

Story Retelling Rubric

Student _____ Date _____

Story Title _____ Author _____

	0 Points	1 Point	2 Points	3 Points
Student identifies main characters.	Student makes no attempt or does not know or share.	Student identifies at least one character.	Student identifies at least two characters.	Student identifies three or more characters.
Student describes setting.	Student makes no attempt or does not know or share.	Student describes the setting using at least one detail.	Student describes the setting using at least two details.	Student describes the setting using at least three details.
Student articulates the main problem and the solution.	Student makes no attempt or does not know or share.	Student identifies the problem or the solution.	Student identifies the problem and the solution.	Student identifies the problem and the solution and uses details to support.
Student recalls the beginning of the story.	Student makes no attempt or does not know or share.	Student gives at least one detail/instance that happens at the beginning of the story.	Student gives at least two details/instances that happen at the beginning of the story.	Student gives at least three details/instances that happen at the beginning of the story.
Student recalls the middle of the story.	Student makes no attempt or does not know or share.	Student gives at least one detail and/or instance that happens in the middle of the story.	Student gives at least two details and/or instances that happen in the middle of the story.	Student gives at least three details and/or instances that happen in the middle of the story.
Student recalls the end of the story.	Student makes no attempt or does not know or share.	Student gives at least one detail/instance that happens at the end of the story.	Student gives at least two details/instances that happen at the end of the story.	Student gives at least three details/instances that happen at the end of the story.
Prompting	Student needed three or more prompting questions to retell the story.	Student needed two prompts or questions to retell the story.	Student needed one prompt or question to retell the story.	Student needed no prompts or questions to retell the story.

Story Retelling Rubric

Dylan Wiliam, Douglas Fisher, Nancy Frey



Story Retelling Rubric:

35 Rubrics and Checklists to Assess Reading and Writing Adele Fiderer, 1998 Drawing on her extensive experience as a teacher the author shares quick clear and easy rubrics for accessing students work These ideas will help students learn the qualities of a good performance and give parents a detailed picture of their children s progress

40 Rubrics & Checklists Adele Fiderer, 1999 Help students achieve their best with expert forms of measuring reading and listening comprehension story character analysis personal experience essays and more Illustrations throughout

Designing and Using Rubrics for Reading and Language Arts, K-6 Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber s approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance

The Assessment Playbook for Distance and Blended Learning Douglas Fisher, Nancy Frey, Vince Bustamante, John Hattie, 2020-11-04 Design assessments that measure and target student learning in both face to face and distance learning environments Assessments are the essential link between teaching and learning yet the assessments used in face to face classrooms are not always practical or impactful in remote learning environments Now that teachers are teaching from a distance how will you assess what your students have learned Tapping the expertise of teachers who are successfully engaged in distance learning The Assessment Playbook for Distance and Blended Learning answers that question Rich with a wide range of examples strategies and assessments that can be leveraged with rigor and fidelity regardless of learning environment this practical playbook empowers teachers with the decision making tools needed to gauge the impact of instructional strategies in today s rapidly evolving educational landscape It features Assessment cookies

or insights that endure in any distance or hybrid learning environment and can be used to inform assessment decisions including the understanding that everything is searchable A robust playlist of distance learning assessment tools including universal response teach back opportunities composing taking action self assessment and peer assessment that teachers can mix and deploy to match every learning intention Information on how to evaluate the impact of your teaching on student learning and how assessment can guide your teaching moves Characteristics of formal tools of evaluation such as tests longer essays and performance tasks that teachers can use in distance learning environments to document learning for reporting purposes Designed properly assessments implemented through the lens of distance and hybrid learning can yield significant impact for student achievement both in the pandemic teaching of today and in the educational contexts of the future

Teaching Literacy in the Visible Learning Classroom, Grades K-5 Douglas Fisher, Nancy Frey, John Hattie, 2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to Visible Learning for Literacy Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your K 5 students are ready for surface deep or transfer levels of understanding

This Is Balanced Literacy, Grades K-6 Douglas Fisher, Nancy Frey, Nancy Akhavan, 2019-08-26 This is Balanced Literacy Grades K 6 Students learn to read and write best when their teachers balance literacy instruction But how do you strike the right balance of skills and knowledge reading and writing small and whole group instruction and direct and dialogic instruction so that all students can learn to their maximum potential The answer lies in the intentional design of learning activities purposeful selection of instructional materials evidence based teaching methods and in strategic groupings of students based on assessment data Together these create the perfect balance of high impact learning experiences that engage and excite learners In this hands on essential guide best selling authors Douglas Fisher Nancy Frey and Nancy Akhavan help you define that balance for your students lighting the path to implementing balanced literacy in your classroom Their plan empowers you to integrate evidence based approaches that include Instructional materials comprised of both informational and narrative texts The best uses of instructional delivery modes including direct and dialogic instruction Grouping patterns that work best to accomplish learning aims for different learners at different stages Instruction in foundational skills and meaning making including oral language phonemic awareness phonics fluency vocabulary comprehension and writing Technology used as a tool for increasing learning of a specific literary process All the tips and tools you need to realize the goal of balanced literacy learning are included with classroom videos that show strategies in action Tap your intuition collaborate with your peers and put the research based strategies embedded in this roadmap to work in your classroom to implement or deepen a strong successful balanced literacy

program Grow as a reading and writing teacher while leading your students to grow as readers and writers *Checking for Understanding* Douglas Fisher, Nancy Frey, 2015-12-18 A teacher presents a lesson and at the end asks students if they understand the material The students nod and say they get it Later the teacher is dismayed when many of the students fail a test on the material Why aren't students getting it And just as important why didn't the teacher recognize the problem In *Checking for Understanding* Douglas Fisher and Nancy Frey show how to increase students understanding with the help of creative formative assessments When used regularly formative assessments enable every teacher to determine what students know and what they still need to learn Fisher and Frey explore a variety of engaging activities that check for and increase understanding including interactive writing portfolios multimedia presentations audience response systems and much more This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey's work on gradual release of responsibility guided instruction formative assessment systems data analysis and quality instruction Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted FIT Teaching They are also the authors of numerous ASCD books including *The Formative Assessment Action Plan* *Practical Steps to More Successful Teaching and Learning* and the best selling *Enhancing RTI How to Ensure Success with Effective Classroom Instruction and Intervention* **Creating Strategic Readers: Techniques for Supporting Rigorous Literacy Instruction** Ellery, Valerie, 2017-03-01 Meet the challenges of educating students with this balanced whole child approach to reading for 21st century learners This updated best selling book co published with the International Literacy Association ILA offers numerous rigorous and engaging techniques and is sure to be a classroom favorite Features include more than 125 enhanced classroom tested techniques in the areas of word study vocabulary fluency and comprehension 18 new techniques to motivate and engage all learners embedded scaffolding and teacher talk within each technique a focus on core literacy strands required by College and Career Readiness Standards and digital resources including an assortment of reproducible student and teacher resource sheets **Differentiated Literacy Instruction** Sharon Wapole, Michael C. McKenna, Zoi A. Philippakos, John Z. Strong, 2017-07-05 C 2 Template for Assessment Data Compilation Form C 3 Literacy Assessment Correlation Chart Author Index Subject Index *Rethinking Small-Group Instruction in the Intermediate Grades* Nancy N. Boyles, 2011 Small group instruction becomes a strategic differentiated tool for Response to Intervention in Dr Nancy N Boyle's new resource *Rethinking Small group Instruction in the Intermediate Grades* In this complete and ready to go resource Dr Boyles answers key questions about transforming small group instruction to meet RTI objectives How can I teach comprehension strategies during small group instruction How do I align high stakes standards with comprehension objectives Where do fluency vocabulary and author's craft fit in small group discussion How can I explicitly teach skills and promote meaningful discussions and How do I effectively include intermediate grade students who function at a primary level *Rethinking Small group Instruction in the Intermediate Grades*

provides sixteen options to differentiate small group instruction Teachers focus on reinforcing comprehension skills and strategies while explicitly teaching students how to construct basic meaning about both literary and informational texts and master the art of discourse which leads to higher level critical and creative thinking Boyles shows intermediate teachers how to embed the Common Core State Standards into small group instruction and provides all of the rubrics checklists planning templates and prompts necessary to implement these instructional formats in both the book and the included CD The useful CD also contains target sheets matched to each objective that explain how to find the best evidence to meet the objective Let Rethinking Small group Instruction maximize the power of your small group instruction to differentiate your teaching and efficiently meet RTI goals and national standards at the same time

Student Assessment Dylan Wiliam, Douglas Fisher, Nancy Frey, 2024-05-13 Fuel student driven success and enhance learning with better assessment What if there was a better way to collect and interpret assessment data that could strengthen the link between teaching and learning Student Assessment Better Evidence Better Decisions Better Learning is the innovative guide to show you how it s done and done right This unique book offers a new assessment model focused on decision driven data collection and provides an arsenal of tools for collecting better evidence to increase student learning You will learn the importance of assessment in the teaching and learning process what a decision driven data collection assessment model looks like and how it differs from a more traditional data driven decision making model how to effectively establish learning intentions and success criteria within assessments to actively engage students in their own learning how to implement an array of assessment tools that yield better evidence and improve decision making how to address the challenge of ensuring authenticity in students responses when AI generated content is becoming more common With this guide in hand you ll be ready for a better approach to assessment armed with practical tools and strategies to ensure students can analyze synthesize adapt critique and most importantly take charge of their own learning

Assessing and Teaching Reading Comprehension and Writing, 3-5 K. Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company

10 Essential Instructional Elements for Students With Reading Difficulties Andrew P. Johnson, 2015-10-09 Brain friendly strategies to help all students become lifelong readers This book is the definitive resource on how the brain creates meaning from print Drawing from five key areas of neurocognitive research Andrew Johnson provides a ten point teaching strategy that encompasses vocabulary fluency comprehension writing and more A key resource for creating intervention plans for struggling readers features include Information on the importance of emotions in the process of overcoming reading struggles Strategies to promote voluntary reading even for the most reluctant students Useful resources such as graphic organizers additional reading and writing activities and QR codes that link to videos

Helping English Language Learners Succeed Carmen Zuniga-Dunlap, 2014-10-01 This resource provides teachers with research based instructional practices and strategies to guide English language learners toward academic success This second edition

book contains effective models and background information on its approaches to support writing listening and speaking reading comprehension and vocabulary development for English language learners **The Common Core Coaching Book** Laurie Elish-Piper,Susan K. L'Allier,2014-04-24 This book provides essential coaching tools to support teachers in planning and implementing instruction aligned with the Common Core State Standards CCSS The authors explain the key instructional shifts brought about by the CCSS in K 5 English language arts classrooms Eighteen specific strategies for coaching large groups small groups and individual teachers are presented including clear cut procedures vivid illustrative examples and 26 reproducible forms Grounded in research on adult learning the book addresses common coaching challenges and how to overcome them The large size format facilitates photocopying purchasers also get access to a Web page where they can download and print the reproducible materials This title is part of the Teaching Practices That Work Series edited by Diane Lapp and Douglas Fisher **Leading Impact Teams** Paul Bloomberg,Barb Pitchford,2016-09-15 Learn how to promote teacher student and collective efficacy Teachers are a school s greatest resource Excellent teachers make excellent schools Leading Impact Teams taps into the scheduled team planning time every school already has and repurposes it in a model that provides the processes needed to build teacher expertise and increase student learning The model combines two existing practices formative assessment and collaborative inquiry and promotes a school culture in which teachers and students are partners in learning Readers will learn how to Build a culture of efficacy Take collective action Embed student centered assessment in the classroom culture Clarify learning goals for success Leverage progressions of learning for just right instruction Utilize evidence based feedback *Nurturing Young Thinkers Across the Standards* Wynne A. Shilling,Sydney L. Schwartz,2017-02-17 *Nurturing Young Thinkers Across the Standards* K 2 provides multiple practical resources to assist teachers in working with standards across subject areas in ways that bring critical thinking into the everyday process of learning content and skills The authors provide suggestions for engaging and sustaining children s interest and illustrate the use of teaching language that actively nurtures the habits of lifelong learning The book is rich with opportunities for developing tools for design implementation and assessment of vibrant integrated curricula for K 2 students that support the development of cognitive skills and increase confidence in their abilities to think and learn Writing Strategies for All Primary Students Janet C. Richards,Cynthia A. Lassonde,2011-02-08 A guide for teaching all your students the skills they need to be successful writers The 25 mini lessons provided in this book are designed to develop students self regulated writing behaviors and enhance their self perceived writing abilities These foundational writing strategies are applicable and adaptable to all primary students emergent advanced English Language Learners and struggling writers Following the SCAMPER Screen and assess Confer Assemble materials Model Practice Execute Reflect mini lesson model devised by the authors the activities show teachers how to scaffold the writing strategies that students need in order to take control of their independent writing Reveals helpful writing strategies including making associations planning visualizing accessing cues

using mnemonics and more Offers ideas for helping students revise check and monitor their writing assignments Explains the author s proven SCAMPER model that is appropriate for students in grades K 3 Let Richards and Lasonde two experts in the field of childhood education guide you through these proven strategies for enhancing young children s writing skills

Authentic Assessment Katherine Luongo-Orlando, 2003 Authentic Assessment combines performance tasks that are relevant to students lives with the need for accountability The book explores common mandated language arts expectations and shows teachers how to choose meaningful activities that will guide students toward achieving important learning outcomes This practical approach to task design includes suggestions for planning through evaluating and generating a mark as well as sensible ways to use assessment results to improve instructional practice The book presents a thorough constructive background for authentic assessment of student work clear definitions of terms related to assessment and evaluation a step by step process for developing performance based tasks strategies for relating tasks to goals and expectations numerous activities that can be used as is or adapted for specific needs Designed for the busy teacher the book includes ready to copy and use planning sheets rubrics and student surveys Excellent samples of student work based on performance tasks complement this timely book

Becoming Bilingual Readers Bobbie Kabuto, 2021-11-29 Building on Bobbie Kabuto s groundbreaking 2010 book *Becoming Biliterate* this book explores how identity impacts the development of bilingual readers and how reading practices are mediated by family and community contexts Highlighting bilingual readers from Spanish Greek Japanese and English language backgrounds Kabuto offers an in depth interdisciplinary analysis of these readers behaviors and identities through the original approach of Biographic Biliteracy Profiles The Profiles serve as a culturally relevant assessment tool for developing meaningful narratives and can reveal how bilingual readers make sense of texts in the context of their home and school environments An ideal approach for unpacking the complexity of bilingual reading behaviors and how they change across time the Profiles allow readers to explore what a bilingual reader s identity means to becoming biliterate the roles of code switching and translanguaging the influences of readers families and communities and how they all interact and shape readers identities behaviors and meaning making Offering practical applications on observing and documenting bilingual readers this book is an invaluable resource for scholars and students in courses on bilingualism L2 ESL reading and multilingualism

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