

CATEGORY	4	3	2	1
<b>Actual Props Costume</b>	Student uses several props (could include costume) that accurately fit the piece, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the piece, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
<b>Symbolic Props Costume</b>	Student uses common items to symbolize props or costume. These show considerable creativity, demonstrate an understanding of the material and make the presentation better.	Student uses common items as props or costume that accurately fit the piece, and make the presentation better.	Student uses 1 item as prop or costume which make the presentation better.	The student uses no props OR the props chosen detract from the presentation or have little to no connection to the piece.
<b>Characterization</b>	Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why.	Can clearly explain 2-3 ways in which his character \"saw\" things differently than other characters.	Can clearly explain one way in which his character \"saw\" things differently than other characters.	Cannot explain one way in which his character \"saw\" things differently than other characters.
<b>Role &amp; pitch</b>	Delivery was consistently in character. Pitch was often used and it conveyed emotions appropriately	Delivery was often in character. Pitch was often used.	Delivery was sometimes in character. Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Delivery was rarely or not in character. Pitch was rarely used OR the emotion it conveyed often did not fit the content.
<b>Volume and speaking clearly</b>	Volume is loud enough to be heard by all audience members throughout the presentation. Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Volume is loud enough to be heard by all audience members at least 90% of the time. Speaks clearly and distinctly all (100-90%) the time, but mispronounces one non-vocabulary word	Volume is loud enough to be heard by all audience members at least 80% of the time. Speaks clearly and distinctly most ( 90-85%) of the time. Mispronounces no more than one vocabulary word.	Volume often too soft to be heard by all audience members. Often mumbles or cannot be understood OR mispronounces more than one word.
<b>Picking up cues</b>	No delays occurred between one reader and the next. Lines flowed smoothly at the proper pace.	Reader paused between the delivery of the line before his and the start of his line once.	Reader paused between the delivery of the line before his and the start of his line more 2-3 times, but delays were less than 2 seconds.	Student frequently lost their place during performance or had delays longer than 2 seconds or had to be prompted by another to deliver line..
<b>Questions &amp; prompts</b>	Develops questions that cover both details and the whole picture of what is read. An easy, a difficult and 3 questions in between are prepared. Prompt demonstrates understanding of the material read	Develops questions that cover both details and the whole picture of what is read. Prompt demonstrates understanding of the material read	Develops 4-5 questions that cover both details and the whole picture of what is read. Prompt is related to reading.	Develops no or unrelated questions and prompts.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.

<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Listens to Other Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
<b>Uses time wisely</b>	Prep time is consistently used to prepare. Student and group stays focused on the task with student guiding group back on track tactfully if they start to waver.	Prep time is usually used to prepare. Teacher has to refocus group 1-2 times when off task.	Student and group uses time to prepare but is sometimes disorganized and time is not used efficiently. Teacher has to steer group back on track when off task 3-4 times.	Time is wasted with off task behavior.