Rubric for Assessing a Retell on the Reading Level Assessment for <u>Levels A-D</u>

<u>Please Note</u>: This rubric is for assessing the retell on the reading level assessment. This rubric may not be appropriate for assessing a retell from an independent chapter book where students have had time to read, talk, think, jot, and revise their thinking as they continue to read. We have a separate rubric for assessing retell in an independent chapter book.

<u>How to Use the Rubric</u>: Quickly look over the student's retell. A retell of 3 or 4 will be <u>one factor</u> in deciding whether this student is reading independently at this level. After quickly assessing the retell, ask any of the comprehension questions that the student didn't address in the retell, particularly if it's easier for you to assess the questions than the retell. The "Sample Student Responses" on our web site (rwproject.tc.columbia.edu) may be helpful in assessing the responses to the comprehension questions. **To make a final determination of level, please use the guidelines in the "Final Score" box at the bottom of the teacher form.** In other words, assessing the retelling should not be the only factor in determining independent reading level.

Guide to Retelling for Levels A-D

4	3	2	1
• names big events <u>or</u> • orders the retell by meaning* <u>or</u> • summarizes the gist of the story • names character feelings • names why the characters do the things they do in the story • uses setting details in the retell (when setting is clear in the book)	• names big events <u>or</u> • orders the retell by meaning* <u>or</u> • summarizes the gist of the story • names character feelings • names why the characters do the things they do in the story	• has a few of the big events, but only a partial recounting of them <u>or</u> • may retell only the beginning or ending of the passage • does not talk about character feelings	• clear misunderstanding of text <u>or</u> • retells only an isolated portion of the text (talks only about one or two sentences from the passage) <u>or</u> • makes up a story <u>or</u> • repeats what the teacher said in the book introduction

Rubric for Assessing a Retell on the Reading Level Assessment for <u>Levels E-J</u>

<u>Please Note</u>: This rubric is for assessing the retell on the reading level assessment. This rubric may not be appropriate for assessing a retell from an independent chapter book where students have had time to read, talk, think, jot, and revise their thinking as they continue to read. We have a separate rubric for assessing retell in an independent chapter book.

<u>How to Use the Rubric</u>: Quickly look over the student's retell. A retell of 3 or 4 will be <u>one factor</u> in deciding whether this student is reading independently at this level. After quickly assessing the retell, ask any of the comprehension questions that the student didn't address in the retell, particularly if it's easier for you to assess the questions than the retell. The "Sample Student Responses" on our web site (rwproject.tc.columbia.edu) may be helpful in assessing the responses to the comprehension questions. **To make a final determination of level, please use the guidelines in the "Final Score" box at the bottom of the teacher form.** In other words, assessing the retelling should not be the only factor in determining independent reading level.

Guide to Retelling for Levels E-J

4	3	2	1
• names big episodes in sequence <u>or</u> • orders the retell by meaning <u>or</u> • summarizes the gist of the story <u>or</u> • tells what it's mostly about and refers to details in the text	• names big episodes in sequence <u>or</u> • orders the retell by meaning <u>or</u> • summarizes the gist of the story <u>or</u> • tells what it's mostly about and refers to details in the text	• has a few of the big episodes, but only a partial recounting of them <u>or</u> • may retell only the beginning or ending of the passage • does not talk about character feelings	• clear misunderstanding of text <u>or</u> • retells only an isolated portion of the text (talks only about one or two sentences from the passage) <u>or</u> • makes up a story <u>or</u> • repeats what the teacher said in the book introduction
• names character feelings • names why the characters do the things they do in the story • uses setting details in the retell (when setting is clear in the book)	• names character feelings • names why the characters do the things they do in the story		

Teachers College Reading and Writing Project
Rubric for Assessing a Retell on the Reading Level Assessment for <u>Levels K-Z</u>

<u>Please Note</u>: This rubric is for assessing the retell on the reading level assessment. This rubric may not be appropriate for assessing a retell from an independent chapter book where students have had time to read, talk, think, jot, and revise their thinking as they continue to read. We have a separate rubric for assessing retell in an independent chapter book.

<u>How to Use the Rubric</u>: Quickly look over the student's retell. A retell of 3 or 4 will be <u>one factor</u> in deciding whether this student is reading independently at this level. After quickly assessing the retell, ask any of the comprehension questions that the student didn't address in the retell, particularly if it's easier for you to assess the questions than the retell. The "Sample Student Responses" on our web site (rwproject.tc.columbia.edu) may be helpful in assessing the responses to the comprehension questions. **To make a final determination of level, please use the guidelines in the "Final Score" box at the bottom of the teacher form.** In other words, assessing the retelling should not be the only factor in determining independent reading level.

Guide to Retelling for Levels K-Z

4	3	2	1
• names big events in sequence <u>or</u> • orders the retell by meaning <u>or</u> • summarizes the gist of the story <u>or</u> • tells what it's mostly about and refers to details in the text • names character feelings • names why the characters do the things they do in the story • uses setting details in the retell (when setting is clear in the passage)	• names big events in sequence <u>or</u> • orders the retell by meaning <u>or</u> • summarizes the gist of the story <u>or</u> • tells what it's mostly about and refers to details in the text • names character feelings • names why the characters do the things they do in the story	• has a few of the big events, but only a partial recounting of them <u>or</u> • may retell only the beginning or ending of the passage • does not talk about character feelings	• clear misunderstanding of text <u>or</u> • retells only an isolated portion of the text (talks only about one or two sentences from the passage) <u>or</u> • makes up a story <u>or</u> • repeats what the teacher said in the book introduction