|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **6** | **5** | **4** | **3** | **2** | **1** |
| **Scene** |  |  | Scene completely grabs audience’s attention and focuses strongly on the viewer’s emotions. | Scene grabs the audience’s attention and focuses on the viewer’s emotions. | Scene somewhat grabs the audience’s attention and generally focuses on the viewer’s emotions. | Scene 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. |
|  |  |  |  |  |  |  |
| **Presentation** |  |  | Meets the time requirement. Introduces the title, author, and book to audience |  |  | Does not meet the requirements of the presentation. Forgets to introduce the title, author, and or book to audience |

**TOTAL \_\_\_\_\_ / 24**