

Retelling Rubric - Fiction

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding 1.4 Demonstrating Understanding: demonstrate understanding of a variety of texts by identifying important ideas and some supporting details	I correctly stated the beginning, middle or end with no details or time words.	I correctly stated the beginning, middle and /or end with a few supporting details and time words.	I correctly stated the beginning, middle and /or end events in the same order as in the text with clear details and time words.	I correctly stated all of the events (beginning, middle and end) in the same order as in the text with many supporting details and time words.
Thinking/Inquiry 1.7 Analysing Texts: identify specific elements of texts and explain how they contribute to the meaning of the texts	I did not include or only included part of: ➤ a beginning, middle and/or end ➤ main characters (only used he/she - no names - confusing) ➤ setting ➤ problem and solution *the reader has a fuzzy picture in their mind	I included, with some detail,; ➤ the beginning, middle and/or end ➤ main characters (only names or unclear) ➤ setting ➤ problem and solution * the reader can "picture it"	I included, with good details,; ➤ the beginning, middle and/or end ➤ main characters (something about them) ➤ setting ➤ problem and solution * the reader gets a clear picture in their head	I included, with strong details,; ➤ the beginning, middle and/or end ➤ main characters (name and all important details) ➤ setting ➤ problem and solution * the reader gets a detailed, clear picture in their head
Effectiveness of responses	Limited effectiveness	Some effectiveness	Considerable effectiveness	A high degree of effectiveness

Next Steps:

To improve next time, I will:

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<p>Knowledge and Understanding</p> <p>1.4 Demonstrating Understanding: demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p>	I correctly stated the beginning, middle or end with no details or time words.	I correctly stated the beginning, middle and /or end with a few supporting details and time words.	I correctly stated the beginning, middle and /or end events in the same order as in the text with clear details and time words.	I correctly stated all of the events (beginning, middle and end) in the same order as in the text with many supporting details and time words.
<p>Thinking/Inquiry</p> <p>1.7 Analysing Texts: identify specific elements of texts and explain how they contribute to the meaning of the texts</p>	<p>I did not include or only included part of:</p> <ul style="list-style-type: none"> ➤ a beginning, middle and/or end ➤ main characters (only used he/she - no names - confusing) ➤ setting ➤ problem and solution <p>*the reader has a fuzzy picture in their mind</p>	<p>I included, with some detail,;</p> <ul style="list-style-type: none"> ➤ the beginning, middle and/or end ➤ main characters (only names or unclear) ➤ setting ➤ problem and solution <p>* the reader can "picture it"</p>	<p>I included, with good details,;</p> <ul style="list-style-type: none"> ➤ the beginning, middle and/or end ➤ main characters (something about them) ➤ setting ➤ problem and solution <p>* the reader gets a clear picture in their head</p>	<p>I included, with strong details,;</p> <ul style="list-style-type: none"> ➤ the beginning, middle and/or end ➤ main characters (name and all important details) ➤ setting ➤ problem and solution <p>* the reader gets a detailed, clear picture in their head</p>
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