

Booklet Scoring Guide

| Category | 4 | 3 | 2 | 1 |
|--------------------------------|--|---|---|--|
| Content | The project clearly shows understanding of the play. It reflects application of critical thinking skills; shows notable insight, and understanding of the play. All required areas are covered. | The project shows understanding of the play. It reflects at least one of the following: application of critical thinking skills and/or shows notable insight into the play. Most required elements are covered. | There is a basic understanding of the play. The project presents information in an accurate and organized manner that can be understood by the intended audience. Several required elements are missing. | The project shows little understanding of the play. There is an organizational structure though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies. Required elements are missing. |
| Design and Creativity | The booklet is visually appealing and is easy to read. Font formats (color, bold, italic) have been carefully planned to enhance readability and content. Pictures add to the understanding of the project. Grammar, conventions, and spelling are accurate. | The booklet is easy to read. Font formats have been planned with readability in mind. Pictures add to the visual appeal. Few errors in conventions, grammar, or spelling. | The booklet has elements that make it difficult to read. Font formats have not been carefully considered. Pictures are evident but do not add to the project. The booklet has several errors in conventions, grammar, and spelling. | The booklet's elements are not visually appealing. Font formatting makes it difficult to read the material. Pictures are missing or irrelevant. Errors in grammar, conventions, and spelling are distracting. |
| Organization | Student presents information in logical, interesting sequence. The reader can easily access information and gains a deeper understanding of the play. | Student presents information in logical sequence which reader can follow. The reader gains adequate understanding of the play. | The reader has difficulty following the information because the ideas presented are not fully developed. Topics change quickly without proper explanation. | The reader has difficulty following the information because there is no sequence of information. Topics change randomly and confusion results. |
| Presentation of Booklet | The student varied his/her pitch and spoke at a good rate and volume. He/she maintained eye-contact while using, but not reading, his/her notes. | The student's pitch was usually varied and he/she spoke a little faster or slower than necessary, or too quietly or loudly at times. He/she maintained eye-contact, but relied too much on notes. | The student spoke at a good rate and volume, but rarely varied pitch. He/she relied heavily on notes. | The student paid little attention to rate, volume, or pitch. He/she read nearly word for word from notes. |
| Length of Presentation | Presentation was at least 4 minutes long. | Presentation was at least 3 minutes long. | Presentation was at least 2 minutes long. | Presentation was less than 2 minutes long. |

Comments: