

Name _____

Oedipus Test and Essay

To get full credit you must include the following:

- a. Who is speaking
- b. To whom
- c. What is being said
- d. And, most importantly, **WHAT IS THE SIGNIFICANCE OF THIS PASSAGE?** What does it reveal about characters, themes or setting?

“Ask me anything. My heart would be stone if I felt no pity for these poor shattered people of mine kneeling here at my feet.” (p. 23)

“The truth is strong, but not your truth. You have no truth. You’re blind. Blind in your eyes. Blind in your ears. Blind in your mind.” (40)

“What man, what sane man would prefer a king’s power with all its dangers and anxieties anxieties when he could enjoy the same power and sleep in peace each night...If I were king, my life would be constant duty and constraint.” (49)

Essay: Another translation of the play has Teiresias tell Oedipus, “You are your own worst enemy.” To what extent is this statement true or not true?

Rubric for *Oedipus* In-class essay

	Points	Comments
Understanding: Clear analysis of text	1-3 4 5 6 7 8 9 10	
Development: Ideas fully explained and supported with evidence	1 2 3 4 5 6	
Organization: Use of paragraphs with clear topic sentences	1 2 3 4 5 6	
Language: Appropriate vocabulary and language use	1 2 3	
Conventions: Grammar, spelling, sentence structure	1 2 3 4 5	

Overall: _____

	Points	Comments
Understanding: Clear analysis of text	1-3 4 5 6 7 8 9 10	
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Conventions: Grammar, spelling, sentence structure	1 2 3 4 5	

Overall: _____

We will be writing our papers on *Antigone* next week

“Total submission to whomever the state has put in charge is what is asked.” Creon makes this statement concerning authority when talking to his son, Haemon. What are the views of authority expressed in this play? Which view of the law do you think the play ultimately supports? Why?

Essays must be 6 paragraphs and use 4 quotes from the play.

English
Antigone

	Meets Standard (3)	Comments	Rating
Conventions	<input type="checkbox"/> No run-on sentences <input type="checkbox"/> Correct use of apostrophes <input type="checkbox"/> Minimal spelling errors <input type="checkbox"/> Book title is <i>Italicized</i> or <u>underlined</u> <input type="checkbox"/> Overly simplistic words avoided <p style="text-align: right;">20%</p>		4 – exceeds standard 9-10 points 3 – meets standard 6-8 points 2 – approaches standard 3-5 points 1 – unsatisfactory 1-2 points
Content/Subject	<input type="checkbox"/> Has a clear opinion on the characters/themes in <i>Antigone</i> <input type="checkbox"/> Each quote is explained and analyzed <input type="checkbox"/> Analyzes the text rather than summarizes the story <input type="checkbox"/> Author presents a strong voice <p style="text-align: right;">40%</p>		4 – exceeds standard 18-20 points 3 – meets standard 14-17 points 2 – approaches standard 9-13 points 1 – unsatisfactory 1-8 points
Structure	<input type="checkbox"/> Introduction has a clear thesis and introduces text <input type="checkbox"/> Each body paragraph has a topic sentence <input type="checkbox"/> Each body paragraph ends with a summary sentence <input type="checkbox"/> Conclusion restates thesis and sums up the argument. <p style="text-align: right;">20%</p>		4 – exceeds standard 9-10 points 3 – meets standard 6-8 points 2 – approaches standard 3-5 points 1 – unsatisfactory 1-3 points
Process	<input type="checkbox"/> Student used class time wisely <input type="checkbox"/> Student submitted rough draft <input type="checkbox"/> Student thoroughly revised <input type="checkbox"/> Student proofread thoroughly before submitting <p style="text-align: right;">20%</p>		4 – exceeds standard 9-10 points 3 – meets standard 6-8 points 2 – approaches standard 3-5 points 1 – unsatisfactory 1-3 points

TOTAL POINTS: ___ of 50

Modern *Antigone* Exhibition

Due Friday, October 17th AT THE START OF CLASS

The Assignment:

You and your partner must create a modern *Antigone* featuring a conflict between a *Creon* character and an *Antigone* character.

CREON: Must be a person in a position of authority. This can be as a leader of a country, city, family, business, organization, but he must be in charge!

ANTIGONE: Must be a woman who is related to Creon. She must choose to break a rule/law made by Creon.

Themes you may wish to explore:

- Moral Laws vs. State Laws
- Loyalty to family
- Is Creon trying to be a wise leader or is he a power-hungry manipulator?
- Is family above the law?

Your scene may end in a different manner from how *Antigone* ends. You do not need to include dead brothers, a fiancé, a weak sister, but you are more than welcome to do so if you wish. And, the play does not need to end in tragedy!

REQUIREMENTS:

- a. The Scene

Your scene must be at least 3 pages. It must be written in play form. Stage directions should be clear.

- b. 1 paragraph explaining all the action that leads up to the scene you have chosen to write
- c. 1 paragraph explaining what happens after the scene has finished
- d. A character sketch of Creon. Who is he? What is he trying to accomplish? How does he feel about Antigone? How does he choose to handle her disobedience? (1 page)
- e. A character sketch of Antigone. Who is she? What is she trying to accomplish? What motivates her? How does she feel about Creon? How does she choose to handle herself with Creon? (1 page)

Name:

Modern Antigone

Focus	Level	Comments
Scene: conflict is clear, believable, dramatic and connected to <i>Antigone</i>	1-5 5-9 10 11 12 13 14 15	
Character sketch: profile of each character presents their personalities, beliefs, motivations	1 2 3 4 5	
Scene Explanation: paragraphs before and after the scene present the complete plot of the play	1 2 3 4 5	
Process: Used class time productively and worked well as a pair	1 2 3 4 5	

Name:

Modern Antigone

Focus	Level	Comments
Scene: conflict is clear, believable, dramatic and connected to <i>Antigone</i>	1-5 5-9 10 11 12 13 14 15	
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Othello Exhibition

Who or what is responsible for the death of Desdemona?

You must create and defend a **COMPLEX THESIS**. For example, saying “Iago is to blame for the death of Desdemona” is far too simple. However, a thorough analysis of **WHY** Iago was out to destroy Othello, and how Desdemona fits into that plan, would suffice.

Paper must include:

- a. Introduction with complex thesis**
- b. 3-4 paragraphs supporting your thesis (with quotes!)**
- c. 1 paragraph presenting an alternative argument (with a quote) and then reconciling that argument with your thesis**
- d. Conclusion**

English
Othello

	Meets Standard (3)	Comments	Rating
Conventions	<input type="checkbox"/> No run-on sentences <input type="checkbox"/> Correct use of apostrophes <input type="checkbox"/> Minimal spelling errors <input type="checkbox"/> Book title is <i>Italicized</i> or <u>underlined</u> <input type="checkbox"/> Overly simplistic words avoided <p style="text-align: right;">20%</p>		4 – exceeds standard 9-10 points 3 – meets standard 6-8points 2 – approaches standard 3-5 points 1 – unsatisfactory 1-2 points
Content/Subject	<input type="checkbox"/> Has a clear opinion on the characters/themes in <i>Othello</i> <input type="checkbox"/> Each quote is explained and analyzed <input type="checkbox"/> Analyzes the text rather than summarizes the story <input type="checkbox"/> Author presents a strong voice <input type="checkbox"/> Alternative argument presented and reconciled with your thesis <p style="text-align: right;">40%</p>		4 – exceeds standard 18-20 points 3 – meets standard 14-17 points 2 – approaches standard 9-13 points 1 – unsatisfactory 1-8points
Structure	<input type="checkbox"/> Introduction has a clear thesis and introduces text <input type="checkbox"/> Each body paragraph has a topic sentence <input type="checkbox"/> Each body paragraph ends with a summary sentence <input type="checkbox"/> Conclusion restates thesis and sums up the argument. <p style="text-align: right;">20%</p>		4 – exceeds standard 9-10points 3 – meets standard 6-8 points 2 – approaches standard 3-5 points 1 – unsatisfactory 1-3 points
Process	<input type="checkbox"/> Student used class time wisely <input type="checkbox"/> Student submitted rough draft <input type="checkbox"/> Student thoroughly revised <input type="checkbox"/> Student proofread thoroughly before submitting <p style="text-align: right;">20%</p>		4 – exceeds standard 9-10points 3 – meets standard 6-8 points 2 – approaches standard 3-5 points 1 – unsatisfactory 1-3 points

TOTAL POINTS: ___ of 50

Tragedy Performance Exhibition Guide and Timeline

This semester we have studied, examined, and discussed tragedies by Sophocles, Shakespeare, and Arthur Miller. For this exhibition we will approach the plays through the world of performance.

Every group will...

- Perform one scene for the class with staging and props

Each individual group member will be an actor. For certain groups, there may be a director.

- **ACTOR:** Be very comfortable reading all lines with feeling, stage directions, be present and prepared on the date of the performance, and write a **1 page character autobiography** using details you have learned about the character from the play. This should be written in 1st person point of view. Bring in at least 1 prop or costume item for your scene.
- **DIRECTOR:** Provide stage directions for actors and find props, be present and prepared to introduce the scene on the date of the performance, write a **2 page directorial vision statement** that provides description, explains the message and expresses the relevance of the play to society today.

THE SCHEDULE (All class times will be dedicated to rehearsal with very little time for the assignments which must be completed at home or in after-school):

Monday 1/5/2009

- As a group, choose which scene you want to perform.
- Choose individual roles.
- Read through your scene once at your seats.
- Begin reading on your feet and deciding where each character will stand and how they will move.

Tuesday 1/6/2009

- Actors: Run lines, work on autobiography as time allows
- Directors: Outline stage directions, prop list and work on vision statements/designs as time allows

Wednesday 3/7/2009 **PERFORMANCES!**

Tragedy
Performance Exhibition Guide: Scene Options

Oedipus Rex, Sophocles

- Scene 4: Getting Closer to the Truth
 Characters needed: Oedipus, Choragos, Shepard, Messenger
- Scene 2: Oedipus vs. Creon
 Characters needed: Oedipus, Creon, Choragos

Antigone, Sophocles

- Prologue: Antigone vs. Ismene
 Characters needed: Antigone, Ismene
- Scene 2 (part) Antigone vs. Creon
 Characters needed: Antigone, Creon,

Othello, William Shakespeare

- 1.1 Awaking Brabantion
 Characters needed: Iago, Roderigo, Brabantio
- 3.3 Emilia gives Iago the handkerchief (137-141)
 Characters needed: Iago, Emilia, Desdemona, Othello

A View From the Bridge, Arthur Miller

- End of Act 1 (52-56): Dancing, Boxing, Lifting the chair
 Characters needed: Eddie, Catherine, Marco, Beatrice, Rodolpho
- End of the Play (82-86)
 Characters needed: Catherine, B, Eddie, Rodolpho, Marco, Alfieri

Rubric:

<p>Preparation: Student Present each day Student used time productively</p>	<p>1 2 3 4 5</p>
<p>Written Component: Actor clarified what the character wants Director: Presented a vision for the scene and explained relevance</p>	<p>1 2 3 4 5</p>
<p>Performance: Read with feeling Conveyed a clear understanding of the character's choice Used gestures and staging Had a prop or costume piece</p>	<p>1 2 3 4 5 6 7 8 9 10</p>

Students wrote an in-class comparative paper that we spent two class periods preparing for. There was no assignment sheet given. Instead, we brainstormed common themes between the tragedies and students selected topics that interested them. Students came up with connections, such as the role of lack of communication in *Oedipus* and *Othello* or the parents putting their needs before their children in *Oedipus*, *Othello* and *A View from the Bridge*.

This is the rubric that was used to assess their work:

	Points	Comments
Understanding: Clear analysis of text	1-3 4 5 6 7 8 9 10	
Development: Ideas fully explained and supported with evidence	1 2 3 4 5 6	
Organization: Use of paragraphs with clear topic sentences	1 2 3 4 5 6	
Language: Appropriate vocabulary and language use	1 2 3	
Conventions: Grammar, spelling, sentence structure	1 2 3 4 5	
Connections: Connections are made between the texts	1 2 3 4 5	

Overall: _____

Tragedy Cover Letter
Draft Due Friday, January 13th

*****If you do not submit a typed, proofread draft by Thursday, January 19th, you will not be allowed to present at the Roundtable!*****

Introduction

You as an English student: We will brainstorm together some of the memorable experiences in English this semester. This is a chance for you to share with the reader what mattered most this semester or had the biggest impact on you.

Section 1: Tragedy

- Which tragedy that we've read best captures human nature? Explain
- Considering what you know about Aristotle's definition of a tragic hero, how would you define a tragic hero?
- Explain which character you think is the most tragic, tragic hero. Oedipus, Antigone, Creon, Othello, Eddie. Defend that choice!

Section 2: Important Texts

Choose 1 of the books or plays you have read this semester that you think is important for other people to read. (It may be something you read during Independent Reading, or one of the four tragedies we read as a class.)

- Include the title, author and a brief summary of the text you have chosen.
- Why is it an important text?
- What can people learn from reading this text?
- Choose 1 passage from the text that you think is key and explain its significance.

Section 4: You as an English Student

- How have you grown as a reader this semester?
- How have you grown as a writer this semester?

Roundtable Debate

Which Tragic Hero is the Most Tragic?

This semester we have seen the demise of 6 tragic heroes: Oedipus, Antigone, Creon, Othello, Eddie

At the Roundtable, you and your partners will engage in a debate over whose tragic hero is the most tragic.

Please prepare notes for an opening statement and a closing statement

You will not know your opponent! At the Roundtable, be sure to take notes while they present their assertion so that you can ask challenging questions.

Some issues to consider:

- Aristotle's definition of a tragic hero
- Is dying more tragic than surviving?
- Is suicide more tragic than being murdered?
- The smaller the flaw, the greater the tragedy?
- The greater the epiphany, the greater the tragedy?

You must be able to define and explain how each applies to your character:

- Aristotle's definition of a tragic hero
- Hamartia
- Epiphany

Goals of this debate:

- Defend your ideas with evidence
- Understand and provide a counter argument to an alternative perspective
- Make connections between plays
- Take effective notes to enhance your argument
- Demonstrate your ability to think critically on demand

DIRECTIONS FOR STUDENTS AND VISITORS

Welcome to the 12th Grade English Portfolio Roundtables. Thank you for attending! The purpose of this roundtable is to provide a forum for students to reflect on and discuss what they have accomplished and learned in their study of English this semester. Students should be prepared to defend their ideas and must be held accountable for the quality of their work and reflection. Please follow the directions below for each presenting student.

*****If students are in pairs, the time for each section will be in **bold**. If there are three students, the time for each section will be *italicized******

- 1. Reading Student Cover Letter and Reviewing Student Portfolio (15 minutes/10 minutes):** Participants read cover letter to themselves. After reading the cover letter, participants closely examine the work inside the student's portfolio

Record comments and questions for the student generated by what you read in the cover letter and observe in the portfolio on the **Evaluation** sheet. These questions will help stimulate dialogue in the next section of the roundtable

- 2. Dialogue (10 minutes/8 minutes):** All participants (adults and peers) ask the presenting student questions raised by the cover letter and the work in the portfolio. Questions can relate to the content of the course, specific assignments, issues raised in the cover letter and the student's learning process and growth. Questions may be addressed to all students at the roundtable to facilitate a group discussion. Please consult the **Essential Questions and Discussion Ideas** sheet for suggestions. **Please avoid questions on what makes a tragic hero as that will be the content of the debate!**
- 3. Repeat steps 1 and 2 for the 2nd and 3rd students.**
- 4. Debate (15 minutes/20 minutes)** All students will engage in a debate on the question, "Who is the most tragic hero?" **Student 1** will present a 3-minute speech on why her hero is the most tragic. **Students 2 and 3** will then have 2 minutes to ask challenging questions. **Student 2** will then have 3 minutes to give his speech and **Students 1 and 3** will have 2 minutes for questions. (Repeat for Student 3 when necessary!) Each student should then spend 1 minute offering a concluding statement.
- 5. Assessment and Sharing of Feedback (5 minutes):** Please use the **Evaluation** sheet to evaluate the cover letter and presentation of each student. Participants are encouraged to share feedback with students verbally and/or allow students to read over completed evaluation sheets.

STUDENTS: Please put all evaluation sheets in the designated folder at the front of the room, NOT back in your portfolio. ALSO give Joanna a copy of your final cover letter.

ESCHS 12th Grade English Roundtable Rubric

Presenter

Evaluator

Cover letter	Excellent	Very Good	Fair	Needs Improvement
Presents specific connections and analysis of the themes of the course				
Presents honest, insightful reflection about student's learning process and growth.				
Writing is well organized and carefully proofread				
Student uses his/her voice to make the letter engaging and interesting				
Observations and questions raised by the cover letter				
<p>Reviewing Portfolio</p> <p>*What do you notice are the student's strengths?</p> <p>*What do you observe about the work in the portfolio? Describe what you see.</p>	<p>Questions and observations</p>			
Debate: Who is the most tragic?	Excellent	Very Good	Fair	Needs Improvement
Argument was clear and convincing				
Student answered questions thoughtfully				
Student used evidence to support ideas				

After our two-week mini-unit on feminist theory, students wrote an in-class essay on “The Story of an Hour” by Kate Chopin. They were asked to evaluate how the story either challenged or reinforced the ideology of the patriarchy.

This was the rubric used to grade this assignment:

	Points	Comments
Understanding: Clear analysis of text	1-3 4 5 6 7 8 9 10	
Development: Ideas fully explained and supported with evidence	1 2 3 4 5 6	
Organization: Use of paragraphs with clear topic sentences	1 2 3 4 5 6	
Language: Appropriate vocabulary and language use	1 2 3	
Conventions: Grammar, spelling, sentence structure	1 2 3 4 5	

Overall: _____

Daddy Was A Number Runner, by Louise Meriwether
Due Monday, March 22nd: Select your topic and write your THESIS!
ESSAY Due: Thursday, March 25th

Last Day to avoid a 45 for the essay on your report card: Friday, March 26th

You will be writing a 5-paragraph, analytical essay on the novel. In addition to a strong, complex thesis and strong topic sentences, the focus of this essay is ELABORATION. You must fully analyze each quote with 4-6 sentences.

*****Analyze the meaning of the novel through 1 of the critical lenses we studied (psychological, gender, Marxist).*****

You may wish to focus your essay on 1 of the following questions

Marxist: What statement is this novel making about American society?

Gender: What message does this novel send about being a man?

Gender: What message does this novel send about being a woman?

Gender: What message is this novel sending about the relationship between genders and the power of traditional gender roles?

Psychological: Consider Francie's growth through a psychological lens

Psychological: Analyze the father through a psychological lens

Marx/Gender/Psychological: Your choice

You should use the vocabulary of the lens you choose.

Psychological: selective perception, displacement, avoidance, insecure, unstable self, penis envy, projection, selective memory, family dynamics, development, character motivation

Gender: patriarchy, traditional gender roles, "Four Faces of Eve", seductress, virgin princess, crone, matron

Marxist: capitalism, Marxist, bourgeoisie, proletariat

Conventions	__No run-ons __Correct use of apostrophes __Minimal spelling errors __Book title <i>italicized</i>		Exceeds Standard 9-10 Meets Standard 6-8 Approaches 3-5 Unsatisfactory 1-2
Content	__Thesis is clear and complex __3 quotes __Thorough quote analysis		Exceeds Standard 18-20 Meets Standard 15-17 Approaches 11-14 Unsatisfactory 1-10
Structure	__Topic sentences __Concluding sentence __Conclusion restates thesis and offers message of the novel		Exceeds Standard 9-10 Meets Standard 6-8 Approaches 3-5 Unsatisfactory 1-2
Process	__Student used class time wisely __Student partner proofread __Student thoroughly proofread		Exceeds Standard 9-10 Meets Standard 6-8 Approaches 3-5 Unsatisfactory 1-2

Daddy Was a Number Runner essay. Total Points: _____ of 50

Short Story Exhibition: Add a Chapter to *Flight*

Due: Thursday, April 14th at the start of class

The assignment:

You must add a stop to Zits's journey. Your chapter can come at any part of the book: before it starts, the middle, the end. Just number your chapter accordingly! (For example, if you want your chapter to come after Jimmy but before Zits's dad, call your chapter 15.5)

- 1. Your chapter must follow the trajectory of the STORY ARC (Exposition, initial conflict, rising action, climax, falling action, resolution.)**
- 2. Whose body will Zits inhabit? What will he learn from this stop on his journey?**

All stories must be proofread. Dialogue must be properly formatted

Final Essay Guidelines

All papers must involve a comparison between *Daddy Was A Number Runner* and *Flight*.

Free write on one of the following topics:

1. What message does each text send about the conflict between the individual and society? Does the author believe in the American Dream? Consider viewing the novels through a Marxist lens.
2. What do Zits and Francie each learn on their individual journeys? In what ways do they struggle to empower themselves? Consider viewing the novels through a psychological or gender lens.
3. What is each author's belief about the possibility for resistance against negative stereotypes? Identify the stereotypes and reflect: are there characters that successfully resist and/ or those who fail? Consider viewing the novels through a post-colonial lens.
4. What message does each text send about family? Reflect on the positive and the negative impacts of family on the protagonist. Does family help the individual succeed, or hold them back? Consider viewing the novels through a psychological or gender lens.

Based on your free-write, formulate a thesis statement for your essay.

- Your thesis should illuminate some aspect of the two authors' messages, based on your interpretation of the novels.
- Your essay can—but is not required to—include one or more of the lenses we discussed in class.
- Remember that you will need to spend equal time discussing each text, so choose a topic that applies well to both without being too broad.

Your essay will be graded based on successful completion of each of the deadlines listed below, as well as on the final product.

-THURSDAY, APRIL 28: Intro and/ or topic sentences + outline due

-FRIDAY, APRIL 29: Intro and first body paragraph due

-MONDAY, MAY 2: Second and third body paragraphs due

-TUESDAY, MAY 3: Fourth and fifth body paragraphs due

-WEDNESDAY, MAY 4: All remaining body paragraphs due

-THURSDAY, MAY 5: Conclusion due

-FRIDAY, MAY 6: Final paper due

12th Grade English: Comparative Paper
Flight and Daddy was a Number Runner

Conventions	_No run-on sentences _Minimal spelling errors _Appropriate capitalization _Book title <i>italicized</i>		Exceeds Standard 9-10 Meets Standard 6-8 Approach standard 3-5 Unsatisfactory 1-2
Content/Subject	__Has a clear thesis __Evidence well selected and analyzed __Makes insightful connections between texts __Author presents a strong voice		Exceeds Standard 18-20 Meets Standard 14-17 Approach standard 9-13 Unsatisfactory 1-8
Structure	__Topic Sentences __Concluding sentences __Clear transitions __Conclusion restates thesis and makes connections		Exceeds Standard 9-10 Meets Standard 6-8 Approach standard 3-5 Unsatisfactory 1-2
Process	__Student used class time wisely __Paper is proofread		Exceeds Standard 9-10 Meets Standard 6-8 Approach standard 3-5 Unsatisfactory 1-2

Total Points: __ of 50

Independent Reading Final Project

The goal of this project is for you to demonstrate your proficiency in comprehending, analyzing, questioning and discussing a work of literature. You will be running an analytical discussion with an adult member of the community who is familiar with your book.

What you must prepare for your Final Project:

a. 3 passages from the novel that struck you.

For each passage you must be prepared to explain:

- Why you selected that passage
- What the passage reveals about the characters, the setting, the conflicts or the author's purpose
- What questions the passage raises about any of the above
- How do the critical theories of Marxist, Feminist, Psychological and post-Colonial approach this moment?

b. 5 Discussion questions

- You must have notes on your opinions on possible answers for each question

c. Author's Purpose:

One paragraph on what you think the author's purpose was in writing this book. What does he/she want the reader to take away from reading the book? Do you think the author succeeds?

Day-To-Day Responsibilities

A. Read up to the page your group has decided

B. Each night you must select a passage you believe is significant and write a 1-page analysis of that passage. (BE SURE TO MARK THE PAGE WITH A STICKY NOTE.)

C. Discussion

Each day your group will discuss the reading. One student will be assigned to prepare 5 discussions questions on the reading. One student must take notes on what the group discusses. Both discussion questions and notes will be collected everyday.

D. There will be periodic QUIZZES and other assignments!

Student _____ Book _____ Evaluator _____

	Excellent	Good	Fair	Needs Improvement
Analysis	Sophisticated analysis, demonstrating in-depth understanding of selected passages and the characters and themes in the text	Presents a thoughtful understanding of passage's significance with some in-depth analysis	Presents a basic understanding of selected passages with limited analysis	Shows limited understanding of passage's significance
Discussion questions	Questions got to key themes, were thoughtful and pushed analysis deeper	Questions were open-ended and prompted discussion but did not always lead to deeper analysis.	Questions prompted some discussion.	Questions were basic and the student's opinions poorly developed.
Evidence	Student was able to support all opinions with relevant evidence	Student was able to support most opinions with relevant evidence	Student had a limited ability to support ideas with evidence	Student was unable to support ideas with evidence
Author's Purpose	Student had a deep understanding of author's purpose	Student presented a well thought out understanding of author's purpose	Student had some sense of author's purpose	Student lacked a clear sense of author's purpose.
Familiarity	Student knew the book backwards and forwards.	Student is very familiar with characters, themes and key events.	Student struggled to remember certain characters, themes, events	Student was unable to recall significant characters, themes, events
Presentation	Student started the conversation with ease. Student was extremely well prepared and did not read from notes. Made eye contact	Started the conversation with ease. Student was well prepared, but sometimes relied on notes.	Student's poise faltered at times. Student had difficulty beginning the conversation. Student was prepared.	Student lacked poise. Student was unable to begin the discussion. Student lacked preparation.