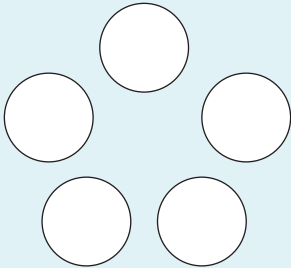
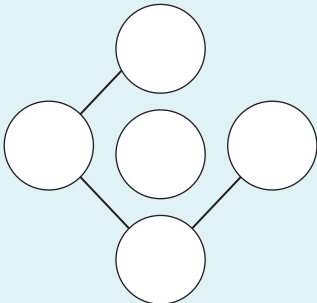
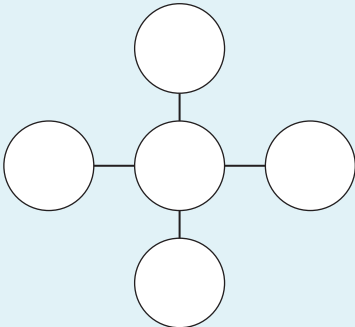
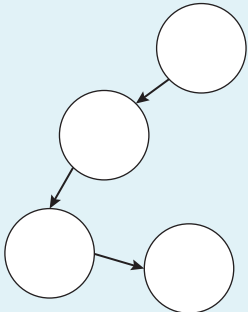
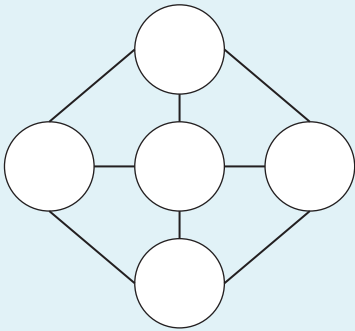
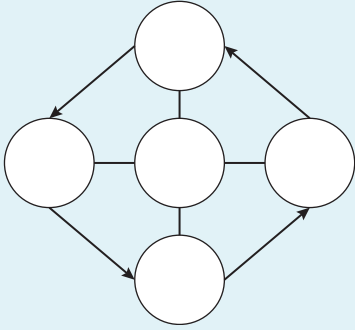


## Dictating a Story Performance Rubric

LEVEL	NAME	PERFORMANCE INDICATORS
0	No Participation	<ul style="list-style-type: none"> <li>Child declines to participate in activity.</li> </ul>
1	First Stories 	<ul style="list-style-type: none"> <li>Child tells a one-word story such as “Mommy.” Or “Running.”</li> <li>Child says one or more words, but without connections among the words. Story can sound like a list of items or events (e.g., “A flower, a pencil, a bunny.”)</li> <li>Child may scribble on paper and give one-word label or name to each object.</li> <li>Story is one sentence (e.g., “A mermaid swims in the water.”)</li> </ul>
2	Sequence of Events 	<ul style="list-style-type: none"> <li>Story elements share a common core because of some visible similarity (for example, a certain action repeated over and over or an “events of the day” story).</li> <li>Story is a collection of ideas/objects/associations linked by some concrete similarity (e.g., “I build a strong house. The wolf cannot blow it. The Pig says, ‘I went in my house.’”)</li> <li>There is no single idea or character or problem at the center of the story.</li> <li>Story might contain little detail or be a string of associations.</li> </ul>
3	Primitive Narratives 	<ul style="list-style-type: none"> <li>There is a core idea or character at the center of the story.</li> <li>Relations among characters and actions are not fully developed.</li> <li>The links among the characters and actions are based on practical experience in the here-and-now. The links are concrete rather than conceptual.</li> <li>Story events lead from one to another, but links may shift (settings may blur, characters may come and go).</li> </ul>
4	Unfocused Chain 	<ul style="list-style-type: none"> <li>Child’s story line is tenuous and often gives way to another topic.</li> <li>Story events lead from one to another, but links may shift over the course of the story.</li> <li>Links among story events are often based in the here-and-now and are concrete.</li> </ul>

(Continued)

(Continued)

LEVEL	NAME	PERFORMANCE INDICATORS
5	<p>Focused Chain – Problems and Plots Emerge</p> 	<ul style="list-style-type: none"><li>• Story is well developed in terms of events and actions of characters.</li><li>• The story plot proceeds with a central idea or conflict that is concrete rather than conceptual (e.g., a baby is sick and needs to go to the doctor, a princess has to find her lost sister, or good guys have to stop pirates from kidnapping the captain).</li><li>• Stories can be a “continuous adventures of ___” type narrative (e.g., “My dog went to the store with me, she watched TV, she went to the park, and she barked at the squirrels.”).</li></ul>
6	<p>Elaborate Narrative</p> 	<ul style="list-style-type: none"><li>• Child’s story unfolds with a set of events and characters around a central idea or problem with consistent forward movement toward problem resolution at a conceptual level (e.g., “A lonely fox has no friends and finds a lost rabbit. Will the fox try to eat it or find a way to make friends?”).</li><li>• Story has a climax where there is change in a character or circumstances as a result of events or characters’ actions (e.g., “The lion was sorry he scared the fox, and they became friends. The lion built a hideout right by the fox’s hole in the ground by the tree.”)</li><li>• Story includes some description of characters’ motivations and indicators of change.</li></ul>

Source: Adapted from Applebee (1978).