

Form 8.1 Observation of Story Retelling in Free Play

Child's Name:		Book:	
Props:		Context:	
Indicators		Observations	
Observe and document one or more of the following: <ul style="list-style-type: none">• Uses story-related vocabulary• Retells or enacts story-related plot events• Adds creative innovations to the story, such as changing or adding new story plot events, new characters, or changes in characters' behavior, props, or setting• Creates new stories with story props representing characters• Includes characters or events in his own play scenarios• Other:		(Document indicators with observational details, children's quotes, play summaries, and/or original innovations on the story through creative play.)	
Notes:			
Analysis: What do these data tell you about the child's use of story? Vocabulary usage? Integration of the child's life into the story (or vice versa)? Creative storytelling? Other?			

Form 8.5 Story Retelling: Levels and Observations (adapted from children’s development in creative story dictation (Chen and McNamee 2007, with permission from Corwin)

Directions: Circle the indicator that best describes the overall retelling. Check if prompts are provided. Include observations or teacher notes as relevant to the retelling.

Name:		Date:	
Book:			
Select One	Indicators	Check (✓) If Prompted	Child Observations or Teacher Notes
Refusal	Refuses to retell story or speak (no word utterances).		
1-3 words	Speaks one to three words that are not connected to each other but may be relevant to the story.		
Sentence or list	Retells the story in either a sentence or list with little to no plot or action or characterization.		
Undeveloped ideas	Retells a number of undeveloped events, thoughts, concepts, or characters related to the story but lacks the essence, key ideas, central idea, or characters behind a story.		
String of ideas	Retells by stringing together ideas as if telling a story without a central theme or idea; lacks plot, continuity, central characters, and focus.		
Central idea but not fully developed	Retells with a central theme or character or concept but lacks continuity and is not fully developed.		
Main idea prevails	The story includes elements and characters central to the plot where the main idea of the story prevails. The central plot is revealed as a problem or goal.		
Generally accurate	Story retelling is overall accurate. It includes many of the essentials: beginning, middle, and end; problem and solution (or goal and how goal was met); characters; setting (time and place); plot sequence and overall theme; and details.		

Form 8.6 Literature-Based Story-Retelling Checklist and Observations

Instructions:

Context

Provide a brief summary of the child's exposure to the story prior to assessment, such as summarizing the number of times the child has formally practiced retelling the story in a small group and/or informally in play, if observed.

Notes

Add retelling notes as needed.

Indicators of Narrative Story:

Characters

- In the Story Descriptors column, list characters you believe are most important in the retelling.

Setting

- In the Story Descriptors column, list key settings important to the story.

Repeated Lines or Vocabulary

- Are vocabulary or lines repeated in the story—lines that practically identify the story-retelling experience? If so, they should be listed in the Story Descriptors column.

Plot/Sequence of Events/Organization

- Write an outline of key events in the story in the Story Descriptors column. Include vocabulary that demonstrates organizing structures (*because, so, first, next . . .*)

Problem (or goal)

- What is the problem or the goal in the story? List in the Story Descriptors column.

Resolution (or steps taken to meet the goal)

- How is the problem resolved, or how is the goal met? List in the Story Descriptors column.

Teacher Prompts (✓)

Check if prompting is needed. Teachers prompt young children when they request it or when the teacher believes it is needed to support the child. The key is to create positive story-retelling experiences with children so they will continue developing and enjoying retelling experiences.

This Story's Descriptors

Enter information about the story relevant to children's classroom learning experiences.

Child's Story Descriptors

Document children's words or summarize their stories for analysis.

Comprehension Questions

Questions that gather information about whether children understood the story (meanings, themes, big ideas, and/or events).

Inference Questions

Questions that ask the child to draw conclusions based on facts or events in the story. Inference questions go beyond the text and into inferring, a needed skill for reading comprehension strategies later.

Analysis

After documenting the story retelling by collecting data and taking notes, teachers analyze data to understand what story vocabulary is being used, how the child internalizes story structure, meaning, and other indicators of retelling. Overall, recognition of the following can assist in teaching to strengths and nurturing next steps in development:

- What is the child doing well?
- What are next steps in development?
- How might I focus my teaching to play upon the child's strengths and facilitate next steps in children's development as story retellers?
- What themes and patterns are noted as strengths across groups of students or the whole class? How might this inform my next steps in teaching?

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Name:		Date:		
Book:				
Context:				
Indicators	Check (✓) If Prompted	Story's Descriptors	Child's Descriptors Used While Retelling the Story	Check (✓) If Prompted
Characters				
Setting				
Repeated Lines/Key Vocabulary				
Plot Sequence/ Events/Organization				
Problem or Goal				
Resolution or How Goal Was Met				
Comprehension Questions:				
Inference Questions:				
Notes:				

Form 8.7 Observations of Communication and Oral Language Displayed in Story Retelling (adapted from the terminology used in the New Zealand School Entry Assessment Story Retelling Task, as reported by Riley and Burrell 2007 with permission from the New Zealand Ministry of Education)

Name:		Date:
Book:		
Indicator	Observations	
Word choices, vocabulary, and sentence structure		
Expression		
Organization		
Content		
Descriptions		
Other		
Comprehension Check:		
Notes:		