

INFORMATIONAL TEXT RETELLING RUBRIC

Name: _____ Teacher: _____

Title of book: _____

Who read the story?

Teacher

Student

	Proficient—3	Adequate—2	Needs Attention—1
Main Ideas	Main ideas are identified. Examples are given to illustrate these ideas.	Most main ideas identified. Examples are less descriptive.	Main ideas essential to the text are overlooked. Few or no examples or descriptions of main ideas offered.
Supporting Details	Supporting details are clearly connected to the main ideas.	Supporting details are identified but are not told in association with main ideas.	Few or no supporting details offered.
Sequence	Sequence of retelling is accurate and reflects the order used by the author.	Sequence is similar to order in book, with some instances of “doubling back” during retelling.	Sequence is difficult to discern.
Accuracy	Facts are relayed accurately.	Retelling is mostly accurate, with few errors.	Retelling is inaccurate.
Inferences	Student makes connections within text (e.g., meaning of title, usefulness of information).	Student makes few associations between pieces of information in text.	Student makes no associations within text.

Script retelling in the box below, then score quality of the retelling.

	<p>Main Ideas: _____</p> <p>Details: _____</p> <p>Sequence: _____</p> <p>Accuracy: _____</p> <p>Inferences: _____</p> <p>TOTAL: _____</p>
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Source: Fisher, D., Frey, N., & Hattie, J. (2017). *Teaching literacy in the visible learning classroom, grades K–5*. Thousand Oaks, CA: Corwin.

Retrieved from the companion website for *The Assessment Playbook for Distance and Blended Learning: Measuring Student Learning in Any Setting* by Douglas Fisher, Nancy Frey, Vince Bustamante, and John Hattie. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.