Possible Assessment for Focus Standards

 RL.K.2 With prompting and support, retell familiar stories including key details.

Have students use picture cards to do an oral retelling of a familiar story. At this point in the year providing picture cards to assist with sequencing is an appropriate support. The end-of-year goal is to retell without picture support.

You may use the rubric below to score students’ oral retelling of a familiar story read aloud. In order to have an authentic assessment, use a text that has not previously been used to practice retelling.

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| 4 |  | Includes 5 or more key details in sequence when retelling and extends story elements with elaboration and detailed dialogue. Sequences all picture cards in order. |
| **3**  |  | Includes 3‐4 key details in retell—including at least one event from the beginning, one from the middle, and one from the end of the story. May use character and/or setting to support plot descriptions. Sequence 3 picture cards in order. |
| **2**  |  | Includes two details or only responds with labeling words for characters, setting, and/or events (rather than describing in a narrative fashion) in retell. Sequences 1 or 2 picture cards. |
| **1**  |  | Identifies or labels 1 (or zero) basic story elements such as character, plot or events. Does not sequence picture cards. |

RL.K.3 With prompting and support, identify characters, settings and major events in a story.

Directions: Listen to your teacher read a story. Who are the characters in the story? Where does the story take place? What is something big that happens? Draw pictures and write a sentence for each to tell about the story.

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|  Characters |  Setting |
|  Main Events |