

▼ FIGURE 9.10 NARRATIVE STORY RETELLING RUBRIC

Name: _____ Teacher: _____

Title of book: _____

Who read the story? Teacher Student

	Proficient—3	Adequate—2	Needs Attention—1
Character	Main and supporting characters and their characteristics identified. Examples given to describe characters.	Most main and supporting characters identified. Characteristics are less descriptive.	Characters essential to the story are overlooked. Few or no examples or descriptions of characteristics offered.
Setting	Setting is identified and described in detail using vivid vocabulary.	Setting is identified and description is accurate. Some detail included.	Setting is either not identified or identified incorrectly.
Problem	Central problem of the story is identified. Character motivations or potential solutions included.	Central problem is identified. Character motivations or potential solutions are not included.	Central problem is not identified or is incorrectly identified.
Solution	Solution is identified. Retelling features connections to characteristics of characters. Student relates this to story's moral or theme.	Solution is identified but retelling does not include connection to moral or theme.	Solution is not identified or is incorrectly identified.
Plot	Sequence of story is told in correct order.	Sequence of story is told in nearly correct order, with one or two events out of sequence.	Sequence of story has three or more errors.

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

	Character: _____
	Setting: _____
	Problem: _____
	Solution: _____
	Plot: _____
	TOTAL: _____

Source: Fisher, D., Frey, N., & Hattie, J. (2017). *Teaching literacy in the visible learning classroom, grades K–5*. Thousand Oaks, CA: Corwin.

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