

# Book Share Essay Rubric

Student: \_\_\_\_\_ Book: \_\_\_\_\_

**Presentation Length:**

Start time: \_\_\_\_\_ End time: \_\_\_\_\_

**Knowledge / Content of the Book**

Category	4	3	2	1	0
<b>Setting</b>	Vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience can figure out when and where the story took place, but there isn't much detail	The audience has trouble telling when and where the story takes place.	The setting is not shared with the audience
<b>Characters</b>	The main characters are named and clearly described (through words and / or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and / or actions). The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.	The main characters are not named.
<b>Sequence</b>	Retells story in correct sequence leaving out no important parts of story.	Retells story in sequence with 2-3 omissions.	Retells story with several omissions, but maintains sequence of those told.	Retells story out of sequence.	The major events are not provided.
<b>Conflict</b>	It is very easy for the audience to understand what problem the main character(s) face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character(s) face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character(s) face and but it is not clear why it is a problem.	It is not clear what problem the main character(s) face.	The conflict is not provided.

\_\_\_\_\_ / 16 points

**Evaluation / Critique**

Category	5	4	3	2	1
<b>Opinion</b>	Student clearly stated their opinion of the book and justified their opinion with numerous reasons and examples.	Student stated opinion and justified opinion with 1 example.	Student stated opinion but could not justify it.	It was difficult to understand student's opinion.	Student did not share his / her opinion.
<b>Recommendation</b>	Student recommended appropriate target audience for the book and provided numerous reasons why this audience would enjoy this selection.	Student recommended appropriate target audience for the book and provided 1 reason why this audience would enjoy this selection.	Student recommended appropriate target audience but did not provide reasons why the audience would enjoy this selection.	It was difficult to understand the audience the student was recommending this selection for.	The student did not recommend this book to a target audience.

\_\_\_\_\_ / 10 points

**Passage**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Passage</b>	Student selected an appropriate passage which aligned with their presentation.	Student selected a passage which showed a vague connection to their presentation.	Student selected a passage which little connection to their presentation.	Student selected a passage made no connection to their presentation.	Student did not select a passage.
<b>Explanation</b>	Student provided numerous reasons why he / she selected this passage, and was able to explain the passage in great detail.	Student provided 1 reason why he / she selected this passage, the explanation of the passage was vague.	Student provided 1 reason why he / she selected the passage. The passage was not explained to the audience.	Student did not explain passage or provide reasons why the passage was selected.	Student did not select passage.
<b>Fluency</b>	Reads selected passage clearly and distinctly mispronounces no words.	Reads passage clearly, but mispronounces one word.	Reads clearly and distinctly most of the time. Mispronounces no more than one word.	Mumbles while reading OR mispronounces more than one word.	Student did not read a passage.

\_\_\_\_\_ / 12 points

**Conventions**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Volume</b>	Evident control of grammar, mechanics, spelling, usage, and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage, and sentence formation	Minimal control of grammar, mechanics, spelling, usage, and sentence formation	Control is not evident

\_\_\_\_\_ / 12 points

**TOTAL POINTS** \_\_\_\_\_ / 50