Characteristic	Proficient (5)	Emerging (3)	Minimal / Immature (1)
Introduction The presence, absence, and qualitative depiction of character and setting components.	- Setting and story theme stated, including all of the following: 1. Dr. DeSoto is a dentist 2. His wife is his assistant 3. He has different arrangements for different animals 4. He refuses to treat animals dangerous to mice **EXAMPLE** *Once upon a time there was (a mouse) a dentist named Dr. De Soto. … Since he was so small and his hands were so delicate, he had to use really small tools.* Note: Describes Dr. De Soto as a mouse and his size. Start with temporal marker of "once upon a time". States setting changes throughout story.	- Identifies Dr. DeSoto and his wife **AND** - Provides some detail regarding Dr. DeSotos's work **EXAMPLE** *Dr. De Soto did his job very well. For mice of his size and other rodents, he would just have them sit in a chair.* Note: Names main and minor characters. Describes where they were.	- Launches into story without mentioning characters and/or Dr. DeSoto's work **EXAMPLE** *One day Dr. De Soto. The bigger animals had to go in a different room.* Note: No description of main character or others. No description of setting other than a different room.
Character Development The acknowledgment of characters and their significance throughout the story.	- Both main and supporting characters introduced by name and relationship to others including: 1. Dr. DeSoto and his wife 2. The fox is dangerous to mice 3. Different animals come to see Dr. DeSoto **AND** - Physical description or personality traits are used to describe main and supporting characters (e.g., Dr. DeSoto does good work, fox is well-dressed, etc.) **AND** - Narrates in first person when appropriate **EXAMPLE** *Doctor DeSoto was a good dentist. He worked with patients of his size, such as mice, and other small animals in a chair that was his size. If he worked with bigger animals, his wife would have to hold him up with a very tall rope.* Note: Mentions proper name, occupation, kinds of animals, and his wife.	- For any characters: uses weak descriptions or same kind of descriptions and/or traits leading to minimal character information **AND/OR** - Minimal narration in first person **EXAMPLE** *Doctor DeSoto took small animals like chipmunks, and squirrels.* Note: No description of Dr. DeSoto being a dentist.	- Does not mention any characteristics of main or supporting characters **AND** - No narration in first person **EXAMPLE** *They are looking outside. They see that fox.* Note: Ambiguous pronouns with no previous referent.

Mental and Emotional States
 	
Score based on the vocabulary used to convey charter emotions and through processes.
	- All mental and emotional states are provided when necessary for plot development and advancement.
	- Uses multiple state words including at least one from each of the following categories:
	  1. Affective states (e.g., feel, brave, cheerful, hate, stunned)
	  2. Mental states (e.g., decide, realize, guess, came to, wonder, know, worry, think, be serious, make up his mind)
	  3. False belief (e.g., suspect)
	Speaker may use mental and emotional states not mentioned in the original narration.
	
	EXAMPLE
	And they <u>knew</u> exactly what he was deciding about. On his way home <u>thought</u> about if he should eat the mouse or not. The next day the fox come in looking <u>very happy</u>. … "I would be <u>honored</u>" said the fox. … And they were <u>very pleased</u> with themselves after they had outfoxed the fox.
		- Some mental and emotional states are stated in some, not all situations.
		- Use of any of three:
		  1. Affective states
		  2. Mental states
		  3. False belief
		OR
		- Repetition of only one or two mental and emotional states.
		
		EXAMPLE
		And then when they went to sleep, they were <u>worrying</u>.
			- No use of mental or emotional states

Referencing/Listener Awareness 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.	- Provides all references *(including correct character names and appropriate pronouns)* and adequate background information (of characters, settings, and events) - Cues into the listener's awareness of the story - Listener can follow the story without requesting clarification. **EXAMPLE** *Dr. De Soto said, "Hold on just a minute." He pulled his head back into the window and talked with his wife.*	- Does not provide ALL information necessary to make connections between characters, settings, and events **EXAMPLE** *He looked out the window and saw a fox. He said, "I can't help you. And then he was thinking, but my tooth aches.* Note: Inconsistent use of referents. Unfamiliar listener might be confused.	- Presupposes shared listener knowledge and does not cue into the listener's signs of confusion. **EXAMPLE** *He is like putting glue stuff on his teeth to glue them.* Note: No prior verbal clarifiers used.
Conflict/Resolution and Event/Reaction 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.	- All 5 major conflicts/resolutions necessary for plot advancement are present and clear including some mention of: 1. Dr. DeSoto is a small mouse who is a dentist/He uses different strategies to treat different animals 2. Fox has a terrible toothache/Dr. DeSoto decided to risk his safety and treat the fox 3. Fox needs to have a tooth removed/Dr. DeSoto removes the tooth 4. Dr. DeSoto and his wife realize the fox is dreaming about eating the mice/Dr. Desoto and his wife come up with a plan so that the fox won't eat them 5. The fox returns the next day and wants to eat Dr.DeSoto/Dr. DeSoto tricks the fox by glueing the fox's mouth shut	- 3 of 5 of the major conflicts/resolutions necessary for plot advancement are included **OR** - Most of the major conflicts/resolutions included but underdeveloped (e.g., lacking supporting details)	- Story contains 1 or none of the 5 major conflicts/resolutions necessary for plot advancement **OR** - Conflicts/Resolutions are so underdeveloped or unresolved the story does not make sense to the listener

Cohesion Scores based on the sequence of, details given to, and transitions between each event.	- All events are included and in a logical/appropriate order **AND** - Supporting details are included and at a logical/ appropriate place in the story **AND** - Includes smooth transitions between events (e.g., and, then, next, etc) **AND** - Uses appropriate pause time and minimal revisions/reformulations.	- Some events and supporting details included or in a logical/ appropriate order. **AND/OR** - Little variation or use of transitional words or phrases. **AND/OR** - Some pauses and/or some revisions/reformulations present in narrative.	- Most events and supporting details are missing and/or follow illogical order. **AND** - No variation or use of transitional words or phrases. **AND/OR** - Uses excessive pause time and/or many revisions/reformulations.

Conclusion
Scores are based on the conclusion of the final event as well as the wrap up of the entire story.
	- Smooth transition to conclusion.
	- Story is clearly wrapped up with some mention of ALL three:
	  1. Dr. and Mrs. DeSoto glue the fox's mouth shut
	  2. The Fox cannot open his mouth and leaves
	  3. Dr. and Mrs. DeSoto take the rest of the day off
	  4. Dr. and Mrs. DeSoto outfoxed the fox
		- Mentions only 2 of the 3 necessary endings
		AND/OR
		- Provides some verbal indication that the retell is complete (e.g., the end).
			- Abruptly ends story (e.g., stops narrating and listener may need to confirm that retell has ended).

Scoring: 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.
* **A score of 0** is given for TARGET SPEARKER 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).
* **A score of NA** (non-applicable) is given for MECHANICAL/EXAMINER/OPERATOR 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.