Tell Me/Retell Student Transcripts

From - SUPPORTING INFORMATION FOR TEACHERS USING THE SCHOOL ENTRY ASSESSMENT KIT

(School Entry Assessment 1999 Learning Media for Curriculum Corporation, Carlton)

Tell Me

Danny’s transcript

1  Bernard’s Wobbly Tooth (*said in a tone of voice indicating it was the story title*)
2  His dad – BASIC
3  Once upon a time – BASIC
4  Bernard’s wobbly tooth comed out. PLAIN
5  When he was eating he tried to pull it out. DEVELOPED
6  “I’ll do it, “said Mum. “I’ll use the snippers to do that.” DEVELOPED
7  So she pulled it this and that way. DEVELOPED
8  Then his dad shook him up and down. DEVELOPED
9  His brother got a string to use. DEVELOPED
10  He tied it up to his tooth and tied it up to the door. DEVELOPED
11  Last – BASIC
12  At night time um he brushed his teeth and and then the tooth comed out. DEVELOPED
13  “Everyone come over here.” PLAIN
14  “This is how you get a tooth out.” DEVELOPED
**Tell Me Record Sheet**

**Bernard O'Brien's Tooth**

**NAME:** Danny  
**DATE:**  
**STUDENT NUMBER:**

### Collaborative Reading  COMPREHENSION

| Question One | How did Bernard’s tooth come out?  
E.g. by toothbrush; brushing loose. | Question Two | How was Kane going to get the tooth out?  
E.g. with string; the door pulling. | Question Three | Why did Bernard say “stop” to everyone?  
E.g. too rough; not nice. |
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### Retelling  SENTENCE STRUCTURE

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<thead>
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<th>Page 2</th>
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</table>
| Bernard O'Brien had a very wiggly tooth.  
He twiddled it this way, he twiddled it that way – but it wouldn’t come out. | “Let me try,” said Mum, taking out her tweezers.  
She pulled the tooth this way, she pulled the tooth that way.  
“It’s no good,” she said.  
“It won’t come out.” |
| None: no words | Basic: unconnected labels for objects, actions, events and characters. | Plain: short, simple sentences with ideas linked only by “and” or “and then”. Some description. | Developed: sentences include several ideas or events; clearly related clauses and phrases |
|Score|3|

### VOCABULARY

<table>
<thead>
<tr>
<th>Page 6</th>
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| “I’ll make it come out,” said Dad, grabbing Bernard and holding him pu by his feet.  
He shook him this way, he shook him that way – but the tooth wouldn’t come out. | “Now I’ll close the door. Ready?” he asked.  
“One… Two… Three…” “Stop!” said Bernard, taking off the string.  
“You’re all too rough with my wiggly tooth! My wiggly tooth can stay right where it is!” |
| None: no words | Basic: labels, nouns, pronouns, and verbs. | Plain: labels, limited set of descriptive words. | Developed: wide range of descriptive and mood-setting words. |
|Score|3|

### GLOBAL JUDGEMENT

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>NOTES</th>
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<tbody>
<tr>
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Plain: two or three main points.
Developed: more than three main points.
For example: had a wiggly tooth; it wouldn’t come out; Mum, Dad, Kane tried (all ways); told them to stop; toothbrushing loosened.

Competent Language User Total: 17

Danny

- has used language competently in this activity
- had a couple of attempts at starting the story and then seemed to find the main idea, which he then elaborated into a sequential retelling of the story
- initial use of “Once upon a time...” and subsequent use of a framework for telling the story rather than just responding to the pictures would indicate that he has been exposed to many stories and knows how they work
- has used language expressively, showing that he has accessed the meaning of the story by ‘translating’ it into his own words
- would benefit from further experience of the opportunity to retell stories, as this is a strength, and from teaching which emphasises the development of a wider range of vocabulary.

Josef’s transcript

1 Bernard – *(trying to read the text – re-instructed)* BASIC
2 This is about – PLAIN
3 Duh, this about his tooth was wobbly. PLAIN
4 And his mum trieda pull it out. PLAIN
5 And his dad trieda pull it out. PLAIN
6 And his brother tried to pull it out. PLAIN
7 He tied a tooth to the door and blood come. PLAIN
8 My sister had a blood nose. PLAIN
9 And he was brushing his teeth and it come out. PLAIN
**Tell Me Record Sheet**

**Bernard O’Brien’s Tooth**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Student Number</th>
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**Collaborative Reading**

<table>
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<tr>
<th>Question One</th>
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<td>How did Bernard’s tooth come out? E.g. by toothbrush; brushing loose.</td>
<td>How was Kane going to get the tooth out? E.g. with string; the door pulling.</td>
<td>Why did Bernard say “stop” to everyone? E.g. too rough; not nice.</td>
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**Score**

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**Retelling**

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<td>Bernard O’Brien had a very wiggly tooth. He twiddled it this way, he twiddled it that way – but it wouldn’t come out.</td>
<td><strong>None:</strong> no words</td>
<td>“Let me try,” said Mum, taking out her tweezers. She pulled the tooth this way, she pulled the tooth that way. “It’s no good,” she said. “It won’t come out.”</td>
<td><strong>Basic:</strong>: unconnected labels for objects, actions, events and characters. <strong>Plain:</strong> short, simple sentences with ideas linked only by “and” or ‘and then’. <strong>Developed:</strong> sentences include several ideas or events; clearly related clauses and phrases</td>
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**Sentence Structure**

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<td><strong>None:</strong> no words</td>
<td>“there’s only one way to pull out a wiggly tooth,” said Bernard’s big brother, Kane. “Use a strong.” He tied one end of the string to the tooth. He tied the other end to the door.</td>
<td><strong>Basic:</strong> labels, nouns, pronouns, and verbs. <strong>Plain:</strong> labels, limited set of descriptive words. <strong>Developed:</strong> wide range of descriptive and mood-setting words.</td>
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**Vocabulary**

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<td>But that night, when Bernard went to brush his teeth… He brushed them this way, he brushed them that way – and suddenly, the wiggly tooth fell out – plop! – into the basin.</td>
<td><strong>None:</strong> no words</td>
<td>“Yay!” shouted Bernard. “Everyone come and look! That’s the way to get out a wiggly tooth!”</td>
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**Global Judgement**

| 2 |

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Page 12

Limited variety of word types, few adjectives, no adverbs, not very imaginative.
Josef

- has high comprehension and content scores
- would benefit from teaching sessions where the need for related sentences is made explicit
- would benefit from the opportunity to respond to questions (about familiar text) such as “What happened next? And after that? What else happened?” (without recourse to pictures) during Shared Reading

Laura’s transcript

1. The boy puss it this way and that way.  
2. And mother puss it that way and that way.  
3. And then the dad make um the boy upside down.  
4. That way and that way.  
5. The brother come along – tie – the um s string to the door.  
6. The – them tell him them want to play.  
7. Then stop.  
8. Then him brush uh the tooth he tooth um it go plop.  
9. And the boy say “Come here.”  
10. There – then them find the tooth.
Bernard O’Brien’s Tooth

**Tell Me Record Sheet**

**Bernard O’Brien’s Tooth**

<table>
<thead>
<tr>
<th>NAME: Laura</th>
<th>DATE:</th>
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### Collaborative Reading

**COMPREHENSION**

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**Question One**

How did Bernard’s tooth come out?
E.g. by toothbrush; brushing loose.

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**Question Two**

How was Kane going to get the tooth out?
E.g. with string; the door pulling.

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**Question Three**

Why did Bernard say “stop” to everyone? E.g. too rough; not nice.

| ✓ |

### Retelling

**SENTENCE STRUCTURE**

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**Page 2**

Bernard O’Brien had a very wiggly tooth.
He twiddled it this way, he twiddled it that way – but it wouldn’t come out.

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“Let me try,” said Mum, taking out her tweezers. She pulled the tooth this way, she pulled the tooth that way. “It’s no good,” she said. “It won’t come out.”

**Page 4**

“Now I’ll close the door. Ready?” he asked. “One… Two… Three…” “Stop!” said Bernard, taking off the string. “You’re all too rough with my wiggly tooth! My wiggly tooth can stay right where it is!”

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### VOCABULARY

**Page 6**

“I’ll make it come out,” said Dad, grabbing Bernard and holding him up by his feet. He shook him this way, he shook him that way - but the tooth would not come out.

**Page 7**

“There’s only one way to pull out a wiggly tooth,” said Bernard’s big brother, Kane. “Use a strong.” He tied one end of the string to the tooth. He tied the other end to the door.

**Page 8**

“Yay!” shouted Bernard. “Everyone come and look! That’s the way to get out a wiggly tooth!”

**Page 9**

But that night, when Bernard went to brush his teeth… He brushed them this way, he brushed them that way – and suddenly, the wiggly tooth fell out – plop! – into the basin.

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### GLOBAL JUDGEMENT

**ORGANISATION**

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**CONTENT**

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Laura

- has responded to the content of the story but seems to be unclear about its underlying meaning and the connections between the various events that happen indicating that she hasn’t yet developed a sense of the way stories work
- will need close support and monitoring in her use of language, in particular what appears to be an over-reliance on present tense
- would benefit from further exposure to simple stories that have a clear plot, from guided reflection on these
- would also benefit from the opportunity to retell her own dictated stories as these will have more accessible meaning for her.

The examples of student responses to Tell Me have been adapted from Callinan, Fran. 1999 What Can ‘Tell Me’, Tell You (unpublished)
Appendix 1 - Additional information available from students’ responses to *Tell Me*

Competent story telling requires the ability to use decontextualised and extended speech. Students need to talk about the ‘there and then’ rather than just the ‘here and now’. (See ‘Home Talk’ and ‘School Talk’ in *Teaching Speakers and Listeners in the Classroom* pp 4-5). They also need to use strategies to coordinate their ideas both within and between sentences to form a meaningful and efficient narrative.

**Use of verbs in decontextualised speech**

Decontextualised speech requires the use of more complex verb forms. When judging the complexity of the narrative retell, look for verb tense modifications. The narration should all be in the past tense except where the narrator is using direct quotes of a character within the story or describing the thoughts and plans of a character in the story. By Prep, most children will have the ability to use both regular (e.g. wiggled, pulled) and irregular (e.g. shook, wouldn’t) past tense although they may not be mastered fully in all contexts.

**Indicators of positive verb development**

Look for correct use of both regular and irregular verb forms in most instances:

- **Complex verb forms**
  - eg He said, ‘I’ll be taking Mum to the hospital and Mrs White is gunna be looking after you.’

- **Cognitive verbs**
  - eg ‘think’ ‘wonder’ ‘decide’ ‘plan’ ‘know’

- **Use of infinitive verb forms**
  - eg So they ran out to their Mum to say goodbye.’

- **More than one verb in a sentence**
  - eg ‘He said he knew how to get it out.’
  - ‘Anna thought she had never felt so happy.’

- **Switching between verb tenses appropriately** – using past tense in the main narrative text but present or future in a direct quote as required.
  - eg ‘I’ll do it,’ said Mum. ‘I’ll use the snippers to do that.’
**Indicators of difficulty in use of verbs**

Overuse of a particular word – unless it is part of the refrain in a repetitive story.

eg  using ‘went’ for all movements (jumped, rushed, galloped, ran etc)

Use of non-specific words

eg  ‘Did this’, ‘Made like this’, ‘Went like this’ – often accompanied by a gesture or pointing to the action on the page.

Only using present tense

eg  ‘The dog runs.’ ‘The horse fast.’ ‘The water comes down.’

Overuse of the ‘did’ past tense marker

eg  ‘did run’ ‘did pull’ ‘did yell’ ‘did go’

Poor subject verb agreement, specifically omitting the ‘s’ on the third person regular present.

eg  ‘The girl get the flower.’ ‘The cat sleep.’ ‘The butterfly go over.’

Poor question formation – not reversing subject and verb and relying on rising verb intonation at the end of a sentence.

eg  ‘Mum has got the baby?’

Poor negative formation – overusing ‘not’ or ‘no’ rather than using ‘isn’t’ ‘can’t’ or ‘doesn’t’

eg  ‘The tooth not come out.’

eg  ‘The Dad not say the name.’

**Use of coordination strategies in extended speech**

By the start of school, children should be beginning to use a variety of strategies for the efficient coordination of ideas within sentences and sentences into narrative text.

The simplest coordination is ‘and’, either to join items in a list

eg  ‘The cat and the dog and the cow’

or to link events

eg  ‘The cat sneezed and the dog barked.’

Use of ‘and then’ seems to add a further element of complexity by giving a sequence to the events.

eg  ‘The cat sneezed and then the dog barked.’

More developed coordination provides more detailed and specific information about the relationship between events and characters.

eg  ‘The dog barked because the cat sneezed.’
'He tried to eat his breakfast but it annoyed him.'
'He pulled his hands up because it hurted even though Mum didn’t even touch it.'
'The tooth fell out while he was touching it.'
'She asked if they could call the baby Josephine.'

Another way of coordinating ideas within the one sentence is to use embedded clauses.

eg 'The lady who came to look after them was Mrs White.'
'That night, while he was brushing his teeth, it fell out.'

**Indicators of positive development in coordination**

Appropriate use of a range of more complex conjunctions

eg 'while' 'so' 'because' 'although' 'even though'

Longer and more complex sentences with a range of clause types describing characters, events and feelings.

**Indicators of difficulty in coordination**

Constant use of ‘and’ and ‘then’ or ‘and then’ without any other coordinators.

Simple sentences without any clause or phrase elaboration.