|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral Presentation Rubric : Crispian Speech** | | | | | | |
|  | | | | | | |
| Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
|  |  | |  | |  | |
| **CATEGORY** | **Superior** |  | | **Excellent** | | **Fair** | |
| **Iambic**  **Pentameter** | Student shows evidence of Iambic pentameter in performance and demonstrates an understanding of rhythm. |  | | Student shows evidence of Iambic pentameter in performance and demonstrates some work in rhythm. | | Student shows some evidence of Iambic pentameter in performance. | |
| **Inflection** | Inflections are well executed and natural sounding. Inflections are used to help tell the story. |  | | Inflections are well executed and natural sounding. Inflections are sometimes used to help tell the story. | | Inflections are clear but sound forced. Inflections hinder the telling of the story for the most part. | |
| **Dramatic Build** | Students demonstrate dramatic build and use it as a storytelling technique. Student goes from lowest to highest pitch and volume. |  | | Student goes from lowest pitch and volume to highest pitch and volume. Dramatic build is not very obvious. | | Dramatic Build in pitch and volume is inconsistent and hinders the storytelling. | |
| **Interpretation** | Students demonstrate that they have made specific choices with words and meanings. Students have a clear understanding of the text. |  | | Student shows some evidence of choices with words and meanings. Understanding of the text is evident. | | Student shows little evidence of choices and meanings. Very little understanding of the text is present. | |
|  | | | |  | | | |
|  | | | | | | |