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| **Oral Presentation Rubric** | **Level 1**  | **Level 2**  | **Level 3**  | **Level 4**  | **Level 4+**  |
| **Knowledge and Understanding of Text** **(K)** | **Content** | Little knowledge and understanding of content | Some knowledge with superficial understanding | Adequate knowledge and understanding | Good knowledge and understanding | Thorough knowledge and understanding |
| **Contextualization** | Little knowledge of appropriate context | Some knowledge of appropriate context | Adequate knowledge of context | Good knowledge of context | Precise knowledge of context |
| **Analysis****(T)** | **Interpretation of thought and feeling expressed in text** | Little interpretation | Some interpretation with relevant personal response | Generally valid and adequate interpretation with some degree of critical response | Valid and generally detailed interpretation with considerable critical response | Convincing and detailed interpretation with original and critical response |
| **Analysis of literary features** | Little awareness | Some awareness | Adequate awareness, some analysis | Good awareness and detailed analysis | Excellent awareness and critical analysis |
| **References to text** | Few references to text | Inappropriately integrated references to text | Sometimes appropriately integrated references to text | Appropriately integrated references | Well integrated references |
| **Originality of Thought** | Narration and repetition of content | Some personal response | Some critical , creative, and personal response | Considerable personal, creative and critical response, convincing | Fully considered independent and original critical response |
| **Organization** **(C)** Individual | **Structure** | Little structure | Some structure | Adequate structure | Clear and logical structure | Purposeful and effective structure |
| **Focus** | Incoherent | Not always focused | Generally focused, coherent, and effective | Focused, clear, coherent, effective, convincing | Focused, coherent, very effective, persuasive |
| **Integration of supporting references** | Few references | Not appropriately integrated | Sometimes appropriately integrated | Appropriately integrated | Well-integrated |
| **Use of Language** **(A)**Individual | **Eye Contact** | No eye contact | Some eye contact but mostly wandering | Intermittent eye contact | Mostly consistent eye contact | Varied and consistent eye contact |
| **Clarity and precision** | Incomprehensible | Some degree of clarity and coherence | Clear speech, appropriate, Only a few significant lapses | Clear, varied precise speech, appropriate.No significant lapses | Clear, varied, precise, concise speech. No significant lapses |
| **Register (tone)** | Inaccurate and inappropriate | Sometimes appropriate for discussion of literature | Attempt at being appropriate | Appropriate register and style | Effective register and style |
| **Vocabulary and literary terms** | Rarely accurate or appropriate | Sometimes appropriate | Often appropriate | Considerable and appropriate use of literary terms | Precise, wide vocabulary, literary terms used appropriately |