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|  | Stance & Posture – 10 pts | Handling of Note Cards & Gestures – 10 pts | Vocal Variety – 20 pts | Facial Expression & Eye Contact – 10 pts | Content of Analysis – 50 pts |
|  | • Stance is alert and in tune with vocal delivery.  • Stance and posture enhance the presentation. | • Use of cards is fluid and does not detract from overall literary analysis.  • Gestures complement verbal message. | Pitch, rate, and volume vary according to content and subject of analysis.  • Pitch, rate, volume, and quality are appropriate, enthusiastic, and conversational in tone.  • There are no vocalized pauses (um, like, etc.).  • The presentation contains no mispronunciations. | • Face is animated and attuned to analysis of the selection.  • Eye contact is comprehensive, direct, and sustained. | • The analysis demonstrates a clear, complete understanding of the assignment.  • A thorough understanding of the literature selection is demonstrated.  • The analysis demonstrates a very clear purpose and focus.  • Analysis seamlessly includes a synopsis of the literature selection.  • Analysis is highly engaging to the audience and precisely attuned to the selection.  • The analysis shows a deep understanding of theme, plot, characterization, and other elements of literary analysis.  • Ideas and reasoned arguments are presented in a completely logical sequence.  • Analysis demonstrates a high degree of creativity and originality.  • Presentation is exactly tuned to the audience.  • Highly appropriate examples from the work of literature are quoted to support  the analysis. |
|  | • Stands straight throughout presentation. | * Consults cards but is not overly reliant. * Attempts to gesture when appropriate. | • Pitch, rate, and volume vary only a little.  • Some effort at a conversational tone  is made.  • Some vocalized pauses may hinder the flow  of the speech.  • Some mispronunciations may detract from  analysis. | • Face reflects the content and subject of literary analysis.  • Eye contact is comprehensive, and direct. | • The analysis demonstrates a clear understanding of the assignment.  • A good understanding of the literature selection is demonstrated.  • The analysis demonstrates a clear purpose and focus.  • Analysis includes a synopsis of the literature selection.  • Analysis is engaging to the audience and appropriate to the selection.  • Presentation shows an understanding of elements of literary analysis.  • Ideas and reasoned arguments are presented in a generally logical sequence.  • Analysis demonstrates a fair degree of creativity and originality.  • Presentation is generally appropriate to the audience.  • Examples from the work of literature are quoted to support the analysis. |
|  | • Stands straight throughout presentation. | • Consults cards but is not overly reliant.  • Attempts to gesture when appropriate. | • Pitch, rate, and volume vary only a little.  • Some effort at a conversational tone  is made.  • Some vocalized pauses may hinder the flow  of the speech.  • Some mispronunciations may detract from  analysis. | • Face is expressive most of the time.  • Eye contact made with all segments  of audience. | • The analysis demonstrates a basic understanding of the assignment.  • An adequate understanding of the literature selection is demonstrated.  • The analysis states a purpose and focus.  • Analysis includes a brief or partial synopsis of the literature selection.  • Analysis is generally engaging and appropriate to the selection.  • Presentation shows some understanding of elements of literary analysis.  • Ideas and reasoned arguments are presented in a random order.  • Analysis demonstrates some creativity and originality.  • Presentation is mostly appropriate to the audience, but not always.  • Examples from the work of literature are quoted without a clear connection to  the focus of the analysis. |
|  | • Some shifting of weight occurs during presentation. | • Reads from cards as often as not; some uncertainty is evident.  • Only a few gestures are used. | • There is little variety in pitch, rate, and volume.  • Conversational tone is rare.  • Some vocalized pauses break the flow of  the speech.  • Frequent mispronunciations detract from  literary analysis. | • Face is infrequently expressive.  • Eye contact is haphazard and not sustained. | • The analysis demonstrates some understanding of the assignment, but it is not complete.  • An incomplete understanding of the literature selection is demonstrated.  • The analysis has an unstated purpose and focus.  • Analysis includes an incomplete or inaccurate synopsis of the selection.  • Analysis is somewhat engaging but not always appropriate to the selection.  • Presentation shows an incomplete or sometimes inaccurate understanding of  elements of literary analysis.  • Few ideas and reasoned arguments are presented.  • Analysis demonstrates limited, occasional creativity and originality.  • Presentation is only sometimes appropriate to the audience.  • Examples from the work of literature are cited infrequently. |
|  | • Frequent shifting of weight occurs during presentation. | • Reads from cards more frequently than not and delivery is unsure.  • Gestures are rarely used. | • Speaks in a partial monotone, at a low volume, or too fast or too slow.  • Natural rhythm is lacking.  • Frequent vocalized pauses break the flow of  the speech.  • Frequent mispronunciations interfere with  meaning. | • Face is inexpressive.  • Eye contact is rare. | • The analysis demonstrates little understanding of the assignment.  • An incomplete and sometimes inaccurate understanding of the literature  selection is demonstrated.  • No purpose and focus are presented.  • Analysis may not include a synopsis of the literature selection.  • Analysis is rarely engaging and not appropriate to the selection.  • Presentation shows little or an inaccurate understanding of literary analysis.  • Few ideas and arguments are presented.  • Analysis demonstrates little creativity and originality.  • Presentation is not appropriate to the audience.  • Examples from the work of literature are not cited. |
|  | • Shifts weight from foot to foot throughout presentation.  • Slumped or slouching throughout presentation. | • Is completely reliant on notes—reading the speech.  • Delivery is stumbling.  • No gestures are used, hand is in pocket  or fidgeting. | • Speaks in a monotone, at a low volume, or too fast or too slow.  • There is no natural rhythm.  • Frequent vocalized pauses break the flow of  the speech.  • Very frequent mispronunciations prevent  understanding. | • There is little or no expression—face is uninvolved.  • Little or no eye contact with audience. | • The assignment is not understood.  • The literature selection is misunderstood.  • No purpose and focus are presented.  • No synopsis of the literature selection is included.  • Analysis is not engaging and is inappropriate to the selection.  • Presentation shows no understanding of elements of literary analysis.  • No ideas and arguments are presented.  • Analysis demonstrates little or no creativity and originality.  • Presentation is not appropriate to the audience.  • Examples from the work of literature are not cited. |