| Categories and |  |  |  |  |
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| Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
| Knowledge/ Understanding | * demonstrates limited understanding of syllable emphasis or respect for punctuation and enjambment. | * demonstrates some understanding of syllable emphasis or respect for punctuation and enjambment. | * demonstrates considerable understanding of syllable emphasis or respect for punctuation and enjambment. | * demonstrates thorough and insightful understanding of syllable emphasis or respect for punctuation and enjambment. |
| Planning and Preparation | * demonstrates limited preparation for performance | * demonstrates moderate preparation for performance | * demonstrates considerable preparation for performance | * demonstrates extensive preparation for performance |
| Communication  Non-Verbal Cues | * limited use of relevant gestures, facial expressions, and body language | * some use of relevant gestures, facial expressions, and body language | * appropriate use of relevant gestures, facial expressions, and body language | * effective use of relevant gestures, facial expressions, and body language |
| Verbal Cues | * uses inflection, pace, and volume with limited effectiveness | * uses inflection, pace, and volume with some effectiveness | * uses inflection, pace, and volume with considerable effectiveness | * uses inflection, pace, and volume with a high degree of effectiveness |

Comments/Suggestions: “Most of Shakespeare’s set speeches and soliloquies have three parts: the **response to a specific set of circumstances**, the character’s intellectual and **emotional exploration** of that situation, and the **resolution**. Avoid generalizing the emotion and instead engage the audience so that they follow the character’s thought process.” John Barton Playing Shakespeare

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Overall Rating: 