**Name: Scene:**

**Oral Presentation Rubric: Shakespeare Scene Performance**

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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Preparedness : Group** | Group is completely prepared and has obviously rehearsed. | Group seems pretty prepared but might have needed a couple more rehearsals. | The group is somewhat prepared, but it is clear that rehearsal was lacking. | Group does not seem at all prepared to present. |
| **Speaks Clearly and Eye Contact: Individual** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Student establishes eye contact with each other as they act out the scene. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. For the most part student holds eye contact with other characters. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. Establishes eye contact. | Often mumbles or cannot be understood OR mispronounces more than one word. Does not look at people during the presentation. |
| **Memorization: Individual** | Student’s lines were memorized and student spoke with ease. Words pronounced correctly and clearly. No major mistakes. | Student’s lines were memorized and student spoke with some ease. Few major mistakes. | Student’s lines were memorized but student made major mistakes here and there. | Student reads lines and does not memorize. |
| **Enthusiasm : Individual** | Facial expressions and body language generates a strong intent and enthusiasm about the scene. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topical others. | Facial expressions and body language sometimes show enthusiasm and interest. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Props and costumes: Group or Individual** | Students use several props or costumes that show considerable work/creativity and which make the presentation better. | Students use a few props that show considerable work/creativity and which make the presentation better. | Students use props which makes the presentation better. | Student does not use props or costumes. |
| **Content and Theme: Group** | Shows a full understanding of the scene and does an excellent job of communicating the appropriate emotions. The theme is insightful and universal. | Shows a good understanding of the scene and communicates the appropriate emotions. The theme is workable and universal. | Shows a good understanding of parts of the scene and sometimes conveys appropriate emotions. The theme is universal but vague. | Does not seem to understand the scene very well. Does not convey emotions or conveys emotions that do not fit the scene. The theme is not universal or off topic. |
| **Behavior: Individual** | Student was respectful of others, remained quiet during performance, and behaved maturely. | Student was sometimes not attentive and missed cues or distracted others. | Students behave in a manner that was distracting to others. Often talked, laughed, or played during practices. | Student frequently caused others to miss lines because of talking, laughing, or playing. |

# **Standard: Oral Expression and Listening**

1. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
2. Use verbal and nonverbal techniques to communicate information.
3. Develop a well-organized presentation
4. Use effective audience and oral delivery skills to persuade an audience.

# **Standard: Reading for All Purposes**

1. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.