

Speaking, Listening, and Viewing Rubric: Presenting a Literary Analysis

	Stance & Posture	Handling of Note Cards & Gestures	Vocal Variety
6	<ul style="list-style-type: none"> Stance is alert and in tune with vocal delivery. Stance and posture enhance the presentation. 	<ul style="list-style-type: none"> Use of cards is fluid and does not detract from overall literary analysis. Gestures complement verbal message. 	<ul style="list-style-type: none"> 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.
5	<ul style="list-style-type: none"> Stance is in tune with vocal delivery. Stance and posture generally assist the presentation. 	<ul style="list-style-type: none"> Use of cards is not fluid but does not detract from presentation. Gestures are attempted when appropriate. 	<ul style="list-style-type: none"> Pitch, rate, and volume vary somewhat and are appropriate to the content of the analysis. Pitch, rate, volume, and quality are generally appropriate, with some effort at a conversational tone. There are few vocalized pauses but not enough to break the flow of the speech. The speech contains few mispronunciations.
4	<ul style="list-style-type: none"> Stands straight throughout presentation. 	<ul style="list-style-type: none"> Consults cards but is not overly reliant. Attempts to gesture when appropriate. 	<ul style="list-style-type: none"> 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.
3	<ul style="list-style-type: none"> Some shifting of weight occurs during presentation. 	<ul style="list-style-type: none"> Reads from cards as often as not; some uncertainty is evident. Only a few gestures are used. 	<ul style="list-style-type: none"> 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.
2	<ul style="list-style-type: none"> Frequent shifting of weight occurs during presentation. 	<ul style="list-style-type: none"> Reads from cards more frequently than not and delivery is unsure. Gestures are rarely used. 	<ul style="list-style-type: none"> 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.
1	<ul style="list-style-type: none"> Shifts weight from foot to foot throughout presentation. Slumped or slouching throughout presentation. 	<ul style="list-style-type: none"> Is completely reliant on notes—reading the speech. Delivery is stumbling. No gestures are used, hand is in pocket or fidgeting. 	<ul style="list-style-type: none"> 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.

Facial Expression & Eye Contact	Content of Analysis
<ul style="list-style-type: none"> • Face is animated and attuned to analysis of the selection. • Eye contact is comprehensive, direct, and sustained. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Face reflects the content and subject of literary analysis. • Eye contact is comprehensive, and direct. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Face is expressive most of the time. • Eye contact made with all segments of audience. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Face is infrequently expressive. • Eye contact is haphazard and not sustained. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Face is inexpressive. • Eye contact is rare. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • There is little or no expression—face is uninvolved. • Little or no eye contact with audience. 	<ul style="list-style-type: none"> • 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.