Monitoring Indicators of Scholarly Language: A Progress-Monitoring Instrument for Measuring Narrative Discourse Skills

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The purpose of this study was to assess the basic psychometric properties of a progress-monitoring tool designed to measure narrative discourse skills in school-age children with language impairments (LI). A sample of 109 children with LI between the ages of 5 years 7 months and 9 years 9 months completed the Test of Narrative Language (TNL). The stories told in response to the alien picture prompt were transcribed and scored according to the TNL manual criteria and the criteria established for scoring the progress-monitoring tool, Monitoring Indicators of Scholarly Language (MISL). The MISL total score demonstrated acceptable levels of internal consistency reliability, inter-rater reliability, and construct validity for use as a progress-monitoring tool for specific aspects of narrative proficiency. The MISL holds promise as a tool for tracking growth in narrative language proficiency that may be taught as part of an intervention program to support the Common Core Standards related to literacy. © Hammill Institute on Disabilities 2016.

assessment of humans

child

construct validity

female

human

infant

internal consistency

interrater reliability

language disability

language test

major clinical study

male

Monitoring Indicators of Scholarly Language score

narrative discourse skill

Narrative Language Ability Index

priority journal

psychometry

psychomotor activity

test of narrative language

Universal Nonverbal Intelligence Test