

Rubric for How to Read Literature Jigsaw Assignment:

Student name: _____ Period: _____ Date: _____

CATEGORY	40	30	20	10
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty 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.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements. Makes clear and comprehensive notes that can be easily accessed for future work.	Listens intently but has one distracting noise or movement. Generally takes notes but they may not be clear and comprehensive.	Sometimes does not appear to be listening but is not distracting. Notes are not very strong and will not be a resource for later coursework.	Sometimes does not appear to be listening and has distracting noises or movements. Notes are complete inefficient and not suitable for future course work.
Time-Limit	Each chapter Presentation is between 2.5 and 3.0 minutes long.	A chapter Presentation is over the time limit by 1-30 seconds .	A chapter Presentation is over the time limit by more than 30 seconds.	A chapter Presentation is under the time limit.
Content	Demonstrates a full understanding of the chapter topic that is well communicated to classmates.	Demonstrates a good understanding of the chapter topics, which is communicated to classmates. .	Demonstrates a good understanding of parts of the chapter topics, and/or communication may be weak.	Does not seem to understand the topic very well. And/or communication of information to classmates is quite weak.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts the partner and keeps the work moving forward without distractions. Shares equally in the work and presentation.	Usually listens to, shares with, and supports the efforts of the partner. Does not cause "waves" in the planning. May not share equally in work and presentation duties.	Often listens to, shares with, and supports the efforts of the partner, but in some issues is not a good team member. Is not sharing equally in work and presentation duties.	Rarely listens to, shares with, and supports the partner, and contributes little to the work. Is not a good team member.

Identifies important information	Student lists all the main points of the chapter without having the book in front of him/her.	The student lists all the main points, but uses the book for reference.	The student lists all but one of the main points, using the book for reference. S/he does not highlight any unimportant points.	The student cannot highlight important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the text.	Student recalls several details for each main point, but needs to refer to the text, occasionally.	Student is able to locate most of the details when looking at the text.	Student cannot locate details with accuracy.
Handouts and Teaching materials—visual aids	Teams provide note taking hand out for each chapter to every student in class. Teaching incorporates several visual aid examples (i.e. power points, posters, or others) that are clear and professionally designed.	Teams provide note taking hand out for each chapter to every student. Teaching has few visual aids.	Poorly designed note taking hand out is distributed. Limited number of visual aid examples are provided.	Note taking handout is not present and/or there are no visual aid examples.
Relates Graphics to Text	Student accurately explains how each graphic/diagram used in the presentation is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the graphics/diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.