dog who saw a grey mouse sitting near a tree. He leaped forward because he wanted to catch it. Meanwhile, a *cheerful* boy was coming back from shopping with a bag and a balloon in his hands. He *looked* at the dog chasing the mouse.
- Unfold picture 3 and 4 (so that all pictures from 1 to 4 are visible). The mouse ran away quickly and the dog bumped into the tree. He *hurt* himself and was very *angry*. The boy was *so startled* that the balloon slipped out of his hand. When he *saw* his balloon flying into the tree, he *cried*: "Oh no, there goes my balloon!" He was *sad* and wanted to get his balloon back. Meanwhile, the dog *noticed* the boy's bag and *thought*: "I want to grab a sausage."
- Unfold picture 5 and 6 (so that pictures from 1 to 6 are now visible). At the same time, the boy began pulling his balloon out of the tree. He did not *notice* that the dog was grabbing a sausage. In the end, the dog was very *pleased* to eat such a tasty sausage and the boy was *happy* to have his balloon back. And that is the end of the story.

Story structure components and internal state terms are marked as:  
goal    attempt    outcome    *internal state terms*

# TESTING PHASE

## 2 Child re-tells the story independently

Unfold/View the pictures so that the first 2 pictures are visible. **Now it's your turn to tell the story. Look at the pictures and try to tell the best story you can.** When the child has finished telling the first 2 pictures, unfold the next two. Repeat the process until you have reached the end of the story. When the child has finished, praise the child. Score the protocol.

STORY ELEMENTS	CORRECT RESPONSES	SCORE	STORY ELEMENTS	CORRECT RESPONSES	SCORE
<i>Setting</i>	Time and/ or place reference, e.g. once upon a time/ one day/ long ago... in a forest/ in a park/ in a meadow/ in a field/ by a tree/ near a tree/ by the road	0 1 2*	<i>Episode 2: BOY</i>		
	*Two points for reference to both time and place		IST as initiating event	<b>Boy</b> was sad/ unhappy/ worried about his balloon <b>Boy</b> saw the balloon in the tree	0 1
			Goal	<b>Boy</b> decided/ wanted to get his balloon back (In order) to + VERB (get) back	0 1
			Attempt	<b>Boy</b> was/is pulling/ tried to pull the balloon down from the tree <b>Boy</b> jumped after the balloon/ reached for (the balloon) was/is climbing (the tree)	0 1
<i>Episode 1: DOG/MOUSE</i>			Outcome	<b>Boy</b> got his balloon back/ again <b>Balloon</b> was saved	0 1
IST as initiating event	<b>Dog</b> was playful/ curious <b>Dog</b> saw a mouse	0 1	IST as reaction	<b>Boy</b> was glad/ happy/ satisfied/ pleased/ relieved (to get/have his balloon back)	0 1
Goal	<b>Dog</b> wanted to catch/ get/ chase the mouse/ play with the mouse (In order) to + VERB (catch, get, play with)	0 1	<i>Episode 3: DOG</i>		
Attempt	<b>Dog</b> jumped forward/ up <b>Dog</b> chased/ started to chase <b>Dog</b> tried to + VERB (catch, get, grab, take)	0 1	IST initiating event	<b>Dog</b> saw/ noticed the sausages (in the bag) <b>Dog</b> was hungry/ curious/ keen on the sausages	0 1
Outcome	<b>Dog</b> bumped his head/ bumped into the tree/ did not get the mouse/ was not quick enough <b>Mouse</b> escaped/ ran behind the tree/ was too quick	0 1	Goal	<b>Dog</b> wanted/ decided to get/ grab/ eat/ have/ steal the sausages (In order) to + VERB (eat, get)	0 1
IST as reaction	<b>Dog</b> was disappointed/ angry/ hurt <b>Mouse</b> was happy/ glad/ relieved	0 1	Attempt	<b>Dog</b> was/is grabbing/pulling/stealing the sausages <b>Dog</b> grabs/pulls/takes the sausages (out of the bag)/ reached for the sausages <b>Dog</b> tried to + VERB (get, take)	0 1
			Outcome	<b>Dog</b> ate/ got the sausages	0 1
			IST as reaction	<b>Dog</b> was satisfied/glad/pleased/happy/not hungry	0 1

**Important:** The list of options on the *Story Structure* protocol is not exhaustive. Credit is given when a macrostructure component (Goal, Attempt, Outcome, Internal State term) is expressed by any appropriate wording.

# ANALYSIS OF TESTING PHASE (DOG)

**#1** Total the number of story structure elements included by the child.

**#2** Total the number of internal state terms used by the child (examples below are not exhaustive).

**#3** For all three episodes, count the number of single goals stated by the child, the number of goal + attempt statements by the child, the number of goal + outcome statements by the child, the number of attempt + outcome statements by the child, and the number of goal + attempt + outcome statements by the child. Determine the child's longest structure used.

**#1 Total Story Structure score in the Dog story (Max 17):** \_\_\_\_\_

**#2 Internal State Terms (IST) used during story re-tell**

Perceptual state terms (e.g., see, hear, feel, smell): \_\_\_\_\_

Physiological state terms (e.g., hungry, hurt, sore, tired): \_\_\_\_\_

Consciousness terms (e.g., alive, awake, asleep): \_\_\_\_\_

Emotion terms (e.g. happy, scared, angry, worried, proud, brave, surprised):  
\_\_\_\_\_

Mental verbs (e.g., want, think, know, forget, decide, believe, make a plan):  
\_\_\_\_\_

Linguistic verbs/verbs of saying/telling (e.g., say, call, shout, warn, ask):  
\_\_\_\_\_

**TOTAL ISTs used in the Dog story:** \_\_\_\_\_

Episodes within the stories are classified into one of three levels of **structural complexity**: (1) sequences (where no goal statement has been generated), (2) incomplete episodes (which include a goal (G) statement, but lack a complete GAO structure due to omission of an attempt (A) or outcome (O), and (3) complete episodes (which include all three GAO components).

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**#3 Structural complexity in the Dog story**

Number of single Goals (score of 1)	(Max 3)
Number of Goal-Attempt sequences (score of 1)	(Max 3)
Number of Goal-Outcome sequences (score of 1)	(Max 3)
Number of Attempt-Outcome sequences (score of 1)	(Max 3)
Number of Goal-Attempt-Outcome sequences (score of 1)	(Max 3)

**Structural Complexity (longest sequence):** \_\_\_\_\_

(i.e., G; G-A; G-O; A-O; G-A-O)

# OPTIONAL: COMPREHENSION QUESTIONS

Optional

## Child answers comprehension questions

When the child has finished retelling the story, introduce the comprehension questions. **Now I am going to ask you some questions about the story.**  
When asking the comprehension questions, keep the picture sequences unfolded and fully visible to the child. Answers below are not exhaustive.

### Warm-up question, not scored

Did you like the story?

**CORRECT**

**INCORRECT**

**SCORE**

**CORRECT**

**INCORRECT**

**SCORE**

*(point to pictures 1-2)*

**1. Why does the dog jump/ leap forward?**

Wants to get/ catch/ chase the mouse/  
to play with the mouse

Wants the mouse  
(In order) to + VERB (get, take) the mouse

Other: \_\_\_\_\_

Is leaving/ running/ wanted to jump  
Dogs are always jumpy

0 1

**6. Why do you think that the boy is feeling good/ happy etc.?**

*(Use the same IST provided by the child in response to #5)*

Has/ got the balloon back  
Could/ was able to + VERB (get, take)  
the balloon

Other: \_\_\_\_\_

He is smiling/ he looks like that/  
he is standing  
or other inappropriate answer

0 1

*(point to picture 3)*

**2. How does the dog feel? (IST as reaction)**

Angry/ bad/ disappointed/ hurt/ in pain/  
not good/ not comfortable

Other: \_\_\_\_\_

Good/ happy

0 1

*(point to picture 5)*

**7. Why does the dog grab the sausages? (Goal)**

Decided/ wants to eat/ have/ steal sausages/  
Takes the chance/ opportunity when the boy  
is not looking

Didn't get the mouse/ couldn't get/ take the mouse  
Dogs like sausages/ meat (generic meaning)  
Sausages are tasty/yummy

Other: \_\_\_\_\_

Wants to play with the bag

0 1

**3. Why do you think that the dog is feeling angry/ disappointed/ hurt etc.?**

*(Use the same IST provided by the child in response to #2)*

Couldn't catch the mouse/  
he bumped his head/ bumped into the tree  
It hurts when you bump into a/the tree  
The mouse escaped/ got away

Other: \_\_\_\_\_

Inappropriate/ irrelevant answer

0 1

*(point to picture 6)*

**8. Imagine that the boy sees the dog. How does the boy feel? (IST as reaction)**

Bad/ angry/ sad/ mad / not good

Good/ fine/ happy/ satisfied/ pleased

Other: \_\_\_\_\_

0 1

*(point to picture 5)*

**4. Why does the boy jump/ leap upwards? (Goal)**

Wants to get/ take his balloon (back)

Wants his balloon (back)  
(In order) to + VERB (get, take) his balloon (back)

Other: \_\_\_\_\_

To climb the tree/ climb trees

0 1

**9. Why do you think that the boy feels bad/ angry/ mad etc.?**

*(Use the same IST provided by the child in response to #8)*

Dog ate/ is eating/ took/  
has taken his sausages

Boy wanted to eat/ have the sausages (himself)  
They were the boy's sausages

Other: \_\_\_\_\_

Inappropriate answer

0 1

*(point to picture 6)*

**5. How does the boy feel? (IST as reaction)**

Good/ fine/ happy/ satisfied/ pleased

Other: \_\_\_\_\_

Bad/ angry/ mad/ sad

0 1

**10. Will the boy be friends with the dog? Why?**

No - give at least one reason  
(dog ate/ stole the sausages)  
Any other appropriate answer

Other: \_\_\_\_\_

Yes/ I don't know/  
other irrelevant answer

0 1

## Mediated Learning Experience (MLE)

- **IDENTIFY** areas of weakness from the testing phase to determine **the focus of the teaching phase (MLE)**:

- \_\_\_ omission of time reference (e.g., once upon a time/one day)
- \_\_\_ omission of setting/location (e.g., in the water/in a field/by the pond)
- \_\_\_ omission of the problem
- \_\_\_ omission of the solution
- \_\_\_ omission of a character's goal
- \_\_\_ omission of a character's attempt
- \_\_\_ omission of a character's outcome
- \_\_\_ incomplete goal-attempt-outcome episodes

### Limited number of Internal State Terms (IST):

- \_\_\_ perceptual state terms (e.g., see, hear, feel, smell)
- \_\_\_ physiological state terms (e.g., hungry, hurt, sore, tired)
- \_\_\_ consciousness terms (e.g., alive, awake, asleep)
- \_\_\_ emotion terms (e.g. happy, scared, brave, (feel) safe, surprised)
- \_\_\_ mental verbs (e.g., want, think, decide, wonder, make a plan)
- \_\_\_ linguistic verbs of saying/telling (e.g., say, call, shout, warn, ask)

- **TEACH** the components of story-telling based on the child's areas of weakness noted above.
- **USE** visual cues as needed (e.g., story-telling icons, "Five Finger Retell", graphic organizer, etc.).

## Child Modifiability

- **MODIFIABILITY**: Throughout the interactive teaching and learning period, the examiner should **attend to the level of responsiveness and ease** with which the child grasps the concepts being taught:
  - HIGH child responsiveness + minimal examiner effort= HIGH modifiability
  - LOW child responsiveness + maximal examiner effort= LOW modifiability
- **SCORE** the following areas **during the MLE**:
  - **Task Orientation**- The task is storytelling. Does the child understand the task they are being asked to do?
  - **Metacognition**- Children who are aware of what they understand and what they do not understand use strategies to help themselves (e.g., inferencing, making personal connections, revisions, problem solving, self-correcting, etc.).
  - **Compliance**- Level of cooperation through verbalization and/or body language. This may overlap with other areas of child modifiability.
  - **Flexibility**- Is the child flexible enough to accept redirection? Will they re-start or re-phrase when prompted?
  - **Examiner Effort**- How much support does the child need from the examiner? How much do they rely on visual or gestural prompts and cues?

## TEACHING PHASE

### 3 Child retells the story WITH SUPPORT

- INSTRUCT, Now we're going to practice telling even better stories. We tell stories all the time, don't we? We tell stories to our teachers, our friends, and our family. We need to learn to tell complete stories so other people can understand what we are trying to tell them. For example, what if you were on the playground and someone got hurt? You would need to tell your teacher a complete story so she could understand what happened, right?
- ASK, What could happen if we didn't know how to tell a story?
- UNFOLD/VIEW the pictures so that the first 2 pictures are visible. Now you're going to tell the story again, but this time I'm going to help you. Use visual cues as needed (e.g., story-telling icons, "Five Finger Retell", graphic organizer, etc.). Unfold the next two pictures. Repeat the process to the end of the story.
- PROMPT the child as needed (e.g., "Oh, no, you didn't tell me where the story is happening.", "What does the dog want to do (its goal)? Why?", "Don't forget to tell how the dog feels.", "What is the dog thinking about?", "What happened to the balloon in the end?", "How does the boy feel in the end?")
- CHECK for understanding: Tell me why it's important to know how to tell a complete story. What did you learn about good storytelling? When will you tell good stories? How are you going to remember what I taught you for the next story?

## Simultaneously Note the Child's Modifiability

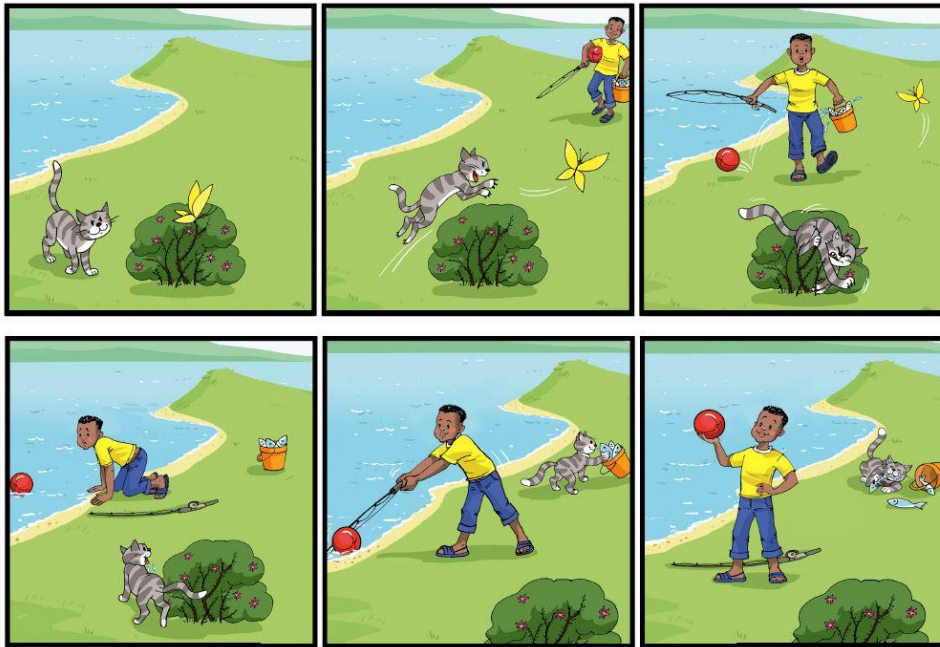
HIGHER SCORES = HIGHER MODIFIABILITY		
Child Responsiveness Factors	Scores	Examples
<b>Task Orientation:</b> <i>The performance and effort in learning a task.</i>	<input type="text"/>	
5 Completely understood the task of story retelling		
4 Mostly understood the task (75% of the time)		
3 Understood some of the task (50% of the time)		
2 Often did not understand the task (25% of the time)		
1 Did not understand the task		
<b>Metacognition:</b> <i>The awareness of one's thinking.</i>	<input type="text"/>	
5 Aware of all errors		
4 Aware of most errors		
3 Aware of some errors		
2 Unaware of most errors		
1 Unaware of any errors		
<b>Compliance:</b> <i>The child's behavior in response to instruction.</i>	<input type="text"/>	
5 Cooperative		
4 Insecure		
3 Hesitant		
2 Uncooperative		
1 Refused		
<b>Flexibility:</b> <i>Generating different strategies when problem-solving.</i>	<input type="text"/>	
5 Readily used multiple strategies		
4 Had preferred strategies; could change when necessary		
3 Occasional use of more than one strategy		
2 Limited strategies/Unaware of alternative strategies		
1 Persisted with one strategy regardless of outcome		
<b>Examiner Effort:</b> <i>Amount of examiner support or redirection.</i>	<input type="text"/>	
5 Little support needed		
4 Required minimal support		
3 Required moderate support		
2 Required maximal support		
1 Required total assistance		

## RE-TESTING PHASE

### 4 Examiner tells the story

Each story begins with a setting statement, which gives time and place and introduces the protagonist. This component is followed by three episodes. Each episode consists of i) a goal statement for the protagonist, ii) an attempt by the protagonist to reach the goal, iii) an outcome of the attempt in terms of the goal, and iv) internal states which initiate the goal and also express reactions.

Gagarina et al., (2012). MAIN: Multilingual assessment instrument for narratives. ZAS Papers in Linguistics 56, 1-140.



#### Instructions for telling CAT (Total number of words: 178)

- Sit opposite the child. **Now I am going to tell you the story in the other envelope.** Start the story by unfolding the pictures so that the whole sequence is visible. **First look at the whole story.** (pause) **Listen carefully while I tell you the story. When I'm finished, you are going to tell me the story. Are you ready?**
- Unfold picture 1 and 2. **The story starts here** (point to picture 1). **One day there was a playful cat who saw a yellow butterfly sitting on a bush. He leaped forward because he wanted to catch it. Meanwhile, a cheerful boy was coming back from fishing with a bucket and a ball in his hands. He looked at the cat chasing the butterfly.**
- Unfold picture 3 and 4 (so that all pictures from 1 to 4 are now visible). **The butterfly flew away quickly and the cat fell into the bush. He hurt himself and was very angry. The boy was so startled that the ball fell out of his hand. When he saw his ball rolling into the water, he cried: "Oh no, there goes my ball!". He was sad and wanted to get his ball back. Meanwhile, the cat noticed the boy's bucket and thought: "I want to grab a fish."**
- Unfold picture 5 and 6 (so that all pictures from 1 to 6 are now visible). **At the same time the boy began pulling his ball out of the water with his fishing rod. He did not notice that the cat was grabbing a fish. In the end, the cat was very pleased to eat such a tasty fish and the boy was happy to have his ball back. And that is the end of the story.**

Story structure components and internal state terms are marked as:  
goal      attempt      outcome      *internal state terms*



# RE-TESTING PHASE

## 5 Child re-tells the story independently

Unfold/View the pictures so that the first 2 pictures are visible. **Now it's your turn to tell the story. Look at the pictures and try to tell the best story you can.** When the child has finished telling the first 2 pictures, unfold the next two. Repeat the process until you have reached the end of the story. When the child has finished, praise the child. Score the protocol.

STORY ELEMENTS	CORRECT RESPONSES	SCORE	STORY ELEMENTS	CORRECT RESPONSES	SCORE
<i>Setting</i>	Time and/ or place reference, e.g. once upon a time/ one day/ long ago... by a lake/ at the lake/ at the river bank/ by the water/ by the shore/ in a meadow...  *Two points for reference to both time and place	0 1 2*	<i>Episode 2: BOY</i>		
			IST as initiating event	<b>Boy</b> was sad/ unhappy/ worried about his ball <b>Boy</b> saw the ball in the water	0 1
			Goal	<b>Boy</b> decided/ wanted to get his ball back/ (In order) to + VERB (get)	0 1
			Attempt	<b>Boy</b> was/is pulling/ tried to pull the ball out of the water	0 1
			Outcome	<b>Boy</b> got/had his ball back/ again The ball was saved	0 1
			IST as reaction	<b>Boy</b> was glad/ happy/ pleased/ satisfied/ relieved (to get/have his ball back)	0 1
<i>Episode 1: CAT/BUTTERFLY</i>			<i>Episode 3: CAT</i>		
IST as initiating event	<b>Cat</b> was playful/ curious <b>Cat</b> saw a butterfly	0 1	IST as initiating event	<b>Cat</b> was hungry/ curious/ keen on the fish <b>Cat</b> noticed/ saw the fish	0 1
Goal	<b>Cat</b> wanted to catch/ get/ chase the butterfly/ play with the butterfly (In order) to + VERB (catch, get, play)	0 1	Goal	<b>Cat</b> wanted/ decided to get/ grab/ eat/ have/ steal the fish (In order) to + VERB (eat, get)	0 1
Attempt	<b>Cat</b> jumped forward/ up <b>Cat</b> chased/ started to chase <b>Cat</b> tried to + VERB (catch, get, grab, take)	0 1	Attempt	<b>Cat</b> was/is grabbing/pulling/stealing the fish <b>Cat</b> grabs/ pulls/takes the fish (out of the bucket) reached for the fish <b>Cat</b> tried to + VERB (get, take)	0 1
Outcome	<b>Cat</b> fell into the bush/ did not get the butterfly/ was not quick enough <b>Butterfly</b> escaped/ flew away/ was too quick	0 1	Outcome	<b>Cat</b> ate/ got the fish	0 1
IST as reaction	<b>Cat</b> was disappointed/ angry/ hurt <b>Butterfly</b> was happy/ glad	0 1	IST as reaction	<b>Cat</b> was satisfied/ glad/ pleased/ happy/ not hungry (any more)	0 1

**Important:** The list of options on the *Story Structure* protocol is not exhaustive. Credit is given when a macrostructure component (Goal, Attempt, Outcome, Internal State term) is expressed by any appropriate wording.

# ANALYSIS OF RE-TESTING PHASE (CAT)

**#1** Total the number of story structure elements included by the child.

**#2** Total the number of internal state terms used by the child (examples below are not exhaustive).

**#3** For all three episodes, count the number of single goals stated by the child, the number of goal + attempt statements by the child, the number of goal + outcome statements by the child, the number of attempt + outcome statements by the child, and the number of goal + attempt + outcome statements by the child. Determine the child's longest structure used.

**#1 Total Story Structure score in the Cat story (Max 17):** \_\_\_\_\_

**#2 Internal State Terms (IST) used during story re-tell**

Perceptual state terms (e.g., see, hear, feel, smell): \_\_\_\_\_

Physiological state terms (e.g., hungry, hurt, sore, tired): \_\_\_\_\_

Consciousness terms (e.g., alive, awake, asleep): \_\_\_\_\_

Emotion terms (e.g. happy, scared, angry, worried, proud, brave, surprised):  
\_\_\_\_\_

Mental verbs (e.g., want, think, know, forget, decide, believe, make a plan):  
\_\_\_\_\_

Linguistic verbs/verbs of saying/telling (e.g., say, call, shout, warn, ask):  
\_\_\_\_\_

**TOTAL ISTs used in the Cat story:** \_\_\_\_\_

Episodes within the stories are classified into one of three levels of **structural complexity**: (1) sequences (where no goal statement has been generated), (2) incomplete episodes (which include a goal (G) statement, but lack a complete GAO structure due to omission of an attempt (A) or outcome (O), and (3) complete episodes (which include all three GAO components).

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**#3 Structural complexity in the Cat story**

Number of single Goals (score of 1)	(Max 3)
Number of Goal-Attempt sequences (score of 1)	(Max 3)
Number of Goal-Outcome sequences (score of 1)	(Max 3)
Number of Attempt-Outcome sequences (score of 1)	(Max 3)
Number of Goal-Attempt-Outcome sequences (score of 1)	(Max 3)

**Structural Complexity (longest sequence):** \_\_\_\_\_

(i.e., G; G-A; G-O; A-O; G-A-O)

# OPTIONAL: COMPREHENSION QUESTIONS

Optional

## Child answers comprehension questions

When the child has finished retelling the story, introduce the comprehension questions. **Now I am going to ask you some questions about the story.**  
When asking the comprehension questions, keep the picture sequences unfolded and fully visible to the child. Answers below are not exhaustive.

### Warm-up question, not scored

Did you like the story?

	CORRECT	INCORRECT	SCORE		CORRECT	INCORRECT	SCORE
<i>(point to pictures 1-2)</i>							
<b>1. Why does the cat jump/ leap forward?</b> (Goal)							
Wants to get/ catch/ chase the butterfly To play with the butterfly Wants the butterfly (In order) to + VERB (get, take) the butterfly  Other: _____	CORRECT	Is leaving/ running/ wanted to jump Cats are always jumpy/ running	0 1	<b>6. Why do you think that the boy is feeling good/ fine/ happy/ satisfied etc.?</b> <i>(Use the same IST provided by the child in response to #5)</i> Has/ got the ball back Could/ was able to + VERB (get, take)  Other: _____	INCORRECT	He is smiling/ he looks like that/ other inappropriate answer	0 1
<i>(point to picture 3)</i>							
<b>2. How does the cat feel?</b> (IST as reaction)							
Angry/ bad/ disappointed/ hurt/ in pain/ not good/ not comfortable  Other: _____	CORRECT	Good/ happy	0 1	<i>(point to picture 5)</i> <b>7. Why does the cat grab the fish?</b> (Goal) Decided/ wants to eat/ have/ steal the fish Takes the chance/opportunity when the boy is not looking Didn't get the butterfly/ Couldn't get/take the butterfly Cats like fish (generic meaning) Fish are tasty/ yummy  Other: _____	INCORRECT	Wants to play with the fish	0 1
<b>3. Why do you think that the cat is feeling angry/ disappointed/ hurt etc.?</b> <i>(Use the same IST provided by the child in response to #2)</i>							
Couldn't catch the butterfly/ fell into the bush It hurts to fall into a prickly bush Butterfly escapes/ got away  Other: _____	CORRECT	Inappropriate/ irrelevant answer	0 1	<i>(point to picture 6)</i> <b>8. Imagine that the boy sees the cat. How does the boy feel?</b> (IST as reaction) Bad/ angry/ sad/ mad/ not good  Other: _____	INCORRECT	Fine/ good/ happy/ satisfied/ pleased	0 1
<i>(point to picture 5)</i>							
<b>4. Why does the boy hold the fishing rod in the water?</b> (Goal)							
Wants to get/ take his ball (back) Wants his ball (back) (In order) to + VERB (get, take) his ball (back/ out)  Other: _____	CORRECT	To play in the water	0 1	<b>9. Why do you think that the boy feels bad/ angry/ mad etc.?</b> * <i>(Use the same IST provided by the child in response to #8)</i> Cat ate/ is eating/ took/ has taken his fish Boy wanted to eat/ have the fish (himself) It was the boy's fish  Other: _____	INCORRECT	Fishing rod is on the ground other inappropriate answer	0 1
<i>(point to picture 6)</i>							
<b>5. How does the boy feel?</b> (IST as reaction)							
Good/ fine/ happy/ satisfied/ pleased  Other: _____	CORRECT	Bad/ angry/ mad/ sad	0 1	<b>10. Will the boy be friends with the cat? Why?</b> No - give at least one reason (cat ate/ stole the fish) Any other appropriate answer  Other: _____	INCORRECT	Yes/ I don't know/ other irrelevant answer	0 1