

# Story Retelling Rubrics for Language Acquisition



Beginning learners who are not ready to produce language independently should use the “Receptive Language” rubric to evaluate their use of illustrations and labels to retell a story. The “Receptive and Productive Language” rubric is for **intermediate students**, who have some expressive fluency in writing or speaking. Students may write or dictate a retell.

Written and oral retells in L2 should be **used only occasionally**. Frequent forced productive language can raise the affective filter and take the focus off comprehending messages.

## Story Retelling Rubric

*An assessment of Receptive Language*

Student Name: \_\_\_\_\_ Evaluator \_\_\_\_\_ Date: \_\_\_\_\_

	4	3	2	1	Score
<b>Clarity of expression</b>	Strong effort to label illustrations with key words from the text, copying from a model, or using other scaffolds. Labels or captions create a clear description of the narrative.	Some effort to label illustrations with key words from the text, copying from a model or using other scaffolds. Labels or captions create a somewhat clear description of the narrative OR have some interference from L1.	Limited effort to label illustrations with key words from the text, copying from a model, or using other scaffolds. Labels or captions create a unclear description of the narrative OR have frequent interference from L1.	Great interference from L1, or no effort to use labels or captions.	
<b>Description of Events</b>	Text and illustrations provide a complete description of most major events in the story.	Somewhat complete description of events in the story, OR some ideas are unclear.	Incomplete description of events in the story. OR most ideas are unclear.	No descriptions of events in the story.	

# Story Retelling Rubrics for Language Acquisition



## Story Retelling Rubric

*An assessment of Receptive and Productive Language*

Student Name: \_\_\_\_\_ Evaluator \_\_\_\_\_ Date: \_\_\_\_\_

	4	3	2	1	Score
<b>Conventions and Clarity of Expression</b>	Most ideas are clear, with effort to use mostly standard conventions. Comprehensible despite grammar mistakes.	Some ideas are clear: somewhat comprehensible despite grammar mistakes.	Few ideas are clear: limited comprehensibility due to grammar mistakes.	Inaudible or not spoken or written in L2.	
<b>Word Choice</b>	Strong effort to use correct words or circumlocution to create a clear description of the narrative.	Some effort to use correct words or circumlocution to give a somewhat clear description. OR some interference from L1.	Limited effort to use correct words or circumlocution to describe with words in L2. OR frequent interference from L1.	Great interference from L1, or very limited effort.	
<b>Description of Events</b>	Complete and detailed descriptions of all major events in the story.	Somewhat detailed description of 2 or more events in the story, OR some ideas are unclear.	Incomplete description of 1 event in the story. OR most ideas are unclear.	No descriptions of events in the story.	
<b>Fluency</b>	Strong fluency of expression or volume of writing relative to instructional level. Text is in coherent phrases or complete sentences.	Some fluency of expression or volume of writing relative to instructional level. Some ideas are connected in coherent phrases.	Expression or volume of writing is limited to single words. rarely ideas are coherently connected.	Expression or volume of writing is limited to single words, written as labels.	

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