

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
<p><b>Introduction</b> The presence, absence, and qualitative depiction of character and setting components.</p>	<p>- States that there is a little girl named Pookins who is used to getting her own way, and if she doesn't get her way she'll make bad faces, yell loudly, and throw apples.</p> <p><b>EXAMPLE</b> <i>In this story a little girl named Pookins, she always gets her way. And she's used to it because probably her mom and dad don't really care. ... One day Pookins was skipping through the woods.</i></p>	<p>Only mentions: - Pookins is used to getting her own way (no mention that there are consequences when she doesn't get her own way)</p> <p><b>OR</b> - Pookins throws apples, etc. (without mentioning who Pookins is and why she throws apples)</p> <p><b>EXAMPLE</b> <i>One day there was a little kid named Pookins.</i> Note: "One day" is time of setting but no place given. Pookins is mentioned by name.</p>	<p>- Launches into story without mentioning that Pookins always gets her way, and if she doesn't, there are consequences.</p> <p><b>EXAMPLE</b> <i>She was eating her sucker. And then she made faces.</i> Note: No specific name; launches into story without a setting.</p>
<p><b>Character Development</b> The acknowledgment of characters and their significance throughout the story.</p>	<p>- Both Pookins and the gnome are described by key behavioral, social, and/or emotional traits. <i>Gnome descriptors: magical, helpful, kind</i> <i>Pookins: naughty, spoiled, mischievous</i></p> <p><b>AND</b> - Narrates in first person when appropriate.</p> <p><b>EXAMPLE</b> <i>One time there was a girl named Pookins. She was used to getting her own way. If she didn't get her way she would make faces, throw apples, and scream really loudly. ... The gnome said, "What do you want?"</i> Note: Both characters mentioned and named. Description of main character. Includes dialog.</p>	<p>- Describes only one character using many behavioral, social, and/or emotional traits.</p> <p><b>OR</b> - Uses weak descriptions or same kind of descriptions and/or traits throughout story for either one or both characters (minimal character information).</p> <p><b>AND/OR</b> - Minimal narration in first person</p> <p><b>EXAMPLE</b> <i>One day there was a little kid name Pookins. Then met a thing – Gnome.</i> Note: both characters mentioned and named.</p>	<p>- Does not mention any characteristics about either Pookins or the gnome.</p> <p><b>AND</b> - No narration in first person.</p> <p><b>EXAMPLE</b> <i>One day a little kid called Pooky [EU]... And the farmer[EW:Pookins] started not to make any faces or throw apples or yell.</i> Note: Incorrect name, incorrect pronoun and occupation.</p>
<p><b>Mental and Emotional States</b> Score based on the vocabulary used to convey character emotions and through processes.</p>	<p>- All mental and emotional states are provided when necessary for plot development and advancement. - Use of affective states (e.g., sorry, happy) and mental states (e.g., wants, felt, need, decided) <i>May use mental and emotional states not mentioned in the original narration.</i></p> <p><b>EXAMPLE</b> <i>For once Pookins <u>felt</u> sorry for the wizard. And then she was <u>sad</u> because she <u>knows</u> that she is hungry and <u>wants</u> to go home.</i> Note: Use of several mental states and the mental state is related to the problem.</p>	<p>- Some emotional and mental states are stated in some, not all, situations.</p> <p><b>OR</b> - Repetition of only one or two emotional and mental states.</p> <p><b>EXAMPLE</b> <i>So she is <u>crying</u>. She <u>liked</u> it.</i></p>	<p>- No use of mental or emotional states.</p> <p><b>EXAMPLE</b> <i>Then he turned her back. Then she skipped down the road to her home.</i> Note: No mention of how Pookins felt.</p>
<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>	<p>- Provides all references (<i>including correct character names and appropriate pronouns</i>) and adequate background information (of characters, settings, and events), - Cues into listener's awareness of the story - Listener follows the story without requesting clarification.</p> <p><b>EXAMPLE</b> <i>One day Pookins found a magic gnome.</i> Note: Used Pookins and Gnome throughout sample.</p>	<p>- Does not provide ALL information necessary to make connections between characters, settings, and events. - Consistent labels of characters, may not be labels that were used in the story - May not provide antecedents to pronouns</p> <p><b>EXAMPLE</b> <i>And helped him by covering him with her petals.</i> Note: No mention of proper names when needed.</p>	<p>- Presupposes shared listener knowledge and does not cue into the listener's signs of confusion. -Inconsistent use of references</p> <p><b>EXAMPLE</b> <i>And then he and she got water.</i> Note: Seldom referenced Pookins in story or used incorrect name for main characters.</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>	<ul style="list-style-type: none"> <li>- All 6 major conflicts/resolutions and event/reactions necessary for plot advancement are present and clear regarding characters and events including some mention of:             <ol style="list-style-type: none"> <li>1. Pookins doesn't get her way /She makes faces, yells loudly, and throws apples</li> <li>2. Gnome asks what he can do for Pookins and Pookins asks for cowboy boots, a crown, and to be a flower/Gnome grants wishes</li> <li>3. Gnome turns Pookins into flower/ Pookins decides that getting her own way isn't so much fun after all</li> <li>4. Gnome doesn't let Pookins out of the pot when she asks/ Pookins begins to cry</li> <li>5. Gnome is worried about magic hat losing its powers/ Pookins feels sorry for the gnome and helps him by using her petals to keep him dry</li> <li>6. Gnome tells Pookins that he'll turn her back if she puts her bad faces, loud yells, and apples into the magic hat forever/ Pookins agrees</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- 3 of 6 of the major conflicts/resolutions necessary for plot advancement are included.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>- Most of the major conflicts/resolutions included but underdeveloped (e.g., lacking supporting details).</li> </ul> <p><b>EXAMPLE</b> <i>"Give me new cowboy boots or I'll make faces, throw apples, and scream loudly." So the gnome gave her new cowboy boots.</i></p>	<ul style="list-style-type: none"> <li>- Story contains 1 or none of the 6 major conflicts/resolutions necessary for plot advancement.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>- Conflicts/Resolutions are so underdeveloped or unresolved the story does not make sense to the listener.</li> </ul> <p><b>EXAMPLE</b> <i>Then she was a big flower. And then she got hot all day. And then she started to not make any faces or yell. And then he turned her back. Then she skipped down the road to her home. The end.</i></p>
<p><b>Cohesion</b> Scores based on the sequence of, details given to, and transitions between each event.</p>	<ul style="list-style-type: none"> <li>- All events are in a logical/appropriate order</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>- Supporting details are included at a logical/ appropriate place in the story</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>- Smooth transitions between events (e.g., and, then, next, etc)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>- Uses appropriate pause time and minimal revisions/reformulations.</li> </ul>	<ul style="list-style-type: none"> <li>- Some events and supporting details included in a logical/ appropriate order.</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>- Little variation or use of transitional words or phrases.</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>- Some pauses and/or some revisions/reformulations present in narrative</li> </ul>	<ul style="list-style-type: none"> <li>- Most events and supporting details follow illogical order.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>- No variation or use of transitional words or phrases.</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>- Uses excessive pause time and/or many revisions/reformulations.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- Smooth transition to conclusion.</li> <li>- Story is clearly wrapped up with some mention of ALL three:             <ol style="list-style-type: none"> <li>1. Pookins promises to be good.</li> <li>2. Pookins turns back into a girl.</li> <li>3. Pookins kept one apple just in case.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Mentions only 2 of the 3 necessary endings</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>- Provides some verbal indication that the retell is complete (e.g., the end).</li> </ul>	<ul style="list-style-type: none"> <li>- Abruptly ends story (e.g., stops narrating and listener may need to confirm that retell has ended).</li> </ul>
<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 <u>TARGET SPEAKER</u> 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 <u>MECHANICAL/EXAMINER/OPERATOR</u> 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>			