



Student Information

Student Name	School / District
<input type="text"/>	<input type="text"/>

Grade	IEP Date	Teacher of the Deaf / SLP
<input type="text"/>	<input type="text"/>	<input type="text"/>

Student's Primary Communication Mode:

Spoken English
 ASL
 Simultaneous Communication
 Cued Speech
 Other

If Other, specify communication mode:

TNL-2 Baseline Scores

Enter the student's TNL-2 scores below to identify which narrative types and task areas to target.

Narrative Type	Comprehension Score	Production Score	Total / Percentile
Scripts	<input type="text"/>	<input type="text"/>	<input type="text"/>
Personal Narrative	<input type="text"/>	<input type="text"/>	<input type="text"/>
Fictional Narrative	<input type="text"/>	<input type="text"/>	<input type="text"/>

How to Use This Goal Bank

1. Administer the TNL-2 and enter scores in the table above.
2. Identify which narrative types and task areas (comprehension vs. production) fall below age expectations.
3. Check the box next to the goal level(s) you are adopting for this student.
4. Type directly in the Customize fields below each goal to adjust student name, accuracy %, trial counts, or support level.
5. Replace [communication mode] in each goal with the student's actual mode (e.g., spoken English, ASL).

Section 1: Scripts (Routine & Procedural Narratives)

Scripts describe familiar, predictable sequences of events (e.g., morning routines, multi-step procedures). Difficulty with scripts often shows up in everyday communication even when standard language scores appear adequate.

1A – Script Comprehension

Student listens to or reads a scripted narrative and answers comprehension questions.

Grade Level	Goal Statement — edit the Customize field below to personalize
Elementary (Gr. 2–5)	Given a scripted narrative read aloud (e.g., a familiar daily routine), [Student] will answer literal comprehension questions with 80% accuracy across 3 consecutive sessions, as measured by TNL-2 probes and teacher data collection. Customize:
Middle (Gr. 6–8)	Given a scripted narrative presented in [communication mode], [Student] will answer comprehension questions requiring identification of sequence, cause-effect, and main idea with 80% accuracy across 3 probes, as measured by TNL-2 and classroom-based assessment data. Customize:

Select goal level(s):

Elementary (Gr. 2–5) Middle School (Gr. 6–8) Both

Customized 1A Elementary Goal:

Customized 1A Middle School Goal:

1B – Script Production

Student produces a scripted narrative using complete, organized sequence language.

Grade Level	Goal Statement — edit the Customize field below to personalize
Elementary (Gr. 2–5)	When asked to describe a familiar routine, [Student] will produce a scripted narrative that includes a beginning, at least 3 sequential steps using temporal language (first, then, next, last), and a logical ending, in 3 out of 4 opportunities, as measured by TNL-2 scoring criteria and teacher observation. Customize:
Middle (Gr. 6–8)	When asked to produce a scripted narrative describing a multi-step process, [Student] will independently generate a sequence that includes ordered steps, transitional language, and at least one evaluative or explanatory statement, scored at or above the 25th percentile on the TNL-2 production rubric across 3 probes. Customize:

Select goal level(s):

Elementary (Gr. 2–5) Middle School (Gr. 6–8) Both

Customized 1B Elementary Goal:

Customized 1B Middle School Goal:

Section 2: Personal Narratives

Personal narratives require students to recount a real event using coherent story structure (orientation, complication, resolution, and evaluation). Difficulty is common in DHH students and often reflects language experience rather than ability.

2A – Personal Narrative Comprehension

Student listens to a personal narrative told by an adult model and responds to comprehension questions.

Grade Level	Goal Statement — edit the Customize field below to personalize
Elementary (Gr. 2–5)	After listening to a personal narrative modeled by the examiner, [Student] will answer literal comprehension questions (who, what, when, where) with 80% accuracy in 4 out of 5 trials, as measured by TNL-2 probe data and SLP/TOD data collection. Customize:
Middle (Gr. 6–8)	After listening to or viewing a personal narrative in [communication mode], [Student] will answer comprehension questions at literal, inferential, and evaluative levels with 75% accuracy across 4 probes, as documented through TNL-2 data and narrative analysis. Customize:

Select goal level(s):

Elementary (Gr. 2–5) Middle School (Gr. 6–8) Both

Customized 2A Elementary Goal:

Customized 2A Middle School Goal:

2B – Personal Narrative Production

Student produces a personal narrative about a real event from their own experience.

Grade Level	Goal Statement — edit the Customize field below to personalize
Elementary (Gr. 2–5)	When asked to share a personal experience, [Student] will produce a personal narrative that includes an orientation (who, what, where), a problem or event, and a resolution, using at least 5 complete utterances, in 3 out of 4 opportunities, as measured by TNL-2 rubric and TOD observation. Customize:

Middle (Gr. 6–8)	When asked to share a personal experience in an academic or social setting, [Student] will produce a fully formed personal narrative (orientation, complicating event, resolution, and coda/evaluation) scored at or above age level on the TNL-2 production rubric in 3 out of 4 probes, as measured by SLP/TOD narrative data. Customize:
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Select goal level(s):

Elementary (Gr. 2–5) Middle School (Gr. 6–8) Both

Customized 2B Elementary Goal:

Customized 2B Middle School Goal:

Section 3: Fictional Narratives

Fictional narratives require students to comprehend and produce story grammar elements: setting, characters, initiating event, internal response, plan, attempt, outcome, and ending. Strong fictional narrative skills directly support reading comprehension and academic writing.

3A – Fictional Narrative Comprehension

Student listens to a fictional story and answers comprehension questions targeting story grammar.

Grade Level	Goal Statement — edit the Customize field below to personalize
Elementary (Gr. 2–5)	After listening to a short fictional story read aloud or in [communication mode], [Student] will answer comprehension questions targeting story grammar elements (character, setting, problem, solution) with 80% accuracy in 4 out of 5 opportunities, as measured by TNL-2 scoring criteria. Customize:
Middle (Gr. 6–8)	Given a fictional narrative presented in [communication mode], [Student] will answer comprehension questions at literal, inferential, and evaluative levels with 80% accuracy across 4 consecutive probes, demonstrating understanding of character motivation and theme, as measured by TNL-2 and classroom-based narrative assessment data. Customize:

Select goal level(s):

Elementary (Gr. 2–5) Middle School (Gr. 6–8) Both

Customized 3A Elementary Goal:

Customized 3A Middle School Goal:

3B – Fictional Narrative Production

Student creates or retells a fictional story using story grammar structure.

Grade Level	Goal Statement — edit the Customize field below to personalize
Elementary (Gr. 2–5)	When asked to tell or retell a fictional story, [Student] will produce a narrative that includes a setting, a character with a problem, and an ending, using at least 5 complete utterances with appropriate story grammar sequence, in 3 out of 4 opportunities, as measured by TNL-2 production rubric. Customize:
Middle (Gr. 6–8)	When asked to produce a fictional narrative in [communication mode], [Student] will independently generate a story that includes all major story grammar components (setting, characters, initiating event, internal response, plan, outcome, and coda), scored at or above the 25th percentile on the TNL-2 production rubric across 3 consecutive probes. Customize:

Select goal level(s):

Elementary (Gr. 2–5) Middle School (Gr. 6–8) Both

Customized 3B Elementary Goal:

Customized 3B Middle School Goal:

Section 4: Cross-Type Comprehension (use when gaps span all 3 narrative types)

Grade Level	Goal Statement — edit the Customize field below to personalize
Elementary (Gr. 2–5)	Given narrative texts from all three TNL-2 narrative types, [Student] will answer literal comprehension questions with 75% accuracy across 3 probes per narrative type, as measured by TNL-2 and teacher data. Customize:
Middle (Gr. 6–8)	Given narratives across all three TNL-2 types in [communication mode], [Student] will demonstrate comprehension at literal, inferential, and evaluative levels with 75% accuracy per narrative type, as measured by TNL-2 re-probes and classroom narrative tasks over a 12-week period. Customize:

Select goal level(s):

Elementary (Gr. 2–5) Middle School (Gr. 6–8) Both

Customized Cross-Type Comprehension Goal:

Section 5: Cross-Type Production (use when gaps span all 3 narrative types)

Grade Level	Goal Statement — edit the Customize field below to personalize
Elementary (Gr. 2–5)	Given a picture prompt or verbal cue, [Student] will produce a narrative of at least 5 complete utterances with identifiable beginning, middle, and end structure across all three TNL-2 narrative types in 3 out of 4 opportunities per type, as measured by TNL-2 production scoring. Customize:
Middle (Gr. 6–8)	Across all three TNL-2 narrative types, [Student] will produce narratives scored at or above the 25th percentile on the TNL-2 production rubric in at least 2 of 3 narrative types, as demonstrated across 3 probe sessions per type over one semester. Customize:

Select goal level(s):

Elementary (Gr. 2–5) Middle School (Gr. 6–8) Both

Customized Cross-Type Production Goal:

Customization Notes for Teachers of the Deaf

- Communication mode:** Replace [communication mode] in every selected goal with the student's mode: spoken English, ASL, simultaneous communication, or other. The TNL-2 can be administered in any mode.
- Dynamic assessment:** The TNL-2 alternates comprehension and production tasks, revealing how much a student benefits from adult narrative models. For students who show strong responsiveness to scaffolding, add 'with one adult model provided' as a support condition in the goal.
- Scoring:** No transcription is required — responses can be scored from audio or video recordings, making this practical for itinerant teachers. TNL-2 probe data referenced in goals above can be collected this way.
- Progress monitoring:** The TNL-2 is designed for re-administration to track growth. Goals can reference TNL-2 re-probe scores as the primary progress measure alongside classroom narrative samples.
- Baseline:** Before finalizing goals, replace accuracy percentages with data drawn from the student's actual TNL-2 performance and initial classroom narrative probes.

Additional Notes / Comments: