|  |  |
| --- | --- |
| **Student: period: 4 5 6** | **Book: AF MR UG UN HG EG 1000th** |
| Area | Mastery | Proficient | Developing | Insufficient | Incomplete |
| ***Theme*** |
| Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences.  [RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) | 5 | 4 | 3 | 2 | 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. [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) | 8 7 | 6 5 | 4 3 | 2 1 | 0 |
| **MLA Format**: Typed, 12 point font, Times New Roman, 1 inch margins, header, heading, title, citations | 3 | 2 | 1 | 0 |  0 |
| ***Character*** |
| Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) | 5 | 4 | 3 | 2 | 1  |
| Analyze how **complex characters develop** over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) | 8 7 | 6 5 | 4 3 | 2 1 | 0 |
| Demonstrates **creativity** and thought. Obvious time was put into the design. Not copied from other work . | 3 | 2 | 1 | 0 |  0 |
| Establishes a clear understanding of **Direct and Indirect characterization**, and provides at least 3 examples of direct, and one for each indirect (STEAL). | 5 | 4 | 3 | 2 | 1  |
| ***Other Topics*** |
| Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences. [RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) | 5 | 4 | 3 | 2 | 1  |
| Examines **the topic thoroughly**; outside research and further exploration of ideas is evident; information adds to the audience’s understanding of the text | 8 7 | 6 5 | 4 3 | 2 1 | 0 |
| Demonstrates **creativity** through the presentation of information. | 3 | 2 | 1 | 0 |  0 |
| ***Presentation*** |
| **Come to discussions prepared**, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1.A](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/) | 5 | 4 | 3 | 2 | 1  |
| **Present information**, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/) | 8 7 | 6 5 | 4 3 | 2 1 | 0 |
| Adapt speech to a variety of contexts and tasks, **demonstrating command of formal English** when indicated or appropriate.  | 5 | 4 | 3 | 2 | 1  |
| Demonstrates strong **enthusiasm** about the topic, significantly increase audience **understanding and knowledge**  of topic; **answers** questions clearly, holds **attention** of audience, seldom looking at notes. | 5 | 4 | 3 | 2 | 1  |
| ***Digital Media*** |
| Make strategic use of **digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/) | 8 7 | 6 5 | 4 3 | 2 1 | 0 |
| Is **appropriate** and **related** to the information that is presented orally. Can be read/viewed at a distance. | 5 | 4 | 3 | 2 | 1  |
| Demonstrates **creativity** and thought. Obvious time was put into the design. | 3 | 2 | 1 | 0 |  0 |
| ***Mechanics*** |
| Spelling/Grammar | 3 | 2 | 1 | 0 |  0 |
| Citations  | 3 | 2 | 1 | 0 |  0 |
| Time: | 3 | 2 | 1 | 0 |  0 |

 UNDER OVER

Time: <5min <3 min <1 min **Met** >1 min > 3 min >5 min

Comments: Total:\_\_\_\_\_\_\_\_\_\_\_/100