

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.