

Interpretation Rubric

CRITERIA FOR EVALUATION	SUPERIOR	EXCELLENT	GOOD	FAIR
SELECTION	The literature is appropriate to the performer and the event. The introduction heightens the audience's understanding and appreciation of the literature. The author(s) and/or title(s) are clearly communicated. If needed, suitable transitions are provided to link components of the program. If poetry, theme is clearly maintained.	The literature is appropriate to the performer and the event. The introduction effectively provides necessary background. The author(s) and/or title(s) are clearly communicated. If needed, suitable transitions are provided to link components of the program. If poetry, theme is adequately maintained.	The literature does not adequately fit the performer and/or the event. The introduction is irrelevant or incomplete. The author(s) and/or title(s) are not clearly communicated. Transitions, if needed, are unclear or absent. If poetry, theme is unclear or not identified.	The literature does not fit the performer and/or the event, or is inappropriate to the activity. The introduction is incomplete or absent. The author(s) and/or title(s) are not communicated. Transitions, if needed, are unclear or absent. If poetry, theme is not identified.
PHYSICAL RESPONSIVENESS	Speaker is polished and poised. Posture, gestures, movement, and eye contact are superb. If used, focal points are consistent and clearly delineate characters, enhance visualization, or distinguish narration. If used (or required) the manuscript is handled effectively and unobtrusively.	Speaker is polished and poised. Posture, gestures, movement, and eye contact are effective. If used, focal points are generally consistent and delineate characters, enhance visualization, or distinguish narration. If used (or required) the manuscript is handled effectively.	Speaker is lacking polish and/or poise. Posture, gestures, movement, and eye contact are inconsistent or lacking. If used, focal points are inconsistent or fail to clearly delineate characters or distinguish narration. If used (or required) manuscript is obtrusive. The student makes little attempt to acknowledge the audience.	Speaker is unpolished. Posture, gestures, movement, and eye contact are absent or inappropriate. If used, focal points are inconsistent or confusing. If used (or required) the manuscript is overtly obtrusively. The student may simply be reading with no attempt to interpret the selection or acknowledge the audience.
VOCAL QUALITIES	Articulation and pronunciation are clear and correct. Pace, pause, volume, emphasis, inflection, and timing enhance understanding of the literature. The performer maintains a strong sense of vocal control. If used, characters are distinguished vocally.	Articulation and pronunciation are clear. Pace, pause, volume, emphasis, inflection, and timing are effective. The performer maintains vocal control. If used, characters are distinguished vocally.	Articulation or pronunciation is occasionally unclear or incorrect. Pace, pause, volume, emphasis, inflection, and timing are absent or inconsistent. The performer displays inconsistent vocal control. If used, characters are vocally indistinguishable.	Articulation or pronunciation is often unclear or incorrect. Little attempt is made to vocally interpret the literature. The performer lacks vocal control. If used, characters are vocally indistinguishable. The performer may mumble or cannot easily be heard.
PRESENTATION	If used, characterization is consistent and remains within the realm of suggestion. If used, narration is distinguished from characterization. If used, multiple selections are clearly distinguished from one another with transitional devices. In poetry, poetic devices (rhyme, rhythm, imagery, etc.) are mastered by the performer.	If used, characterization is consistent. If used, narration is distinguished from characterization. If used, multiple selections are generally distinguished from one another with transitional devices. In poetry, poetic devices (rhyme, rhythm, imagery, etc.) are effectively used by the performer.	If used, characterization is inconsistent or fails to remain within the realm of suggestion. If used, narration is not clearly distinguished from characterization. If used, multiple selections are not distinguishable. In poetry, poetic devices (rhyme, rhythm, imagery, etc.) are inconsistent.	If used, characterization is unclear or fails to remain within the realm of suggestion. If used, narration is not distinguished from characterization. If used, multiple selections are confusing or not distinguishable. In poetry, poetic devices (rhyme, rhythm, imagery, etc.) are absent.
OVERALL EFFECTIVENESS	The presentation is spontaneous and genuine. The performer creates and maintains a strong sense of mood. The performance advances the moral, social, or philosophical point of the literature. Merit is reflected through the literature's universality, individuality, and suggestion. The performance is true to the author's intended purpose.	The presentation is spontaneous and genuine. The performer creates a clear sense of mood. The point of the literature is clear and consistent. Literary merit is apparent. The performance is true to the author's intended purpose.	The presentation lacks spontaneity. The performer inconsistently maintains a sense of mood. The point of the literature is unclear. Literary merit is questionable or lacking. The performance is not always true to the author's intended purpose.	The presentation lacks spontaneity. The performer fails to maintain a sense of mood. The point of the literature is unclear. Literary merit is lacking. The performance is not true to the author's intended purpose, or is clearly not an interpretation of literature.