

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
<p><b>Introduction</b> The presence, absence, and qualitative depiction of character and setting components.</p>	<ul style="list-style-type: none"> <li>- Setting* and story theme stated, including all of the following:                             <ol style="list-style-type: none"> <li>1. Mr. And Mrs. Porcupine are named</li> <li>2. They were delighted to have a baby</li> <li>3. Need to name the baby</li> </ol> </li> <li>- Mentions temporal markers (once upon a time, when, one day)</li> </ul> <p><b>EXAMPLE</b> <i>When Mrs. and Mr. Porcupine had their first child, they were very happy. And they decided they wanted to name him.</i> Note: Time frame noted and two characters named. *Setting not mentioned in text of story, but child may include in retell</p>	<ul style="list-style-type: none"> <li>- Identifies three characters</li> <li>- No temporal markers</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>- Conveys the relationship among the porcupines</li> </ul> <p><b>EXAMPLE</b> <i>Mr. and Mrs. Porcupine had a baby. And they didn't know what to name him.</i> Note: Mentions the baby and names two characters.</p>	<ul style="list-style-type: none"> <li>- Launches into story without mentioning characters/ settings and/or needing to name the baby.</li> </ul> <p><b>EXAMPLE</b> <i>There was a boy named Fluffy.</i> Note: No setting, introduces character as a boy not a porcupine.</p>
<p><b>Character Development</b> The acknowledgment of characters and their significance throughout the story.</p>	<ul style="list-style-type: none"> <li>- Both main and supporting characters introduced by name and relationship to others including:                             <ol style="list-style-type: none"> <li>1. Mr. and Mrs. Porcupine (parents)</li> <li>2. Fluffy (child)</li> <li>3. Hippo (friend)</li> </ol> </li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>- Physical description or personality traits are used to describe main and supporting characters (e.g., identifies that the characters are porcupines, rhino is mean, porcupine is soggy, porcupine is not fluffy, etc.).</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>- Narrates in first person when appropriate</li> </ul> <p><b>EXAMPLE</b> <i>Mr. and Mrs. Porcupine were so pleased when they got their porcupine. "I know. We should name him Fluffy". When Fluffy got older he wasn't so sure he was Fluffy, especially when his dad opened the door and he got stuck.</i> Note: All characters mentioned with names. Description of main character. Use of dialog.</p>	<ul style="list-style-type: none"> <li>- Uses weak descriptions or same kind of descriptions and/or traits leading to minimal character information on any character.</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>- Minimal narration in first person</li> </ul> <p><b>EXAMPLE</b> <i>It was about two porcupines. They were a mother and father. They had a baby. But they had trouble giving him a name. .... So then they decided on a name. The name was Fluffy. ... Then the hippo said "I can't say".</i> Note: Main and supporting characters noted. Use of dialog.</p>	<ul style="list-style-type: none"> <li>- Does not mention any characteristics about main or supporting characters</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>- No narration in first person</li> </ul> <p><b>EXAMPLE</b> <i>And there was a boy named Fluffy. And Porky(EW:Fluffy), his mother, and father they look like a porcupine too just like Fluffy.</i> Note: Identifies porcupine as boy. Uses incorrect name.</p>
<p><b>Mental and Emotional States</b> Score based on the vocabulary used to convey character emotions and through processes.</p>	<ul style="list-style-type: none"> <li>- All mental and emotional states are provided when necessary for plot development and advancement.</li> <li>- Use multiple states including at least one from each of the following categories:                             <ol style="list-style-type: none"> <li>1. Affective states (e.g., delighted, convinced, not pleased, embarrassed)</li> <li>2. Mental states (e.g., knew the truth, decided, trying to think, didn't know what a rough time was, didn't like the sound of it, doesn't mind being fluffy)</li> <li>3. False belief (e.g., suspicious, doubt)</li> </ol> </li> <li><i>Speaker may use mental and emotional states not mentioned in the original narration.</i></li> </ul> <p><b>EXAMPLE</b> <i>Mr. and Mrs. Porcupine were so happy to have a baby. Fluffy doubted that he was fluffy. He knew he was not fluffy after all.... Fluffy was scared of the Rhino... They liked each other and became good friends.</i></p>	<ul style="list-style-type: none"> <li>- Some mental and emotional states are stated in some, not all situations.</li> <li>- Use of any of three:                             <ol style="list-style-type: none"> <li>1. Affective states</li> <li>2. Mental states</li> <li>3. False belief</li> </ol> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>- Repetition of only one or two mental and emotional states.</li> </ul> <p><b>EXAMPLE</b> <i>Then he met an <u>angry</u> rhinoceros ... and then Fluffy started <u>feeling bad</u>.</i></p>	<ul style="list-style-type: none"> <li>- No use of mental or emotional states</li> </ul>
<p><b>Referencing/Listener Awareness</b> Scores based on the consistent and accurate use of antecedents and clarifiers throughout the story. Use of correct pronouns and proper names should be considered when scoring.</p>	<ul style="list-style-type: none"> <li>- Provides all references (including correct character names and appropriate pronouns) and adequate background information (of characters, settings, and events)</li> <li>- Cues into the listener's awareness of the story.</li> <li>- Listener can follow the story without requesting clarification.</li> </ul> <p><b>EXAMPLE</b> <i>Mr. and Mrs. Porcupine had a baby porcupine.</i></p>	<ul style="list-style-type: none"> <li>- Does not provide ALL information necessary to make connections between characters, settings, and events</li> <li>- Consistent labels of characters, may not be labels that were used in the story</li> <li>- May not provide antecedents to pronouns</li> </ul> <p><b>EXAMPLE</b> <i>They had a baby. He looked at him.</i></p>	<ul style="list-style-type: none"> <li>- Presupposes shared listener knowledge and does not cue into the listener's signs of confusion</li> <li>- Inconsistent use of references</li> </ul> <p><b>EXAMPLE</b> <i>He tried it.</i></p>

<p><b>Conflict/Resolution and Event/Reaction</b> Scores based on the presence or absence of conflict/resolutions and event/reactions required to express the story as well as how thoroughly each was described.</p>	<p>- All 5 major conflicts/resolutions and events/reactions* necessary for plot advancement are present and clear regarding characters and events including some mention of</p> <ol style="list-style-type: none"> <li>1. Mr. and Mrs. Porcupine need a name for their baby/They name him Fluffy</li> <li>2. Fluffy doubts that he is fluffy even though his name suggests that he should be /Fluffy figures out that he is not fluffy</li> <li>3. Fluffy tries to become fluffy/Fluffy accepts that he is not fluffy</li> <li>4. Fluffy meets a mean rhino who is going to give Fluffy a hard time/Fluffy is scared</li> <li>5. The rhino (Hippo) and Fluffy ask each other their names/ Hippo and Fluffy laugh about their names</li> </ol> <p>* numbers 1-3 are conflict/resolutions and 4-5 are event/reactions</p> <p><b>EXAMPLE</b> <i>Clouds are fluffy. Why don't I pretend to be a cloud? But that didn't work. He couldn't hold to the tree. He tried to be a pillow. But that didn't work. His mother wasn't very happy when she sat on him. He even tried soaking in a bubble bath but he still wasn't fluffy.</i></p>	<p>- 3 of 5 of the major conflicts/resolutions and events/reactions necessary for plot advancement are included <b>OR</b> - Most of the major conflicts/resolutions and events/reactions included but underdeveloped (e.g., lacking supporting details)</p>	<p>- Story contains 1 or none of the 5 major conflicts/resolutions and events/reactions necessary for plot advancement <b>OR</b> - conflicts/resolutions and events/reactions are so underdeveloped or unresolved that the story does not make sense to the listener</p>
<p><b>Cohesion</b> Scores based on the sequence of, details given to, and transitions between each event.</p>	<p>- All events are included and in a logical/appropriate order <b>AND</b> - Supporting details are included and at a logical/ appropriate place in the story <b>AND</b> - Includes smooth transitions between events (e.g., and, then, next, etc.) <b>AND</b> - Speaker uses appropriate pause time and minimal revisions/reformulations.</p>	<p>- Some events and supporting details included or in a logical/ appropriate order. <b>AND/OR</b> - Little variation or use of transitional words or phrases. <b>AND/OR</b> - Possible use of some pause time and/or some revisions/reformulations.</p>	<p>- Most events and supporting details are missing and/or follow illogical order. <b>AND</b> - No variation or use of transitional words or phrases. <b>AND/OR</b> - Uses excessive pause time and/or many revisions/reformulations.</p>
<p><b>Conclusion</b> Scores are based on the conclusion of the final event as well as the wrap up of the entire story.</p>	<p>- Smooth transition to conclusion. - Story is clearly wrapped up with some mention of ALL three: 1. Fluffy and Hippo laughing or becoming tired 2. Fluffy and Hippo becoming friends 3. Fluffy didn't mind being fluffy anymore.</p>	<p>- Mentions only 2 of the 3 necessary endings</p>	<p>- Abruptly ends story (e.g., stops narrating and listener may need to confirm that retell has ended).</p>
<p><b>Scoring:</b> Each characteristic receives a scaled score 0-5. Proficient characteristics=5, Emerging=3, Minimal/Immature=1. Scores in between are undefined, use judgment. Scores of 0 and NA are defined below. A composite is scored by adding the total of the characteristic scores. Highest score possible=35. * <b>A score of 0</b> is given for <b>TARGET SPEAKER</b> errors (i.e., telling the wrong story, conversing with examiner, not completing/refusing task, abandoned utterances, unintelligibility, poor performance, components of rubric are given in imitation-only manner). * <b>A score of NA</b> (non-applicable) is given for <b>MECHANICAL/EXAMINER/OPERATOR</b> errors (i.e., interference from background noise, issues with recording, examiner quitting before target speaker does, examiner not following protocol, examiner asking overly specific or leading questions rather than using open-ended questions or prompts).</p>			