

Criteria	Novice	On-Target	Advanced
<p>Content Comprehension</p> <p>Performance demonstrates an appropriate understanding of the monologue’s meaning and conveys this understanding clearly and comprehensively.</p>	<p>Performance is too general; its significance is difficult to discern, or not appropriate to the rhetorical situation. The performance incorrectly interprets the monologue’s meaning.</p>	<p>Monologue conveys the monologue’s meaning completely and correctly.</p>	<p>Performance demonstrates a complex understanding of the meaning of the monologue, communicating an interpretation, and conveys this knowledge with particular insight and creativity.</p>
<p>Nonverbal Communication Strategies</p> <p>Student demonstrates understanding of how conscious choices in delivery and performance alter the meaning communicated. Volume, tone, emphasis, gestures, blocking, and/or other tools are harnessed during the performance.</p>	<p>Performance does not display conscious choices in delivery, or choices are difficult to discern. They may detract from audience comprehension.</p>	<p>Performance displays some conscious choices in delivery that supplement and support the meaning of the message.</p>	<p>Performance demonstrates insightful choices in performance. Student takes innovative risks which provide unique insight into the message.</p>
<p>Group Dynamics</p> <p>Individual student meets expectations for contributions to successful collaboration and assignment completion. Student was an engaged and attentive audience member.</p>	<p>Student failed to complete his or her share of the work or engaged in behavior which made for difficult collaboration. Student may have been a disruptive or distracting audience member.</p>	<p>Student was an engaged member of the pair and contributed an equitable amount to the project.</p>	<p>Student was an exceptionally engaged collaborative participant, demonstrating notable leadership skills or facilitating notably successful pair dynamics.</p>