

SPONTANEOUS LANGUAGE STORYBOARD & NARRATIVE RUBRIC

This "rubric" is a scoring or rating system used with all of my speech and language students who work on sequencing and forming their own expressive language to describe elements of the story. Sequencing storyboard pictures builds skills in the organization of language, temporal concepts, and illustrates the concept of a main idea or central theme to students. This is largely a *receptive* language task- in other words, seeking to find out what a student understands and comprehends. Asking "yes" and "no" questions, or "WH" types of questions such as "who", "what", and "where" about the pictures is also a comprehension receptive language task. An *expressive* language task for this activity is having students tell about the pictures using their own spontaneous verbal language. Labeling objects in the pictures, an action word, or describing in a basic phrase or sentence the picture scene provides practice and data for a student's progress on using their own spontaneous, unprompted language to communicate.

There are ___ scoring components. Each component is scored as a 1,2, 3 or 4. Scores are added together to achieve a total narrative score. I use this score as a baseline to compare future narratives to in order to measure individual student progress.

Procedure:

1. Present storyboard pictures to student. If needed, label boxes on a the table (1-2-3-4) to indicate where pictures should be placed. Completed 1-2 models for student if this is a novel activity.
2. Give student the pictures with a verbal and/or visual cue to, "Make a story" or "Put them in order"
3. Score Sequencing portion of rubric
4. Point to the first picture. Cue the student verbally and/or visually to, "Tell about the picture" or another appropriate cue
5. Record expressive responses and score the Narrative portion of the rubric
6. Ask Yes-no and WH comprehension questions about the story. Record response and score Comprehension portion of the rubric (make sure to do this portion last so you do not "plant" vocabulary or responses in the student's mind when they complete the expressive description and narrative portion.)

Student Name: _____ Date: _____
of Pictures in the Storyboard: _____ Context of the Storyboard: _____

Sequencing Skills (without adult assistance)

- 1 Able to sequence 1-2 of the pictures correctly
- 2 Able to sequence the beginning and end, difficulty with the middle, sequenced 2-3 correctly
- 3 Able to sequence all pictures, but required one adult about an error & made correction independently
- 4 Able to sequence all pictures correctly on first try

Types of Prompts/Cues required:
Observations:

Narrative/Description Skills

- 1 Unable to use expressive means to describe the storyboard
- 2 Describes using one word to describe either a subject, object or action for most pictures
- 3 Describes using a 2 word phrase primarily using a subject-action, object-action or subject-object structure
- 4 Describes using 3-4+ word phrase largely adhering to a subject-verb-object type of structure

Types of Prompts/Cues required:
Observations:

Comprehension Skills

- 1 Unable to answer any comprehension questions without adult modeling or answer choices
- 2 Is able to answer comprehension questions when given a field of 2 choices for the answer
- 3 Is able to *some* comprehension questions without a field of choices, some still requiring a field of answer choices
- 4 Is able to answer most comprehension questions with 60% or higher accuracy without a field of choices

Question words probed (circle): Yes-No Who What Where When Why

Expressive Output (circle): Verbal Written Picture Other AAC

Types of Prompts/Cues required:
Observations:

TOTAL NARRATIVE SCORE: ___/12

