**ENG 4U: Independent Novel Study Rubric** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Novel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Category** | **Below Level One** | | **Level One**  **50-59%** | | **Level Two**  **60-69%** | | **Level Three**  **70-79%** | | **Level Four**  **80-100%** | |
| **ORAL PRESENTATION** | | | | | | | | | | |
| **Knowledge/Understanding**  -information and ideas | | -shows very limited understanding of key themes and ideas  -insufficient development of topic(s)  -does not willingly respond; responses are unclear and incorrect | | -shows limited understanding of key themes and ideas  -limited development of topic(s)  -responses are hesitant, unclear, inaccurate & may lack detail / appropriateness | | -shows some understanding of key themes and ideas  -some development of topic(s)  -responses to questions are somewhat clear and appropriate | | -shows considerable understanding of key themes and ideas  -considerable development of topic(s)  -responses to questions are clear and appropriate | | -shows insightful understanding of key themes and ideas  -thorough development of topic(s)  -responses clear and insightful, with well-chosen evidence and ideas |
| **Thinking/Inquiry**  -critical thinking skills; interpretation and analysis  -use of evidence | | -insufficient analysis, synthesis, interpretation, or creativity  -provides insufficient detail / evidence / quotes from primary text to support ideas and interpretations | | -limited analysis, synthesis, interpretation, or creativity  -provides limited detail / evidence / quotes from primary text to support ideas and interpretations | | -some analysis, synthesis, interpretation, or creativity  -provides some specific and accurate detail / evidence / quotes from primary text to support ideas and interpretations | | -considerable analysis, synthesis, interpretation, or creativity  -provides considerable specific and accurate detail / evidence / quotes from primary text to support ideas and interpretations | | -insightful analysis, synthesis, interpretation, or creativity  -consistently provides specific, accurate, and effective detail / evidence / quotes from primary text to support ideas and interpretations |
| **Communication**  -organization and purpose  -oral communication skills | | -lacks clarity of focus and purpose; lack of or weak introduction and conclusion; organization is flawed and ineffective  -speaks with little clarity and effectiveness in terms of: fluency, volume, pace, expression, pronunciation, word choice, and language level | | -limited clarity of focus and purpose; opening introduces topic and conclusion summarizes ideas in a limited way; organizes material with limited logic and effectiveness  -speaks with limited clarity and effectiveness in terms of: fluency, volume, pace, expression, pronunciation, word choice, and language level | | -some clarity of focus and purpose; introduction attempts to engage audience and conclusion summarizes main ideas to some extent; organization is somewhat effective  -speaks with some clarity and effectiveness in terms of: fluency, volume, pace, expression, pronunciation, word choice, and language level | | -considerable sense of focus and purpose; introduction engages audience & conclusion effectively summarizes main ideas; organization is clear, logical, and effective  -speaks with considerable clarity and effectiveness in terms of: fluency, volume, pace, expression, pronunciation, word choice, and language level | | -strong, clear, & unified focus and purpose; introduction provokes interest & conclusion effectively summarizes and extends main ideas; organization is clear, logical, and effective so as to contribute to audience understanding  -speaks clearly and in an engaging manner in terms of: fluency, volume, pace, expression, pronunciation, word choice, and language level |
| **Application**  -media conventions  -writing process | | -choice/use of relevant media is of very limited effectiveness  -little attention is paid in completing assigned tasks and following guidelines | | choice/use of relevant media is of limited effectiveness  -completes assigned tasks and follows guidelines to some extent | | choice/use of relevant media is of some effectiveness  -completes assigned tasks and follows guidelines | | -choice/use of media is effective & appropriate to the audience, purpose, and topic  -completes assigned tasks and follows guidelines to a considerable degree | | -choice/use of media is varied, creative and sophisticated; media enhances audience’s understanding of ideas  -conscientiously completes assigned tasks and follows guidelines to a high degree |

**Comments:**