| Categories and |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.
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| Planning and Preparation | * demonstrates limited preparation for performance
 | * demonstrates moderate preparation for performance
 | * demonstrates considerable preparation for performance
 | * demonstrates extensive preparation for performance
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| CommunicationNon-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
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| 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
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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: 