Mockingbird Monologue Rubric (500 points)

	F NEEDS HELP.	D GETTING THERE.	C WELL DONE!	B EXCELLENT!	A PERFECT!
Ideas Demonstrates understanding of plot and characters.	• Difficult to understand; much confusion and excessive ambiguity. • Simply retells the event from the perspective of the character and does not add any new meaning to the moment.	• Seldom clear; considerable confusion and ambiguity. • Reveals some understanding of or new meaning to the event but mostly retells the event.	• Fairly clear; some confusion and occasional ambiguity. • Reveals an understanding of and new meaning to the event and the character's reflections on it.	• Mostly clear and understandable; little confusion or ambiguity. • Reveals a good understanding of and new meaning to the character's experience of the event or situation and his/her reflection on it.	• Clear and easy to follow; no confusion or ambiguity. • Entertaining, engaging, and enjoyable to watch. • Skillfully and creatively demonstrate an understanding of and new meaning to the character and his/her experience of the event or situation and his/her reflection it.
Analysis Thinks critically and effectively analyzes the thoughts, emotions, attitudes, and beliefs of the characters.	• Markedly inconsistent with the novel. • Does not attempt to develop anything. • No connections made.	• Often inconsistent with the novel. • Struggles to develop an image, idea, feeling, or train of thought. Reviews facts and lists opinions. • Struggles to maintain connections.	• Strays from consistency with the novel. • Develops one image, idea, feeling, or train of thought well. Sometimes simply reviews facts or lists opinions. • Attempts to make connections between the novel and the monologue.	• Mostly consistent with the novel. Often reinforced by the novel. • Develops some images, ideas, feelings, or trains of thought well. Avoids simply reviewing facts or listing opinions. • Makes some connections between the novel and the monologue.	• Consistent with and reinforced by the novel. • Extensively develops images, ideas, feelings, and trains of thought rather than just reviewing facts or listing opinions. • Makes interesting, thought-provoking, clear connections between the novel and the monologue.
Organization Provides a beginning, middle, and end with a clear purpose and point.	• No understandable beginning, middle, or end. • Fails to sufficiently communicate a purpose or demonstrate an understanding of the audience. • Does not include an introduction to the monologue.	• Unclear beginning, middle, and end. • Unclear purpose or intended audience. • Includes somewhat of an introductory paragraph that sets the scene and establishes the context for the monologue.	• Has a discernible beginning, middle, and end. • Communicates a purpose to an intended audience. • Includes a basic introductory paragraph that sets the scene and establishes the context for the monologue.	• Tells a complete story with a clear beginning, middle, and end. • Clearly communicates a with a clear purpose to an intended audience. • Includes an introductory paragraph that sets the scene and establishes the context for the monologue.	• Tells a compelling, complete story with a clear beginning, middle, and end. • Clearly and coherently communicates with a clear purpose to an intended audience. • Includes a well-written, comprehensive introductory one to two paragraphs that set the scene and establish the context for the monologue.
Voice Communicates thoughts and emotions of the characters clearly and appropriately.	• Character's voice does not come through the writing. • No stage directions.	• Character's voice seldom strong or clear. • Stage directions to not help to create voice or develop personality.	• Character's voice sometimes comes through. • Has a few stage directions that work to create voice and develop personality and identity.	• Character's voice clear and/or strong. • Includes stage directions that help create the character's voice and show some personality and identity to develop.	• Character's voice constructed to be very clear, strong, and engaging. • Includes stage directions that enhance the character's voice and allow the character's personality and identity to develop over the course of the monologue.
Word Choice Conveys meaning and evokes a response in the intended audience.	• Wording imprecise. • Not able to create a picture. • Needs more effective word choice to convey the purpose of the monologue.	• Wording often imprecise; much awkward wording. • Barely attempts to create a picture. • Struggles to convey the purpose of the monologue.	• Wording sometimes imprecise; some awkward wording. • Attempts to create a picture. • Makes the purpose of the monologue clear to the audience.	• Wording often works well. • Able to create a glimmer of a picture in the audience's minds. • Makes the performance powerful at parts, though not consistently.	• Rich, precise, and engaging wording. • Creates pictures, moods, and feelings in audience's minds. • Makes the performance powerful for the audience.

This rubric is adapted from Ms. Reimer's rubric and from sources listed at http://usmenglish.wordpress.com/2014/05/27/final-project-the-mockingbird-monologues-500-points/.

Fluency Builds ideas one upon the next with thoughts that flow together.	• Choppy, rambling or incomplete. • Simplistic, repetitive sentence beginnings.	• Occasional use of words to connect idea to one another. • Only slight variation in sentence beginnings.	• Ideas usually connect. • A few compound or complex sentences. • Some sentences begin in different ways.	• Ideas connected with transitions. • Some compound or complex sentences. • Many sentences begin in different ways.	• All ideas clearly tied together. • Creative use of sentence structure. • Effective, engaging transitions. • Lots of sentence variation.
Conventions Utilizes correct grammar and mechanics.	• Piece severely flawed. • Errors impede understanding. • Does not follow script format. • Does not include stage directions.	• Some major errors in spelling, punctuation, capitalization. • Some usage and grammar errors. • Some issues with the script format.	• Several minor errors in spelling, punctuation and capitalization. • Grammar errors infrequent. • Applies the script format with stage directions properly for the most part.	• A few minor errors in spelling, punctuation, or capitalization. • Grammar correct for the most part. • Applies the script format with stage directions properly.	• No spelling, grammatical, or mechanical problems of any kind. • Applies the script format with stage directions properly.
Performance	• No movement, expression, or voice. • Intended purpose of the monologue unclear. • Does not elicit a response from the audience.	• Gestures, facial expression, and movement inconsistent or does not vary enough to make the performance effective. • Issues with the clarity of the intended purpose of the monologue. • Struggles to elicit a response from the audience.	• Gestures, facial expression, and movement usually occur in the monologue when appropriate. • Rhythm, tone, and accent generally consistent with the character. • Performer elicits a response from the audience.	• Uses movement, expressions, and voice to convey thoughts and emotions. • Gestures, facial expression, and movement appropriate to the monologue and enhance the performance. • Rhythm, tone, and accent consistent with the character. • Performer is able to elicit the emotional response desired from the audience.	• Makes full and impactful use of the stage with blocking, movement, expressions, and voice that convey thoughts and emotions. • Gestures, facial expression, and movement appropriate to the monologue and enhance the performance. • Rhythm, tone, and accent consistent with the character. • Performer is able to elicit the emotional response desired from the audience.
Presentation	• No sets, costumes, or props utilized. • Monologue clearly not memorized nor does it appear to be memorized. • Does not maintain focus or remain in character.	• Minimal sets, costumes, or props utilized. • Obvious issues with the memorization or the appearance of memorization of monologue. • Obvious issues with maintaining focus and remaining in character.	• A few good sets, costumes, or props utilized. • Monologue mostly memorized or appears to be mostly memorized. • For the most part, actor maintains focus and remains in character.	• Very good use of sets, costumes, and props. • Monologue very nearly memorized or appears to be fully memorized. • Actor maintains focus and remains in character.	• Set design, costumes, and props creatively and effectively convey the character and the setting and enhance the performance. • Monologue memorized or appears to be fully memorized. • Actor skillfully maintains focus and remains in character.
Technology	• Poor quality recording. • Very little or no editing. • Obvious problems with technology use.	• Issues with quality of recording. • Problems with editing. • Some issues with technology use.	• Generally good quality recording. Some issues with video or audio. • Some issues with editing. • Writing, performance, and technology use are well done.	• Overall good quality recording with strong video and audio. • Editing generally well done. • Writing, performance, and use of technology make for an excellent final product.	• Very high quality recording with excellent video and audio. • Seamless editing. • Writing, performance, and use of technology make for a truly outstanding final product.
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