

How to Read Literature Like a Professor Presentation Scoring Guide — 50 points possible

	Mastery Student demonstrates above grade-level skills and could teach this skill to peers.	Advanced Student demonstrates confidence and perhaps playfulness with this skill.	Proficient Student demonstrates consistent grade-level ability with this skill.	Almost Proficient Student demonstrates nearly grade-level ability with this skill but some confusion evident.	Basic Student demonstrates attempt to perform at grade-level, but does not do so effectively or accurately.	No Attempt/ Missing/ Cheating
Reading comprehension CCSS.R.10	Reads and thoroughly comprehends a complex literary or informational text independently, while forming original insights.	Reads and clearly comprehends a complex literary or informational text independently and develops ideas about the text.	Reads and comprehends a complex literary or informational text independently and proficiently.	Reads and mostly comprehends a complex literary or informational text independently. A couple of facts may be slightly off.	Reads and demonstrates limited comprehension of a complex literary or informational text. Explanation of the reading demonstrates some confusion with major ideas or events.	No attempt
Choosing and citing sources CCSS.W.8	<ul style="list-style-type: none"> • Gathers relevant and compelling information from well-chosen print and/or digital sources. • Masterfully assesses the credibility and accuracy of each source. • Integrates the information accurately, smoothly and sophisticatedly while avoiding plagiarism. 	<ul style="list-style-type: none"> • Gathers relevant information from well-chosen print and/or digital sources. • Skillfully assesses the credibility and accuracy of each source. • Integrates the information accurately and smoothly while avoiding plagiarism. 	<ul style="list-style-type: none"> • Gathers relevant information from print and/or digital sources. • Assesses the credibility and accuracy of each source. • Integrates the information while avoiding plagiarism. 	<ul style="list-style-type: none"> • Gathers information from print and/or digital sources. • Attempts to assess the credibility and accuracy of each source. • Integrates the information somewhat smoothly and with some accuracy while avoiding plagiarism. 	<ul style="list-style-type: none"> • Gathers somewhat relevant information from print and/or digital sources. • Attempts to assess the credibility and accuracy of each source with some problems. • Integrates the information while avoiding plagiarism, but does not do so smoothly or accurately. 	No attempt
Audience Awareness ***CCSS.SL.4	Adeptly presents findings, clearly, concisely, and logically such that listeners understand the line of reasoning and are engaged throughout the presentation. Development, substance, and style are exemplary and instructive to peers.	Presents findings concisely and logically, such that listeners can follow the line of reasoning and organization. Development, substance, and style are appropriate to purpose and audience.	Presents findings such that listeners can follow the thought process. Substance, and style are mostly appropriate to purpose and audience.	Presents information in such a way that the reasoning is difficult to follow. Substance or style may be “off” with regard to purpose or audience.	Presentation may be significantly over or under the time granted, Information may be presented in a way that is problematic or not up to par with the usual level of class discourse.	No attempt
Audio / Visual CCSS.SL.5	Shows enthusiasm and creativity through use of visual or auditory media (e.g., textual, graphical, audio, or interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Makes strategic use of visual or auditory media (e.g., textual, graphical, audio, or interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Uses visual or auditory media (e.g., textual, graphical, audio, or interactive elements) in presentation to express information and or add interest.	Uses visual or auditory media (e.g., textual, graphical, audio, or interactive elements) in presentation, but needs to refer to the aid in order to clarify its meaning or make better use of its entertainment value.	Uses minimal visual or auditory media, such as a single image lacking explanation. Audience may be unsure of its purpose.	Missing
Speech CCSS.SL.6	Adapt speech, using volume, diction, and vocal and facial expression to make the message clear. Demonstrates clear, purposeful command of formal English and other dialects or linguistic registers when appropriate.	Adapt speech using at least two of volume, diction, and vocal and facial expression to make the message clear. Demonstrates skill in using of formal English and other dialects or linguistic registers when appropriate.	Uses appropriate classroom speech so that the speaker may be heard and understood throughout the room. Uses some vocal and facial expression. Uses formal English and/or other dialects or linguistic registers when appropriate.	Speaks appropriately but may be difficult to hear during some parts of the presentation due to low volume or mumbling. Speaker may appear reserved, disinterested in the topic, or lacking in sensitivity to the nuances of using different linguistic registers appropriately.	The audience has trouble hearing the speaker due to low volume or mumbling for much of the presentation. Speaker may communicate a reluctance to speak or may use linguistic registers in a way that causes confusion.	No attempt