

Children's Book Read Rubric:

Students Name: _____

CATEGORY	4	3	2	1	Score
Setting up the Appointment and Follow-up	Library T.A. is professional, courteous and timely in setting up an appointment for Children's book read. S(he) obtains all pertinent information.	Library T.A. is professional, courteous and timely in setting up an appointment for Children's book read. S(he) obtains all but 1 item necessary for Children's book read.	Library T.A. is professional, courteous and timely in setting up an appointment for Children's book read. S(he) obtains all but 2 item necessary for Children's book read.	Library T.A. was not professional, courteous or timely in setting up an appointment for Children's book read. S(he) is missing item necessary for Children's book read.	4
Setting and Room Preparation	Library T.A. prepares an area for all students to sit. The area is conducive to the activity and promotes student interaction.	Library T.A. prepares an area for all or most students to sit. The area is conducive to the activity but does not necessarily promote student interaction.	Library T.A. prepares an area for all or most students to sit. The area is not conducive to the activity and does not necessarily promote student interaction.	Library T.A. prepares an area for all or most students to sit. The area is not conducive to the activity and does not promote student interaction.	4
Speaks Clearly	Speaks clearly and distinctly all (95-100%) the time, and mispronounces no more than two words during the reading.	Speaks clearly and distinctly all (95-100%) the time, but mispronounces no more than three words during the reading.	Speaks clearly and distinctly most (85-94%) of the time. Mispronounces no more than four words during the reading.	Often mumbles or can not be understood OR mispronounces more than four words during the reading.	4
Voice	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all of the time.	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.	4
Audience Contact and Interaction	The reader looks at and tells the story to all members of the audience. Interaction between the reader and audience occurs at least 6+ or more	The reader looks at and tells the story to a few people in the audience. Interaction between the reader and audience occurs at least 5+ times.	The reader looks at and tells the story to 1-2 people in the audience. Interaction between the reader and audience occurs at least 4+ or more	The reader does not look at or try to involve the audience. Interaction between the reader and audience occurs less than 3 times.	4
Acting/dialogue	The student uses animated voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student often uses animated voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tries to use animated voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tells the story but does not use animated voices, facial expressions or movement to make the storytelling more interesting or clear.	4
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems fairly prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	4
Duration	The reading lasts 7 - 10 minutes OR 3+ books are read.	The reading lasts 5 or 8 minutes OR 2+ books are read.	The reading lasts less than 5 minutes and only 1 book read.	The reading lasts less than 3 minutes and only 1 book read.	4
TOTAL POINTS					32