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| --- | --- | --- | --- | --- | --- | --- |
|  | **6** | **5** | **4** | **3** | **2** | **1** |
| **Video/Power Point** |  |  | Visual completely grabs audience’s attention and focuses strongly on the viewer’s emotions. | Visual grabs the audience’s attention and focuses on the viewer’s emotions. | Visual somewhat grabs the audience’s attention and generally focuses on the viewer’s emotions. | Visual does not grab the audience’s attention nor does it focus on the viewer’s emotions. |
| **Speech** |  |  | Speaker(s) spoke clearly and distinctly all (95-100%) of the time and mispronounced no words. Speaker(s) knew lines and spoke with ease. | Speaker(s) spoke clearly and distinctly all (95-100%) of the time and spoke with ease but used vocal fillers or mispronounced words. | Speaker(s) spoke clearly and distinctly most of the time. Speaker(s) stumbled with lines and spoke with discomfort. | Speaker(s) often mumbled or cannot be understood or mispronounce words. Speaker does not know lines. |
| **Enthusiasm** |  |  | Facial expressions, voice, and body language generate a strong interest and enthusiasm about the book. | Facial expressions, voice, and body language sometimes generate a strong interest and enthusiasm about the book. | Facial expressions, voice, and body language sometimes show enthusiasm and interest about the book. | Very little use of facial expressions or body language. Did not generate much interest in book. |
| **Content-Generates Interest** |  |  | Individual shows a full understanding of the assignment and does an excellent job of persuading the audience (generating interest) to read the book. Does not give ending away. | Shows a good understanding of the assignment and effectively persuades the audience to read the book. Does not give ending away. | Shows a good understanding of parts of the assignment and somewhat persuades audience to read the book. Hints at the ending. | Does not seem to understand the assignment very well. Does not generate interest in the book. Gives ending away. |
| **Props and Costumes/**  **Techniques** |  |  | Student(s) use several props or costumes/techniques that show considerable work/creativity and which make the presentation better. | Student(s) use a few props that show considerable work/creativity and which make the presentation better. | Students use props which make the presentation better. | Students do not use props or costumes. |
| **Conventions** |  |  | All words spelled correctly, no errors in English usage, grammar or punctuation. No errors in capitalization. | Almost all words spelled correctly, almost no errors in English usage, grammar or punctuation. Almost no errors in capitalization. | Some spelling errors Occur. Some errors in English usage, grammar or punctuation. Some errors in capitalization. | Spelling errors may impede understanding. Errors in English usage, grammar or punctuation. Errors in capitalization may intrude understanding. |
| **Presentation** |  |  | Meets the time requirement Includes a an introduction of the book and author. |  |  | Does not meet the requirements of the presentation. |

**TOTAL \_\_\_\_\_ / 28**