

# Listening and Speaking: Response to Literature

CRITERIA FOR EVALUATION	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
<b>Genre and Organization</b>				
<b>Introduction grabs attention of audience.</b>	Introduction grabs attention of audience with an interesting, insightful, or catchy opening.	Introduction only partially develops an attention-grabbing opening.	Introduction is not engaging but is relevant to topic.	Introduction is dull.
<b>Introduction includes novel's title, author, brief preview of presentation's main points, and thesis.</b>	Introduction includes novel's title, author, brief preview of presentation's main points, and clear thesis.	Introduction includes novel's title, author, brief preview of presentation's main points, and thesis, but preview or thesis is somewhat unclear.	Introduction includes only one or two essential elements—novel's title, author, preview of presentation's main points, or thesis.	Presentation begins without an introduction or omits the essential elements—novel's title, author, preview of presentation's main points, and thesis.
<b>Thesis is supported with references to the novel, other works of literature, other authors, or personal knowledge.</b>	Each point is supported with specific and relevant references to the novel, other works of literature, other authors, or personal knowledge.	Most points are supported with references to the novel, other works of literature, other authors, or personal knowledge, but some points need additional support.	Only some points are supported with evidence, or support may be irrelevant, unclear, or sparse.	Points are not supported with evidence.
<b>Conclusion restates or echoes the thesis, makes a recommendation, and tells the likely effect of novel on its readers.</b>	Conclusion clearly and effectively restates or echoes the thesis, makes a clear, well-supported recommendation, and tells the likely effect of the novel on its readers.	Conclusion restates or echoes the thesis, makes a general recommendation, and tells the likely effect of the novel on its readers, but conclusion is somewhat vague.	Conclusion weakly restates thesis, makes a vague recommendation, or tells a possible effect of the novel on its readers.	Conclusion does not relate to thesis, or review ends abruptly without a conclusion.

<b>CRITERIA FOR EVALUATION</b>	<b>SCORE POINT 4</b>	<b>SCORE POINT 3</b>	<b>SCORE POINT 2</b>	<b>SCORE POINT 1</b>
<b>Delivery and Comprehension</b>				
<b>Word choice and delivery techniques help the audience understand the presentation.</b>	Word choice and delivery techniques (enunciation, pace, gestures, facial expressions) clearly relate to background and specific interests of audience and help the audience understand the presentation.	Word choice and delivery techniques usually consider the audience and aid understanding of the presentation.	Word choice is too challenging or too simple, or delivery techniques only occasionally consider the audience.	Word choice and delivery techniques are inappropriate and often confuse the audience.
<b>Listener evaluates content, organization, delivery, speaker's purpose, and overall effect of presentation.</b>	Listener carefully evaluates content, organization, delivery, speaker's purpose, and overall effect of presentation.	Listener evaluates content, organization, delivery, speaker's purpose, and overall effect of presentation, but evaluation is somewhat vague or omits some minor elements.	Listener evaluates some aspects of presentation.	Listener neglects to evaluate presentation.
<b>Conventions</b>				
<b>Standard American English appropriate for this grade level is used.</b>	Standard American English appropriate for this grade level is used throughout the review.	Standard American English appropriate for this grade level is used, with few problems.	Inconsistent use of standard American English appropriate for this grade level jars the listener.	Minimal use of standard American English appropriate for this grade level confuses the listener.