



IDCS BOOK SHARE RUBRIC

STUDENT: _____

DATE: _____

TITLE: _____

GENRE: _____

PROJECT FORMAT: _____

Knowledge / Content of the Book

Category	4	3	2	1	0
<i>Setting</i>	Vivid, descriptive words are used to tell the audience when and where the story takes place. Student also addresses what impact the setting has on the story.	Some vivid, descriptive words are used to tell the audience when and where the story takes place. Student may discuss what impact the setting has on the story.	The audience can figure out when and where the story took place, but there isn't much detail.	Information regarding the setting may be incomplete, unclear, or inaccurate.	The setting is not shared with the audience.
<i>Characters</i>	The main characters are named and clearly described (through words and / or actions). The audience knows and can describe the main character traits including both personal and physical features.	The main characters are named and described (through words and / or actions). The audience has a fairly good idea of what the characters are 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 or discussed.
<i>Plot Summary</i>	Retells story in correct sequence addressing all the main events and important elements of the story.	Retells story in sequence, but may leave out 2-3 important elements.	Retells story but may have several omissions, the sequence of events is mostly maintained.	Missing main events from the story retell. May also be out of sequence.	The major events are not provided.
<i>Conflict</i>	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 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.
<i>Point of View</i>	Accurately communicates who's telling the story and whether it is 1 st person, 3 rd person omniscient, or limited omniscient. Explains how the point of view impacts the story.	Is able to communicate who's telling the story and whether it is 1 st person, 3 rd person omniscient, or limited omniscient. May leave out how the point of view impacts the story.	Can tell who is telling the story, but is unable to tell if it's 1 st person, 3 rd person omniscient, or limited omniscient. Does not tell how the point of view impacts the story.	Is unclear or inaccurate about the point of view of the story.	The point of view is not addressed.

_____ / 20 points

Comments:

Evaluation / Critique

Category	4	3	2	1	0
<i>Opinion</i>	Student clearly stated their opinion of the book and justified their opinion with numerous reasons and examples.	Student stated opinion and justified opinion with one example.	Student stated opinion but could not justify it.	It was difficult to understand student's opinion.	Student did not share his / her opinion.
<i>Recommendation</i>	Student recommended appropriate target audience for the book and provided numerous reasons why this audience would (or would not) enjoy this selection.	Student recommended appropriate target audience for the book and provided one reason why this audience would (or would not) enjoy this selection.	Student recommended appropriate target audience but did not provide reasons why the audience would (or would not) enjoy this selection.	It was difficult to understand the audience the student was recommending (or not recommending) this selection for.	The student did not recommend this book to a target audience.

_____ / 8 points

Comments:

Passage

Category	4	3	2	1	0
<i>Passage</i>	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 showed little connection to their presentation.	Student selected a passage which made no connection to their presentation.	Student did not select a passage.
<i>Explanation</i>	Student provided numerous reasons why he / she selected this passage, and was able to explain the passage in great detail.	Student provided one reason why he / she selected this passage, the explanation of the passage was vague.	Student provided one 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.
<i>Accuracy / Fluency</i>	Reads selected passage clearly and distinctly - mispronounces no words.	Reads passage clearly, but mispronounces one or two words.	Reads clearly and distinctly most of the time. Mispronounces two to four words.	Mumbles while reading OR mispronounces multiple important words.	Student did not read a passage.

_____ / 12 points

Comments:

Delivery

Category	4	3	2	1	0
<i>Volume</i>	Fluctuation in volume and inflection help maintains audience interest and emphasize key points.	Satisfactory variation of volume and inflection.	Uneven volume with little or no inflection.	Low volume and / or monotonous tone cause audience to disengage.	Could not hear student throughout entire presentation.
<i>Enthusiasm and Eye Contact</i>	Facial expressions, eye contact and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions, eye contact and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Some effort is made to show enthusiasm in facial expressions, eye contact, and body language.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	Facial expressions and body language sent a negative message to audience. No interest in topic.
<i>Focus & Clarity</i>	Maintained focus on sharing the book in an organized and clear manner.	Maintained focus on sharing the book but may have been somewhat disorganized or unclear.	Had some difficulty maintaining focus on sharing book, may have had some elements of disorganization or pieces that were unclear.	Not focused on sharing the book and/or disorganized and/or unclear.	Did not present

____ / 12 points

Comments:

Visual Aid

Category	4	3	2	1	0
Visual Aid	Excellent visual aid that connects well with information being presented. The product is neat and visually appealing.	Visual aid connects with information being presented and is neat and fairly visually appealing.	Visual aid connects with information being presented but may lack neatness or visual appeal.	Visual aid does not have a strong connection with information being presented and may lack neatness or visual appeal.	There is no visual aid.

____ / 4 points

Comments:

TOTAL POINTS ____ / 56