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## Sample Checklist for Assessing Retelling in the Emerging Phase<sup>16</sup>

Child's name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of story: \_\_\_\_\_

Place a check mark next to each element the child includes in her or his retelling. Note the extent to which the retelling was "Assisted". Add anecdotal comments as soon as the child returns to another activity.

### Setting

- Tells where the story begins, or makes a statement about time and place. \_\_\_\_\_

### Characters

- Names the characters at some point in the retelling. (Include one check mark for each character that was included.) \_\_\_\_\_
- Describes some characteristic/s of the characters (e.g., personalities, appearance). (Include one check mark for each characteristic mentioned.) \_\_\_\_\_

### Episodes

- Describes the main events or episodes in the story. (Include one check mark for each event.) \_\_\_\_\_

### Ending (problem resolution)

- Describes how the story's problem was solved or an important goal (desire, wish) was attained. \_\_\_\_\_

### Sequence

- Retells the story in the correct order from beginning to end. (Include three check marks if all episodes were told in order; two check marks if most were in order; one check mark if some attention was paid to the order.) \_\_\_\_\_

### Book Language

- Uses some of the author's language in the retelling.
  - begins with a story phrase like *Once upon a time*
  - uses descriptive words the author used such as, *enormous*
  - uses phrases or repetitions from the book (e.g., "*Not I*", *said the \_\_\_\_\_* . ) \_\_\_\_\_

Assistance (none, a little, a lot) \_\_\_\_\_

### Comments

(Behaviours noted during retelling, asides the child made, etc.)

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<sup>16</sup> This form was created with reference to guidance offered and similar forms described in the following books: *Readings for Linking Literacy and Play* (Christie, Roskos, Enz, Vulewicz, & Neuman, 1995); *35 Rubrics and Checklists to Assess Reading and Writing (Grades K-2)* (Fiderer, 1998); *Children Achieving: Best Practices in Early Literacy* (Neuman & Roskos, 1998); *The Whole Language Kindergarten* (Raines & Canady, 1990); *Windows into Literacy: Assessing Learners K-8* (Rhodes & Shanklin, 1993).