|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Preparation | Too often – off task when rehearsing. Final performance suggests poor preparation. | Usually on-task when rehearsing, but other evidence suggest less than adequate preparation.  | Mostly on-task when rehearsing. Evidence of adequate preparation.  | Consistently on-task when rehearsing. Evidence of effective preparation.  |
| Clarity, fluency, and volume | Speech is unclear and reading is hesitant so as to impede understanding of the material. | Speech is sometimes unclear, reading is sometimes hesitant, and voice is sometimes not audible. | Most speech is clearly enunciated, spoken fluently and loudly enough to be heard. | All speech is clearly enunciated, fluently expressed and spoken to be easily heard.  |
| Expression and Presentation | Minimal expression makes the reading and performance difficult to attend to.  | Reading has a pleasant, but largely unchanging tone. There is a lack of drama. | Quality and variety of expression and tone makes the performance interesting and appealing.  | Quality and variety of expression and tone makes the role interesting and appealing; effectively conveys the character and meaning of the text.  |

Individual Readers Theater Fluency Rubric

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Feedback: