

Nonfiction Retelling Rubric

Name _____

Date _____

Text _____

Level _____

Offer the student the opportunity to reread the text before retelling.

Prompt: *Think about the book you just read. If you were going to tell your friend about it, what might you say?*

Allow the student to refer back to the text while retelling.

Record notes of what the student says.

Underline any prompts you need to ask in order to seek more information. (Aided)

Check off the components of the retelling for the purpose of planning next steps in your instruction.

Levels 7-16	<input type="checkbox"/> Topic <i>What is this book mostly about?</i>	<input type="checkbox"/> Details <i>What does it tell us about _____?</i>	<input type="checkbox"/> Connections <i>This book makes you think about what?</i>
Levels 17-24	<input type="checkbox"/> Topic <i>What is this book mostly about?</i>	<input type="checkbox"/> Details <i>What do you remember about _____? (Topic named by student)</i>	<input type="checkbox"/> Key Concepts <i>What are the most important ideas to remember about _____?</i> <input type="checkbox"/> Connections <i>What else do you know about _____?</i> <i>What does this book remind you of?</i>

Circle the rubric score that best describes the student's **OVERALL** response.

Demonstrates minimal comprehension <ul style="list-style-type: none"> Needs much prompting Recalls very few facts from the text Demonstrates limited vocabulary Does not attempt connections to the text 	Demonstrates emerging comprehension <ul style="list-style-type: none"> Needs some prompting Recalls some ideas but with limited details Language is clear but does not include key vocabulary from the text Connections to the text may be unrelated to the key concepts 	Retelling is proficient <ul style="list-style-type: none"> Needs little prompting Recalls main ideas with some supporting details Retelling includes content vocabulary from the text Connections are relevant to the topic 	Retelling is comprehensive <ul style="list-style-type: none"> Needs very little/no prompting Recalls main ideas with many supporting details Uses content vocabulary for the topic and word choice is precise and purposeful Connections are elaborated and may include inferences made about the topic
1	2	3	4

Implications for instructional focus: