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| Literature circle preparation work  Name: /48 = /6 | | | | | | | | |
| Category | Exceeding-6 | Fully Meeting-5 | Adequately meeting-4 | Minimally meeting-3 | Almost meeting-2 | Not yet meeting 1/0 | Student  Score | Teacher Score |
| REQUIRED ELEMENTS | All required elements for discussion completed. More than required support given. | All required elements for discussion completed. All required support given. | All required elements for discussion completed. May not have all required support. | Minimum amount of required elements completed for discussion. May not have all required support. | Most of minimum required elements completed for discussion. Might be missing one or two. | 3 or more of minimum required elements for discussion not completed. |  |  |
| READING DISCUSSION QUESTIONS | Specific reasons given to support opinions. Reasons are clear, complete and show insight. Specific examples given to support opinions. Examples are complete, clear and show insight. Specific explanations given to support opinions. Explanations are clear, complete and show insight. | Mainly specific reasons given to support opinions. Reasons are clear and complete. Mainly specific examples given to support opinions. Explanations are clear and complete. Mainly specific examples given to support opinions. Explanations are clear and complete. | Mostly general reasons given to support opinions. Reason is generally sufficient to support opinion. Mostly general examples given to support opinions. Example is generally sufficient to support opinion. Mostly general examples given to support opinions. Example is generally sufficient to support opinion. | General reasons given to support opinion. Reasons may be incomplete or unclear. General examples given to support opinion. Examples may be incomplete or unclear. General explanations given to support opinion. Explanations may be incomplete or unclear. | Reasons not always given or don't always make sense. Examples not always given or don't always make sense. Explanations not always given or don't always make sense. | No reasons given or reasons don’t make sense. No examples given or examples don’t make sense. No explanations given or explanations don’t make sense. |  |  |
| DISCUSSION DIRECTOR/ READING SECTION QUESTIONS | Questions are relevant, thoughtful, interesting and focused on topic. Answers show insight and make connections to novel. They are supported with specific reasons, examples and explanations. | Questions are relevant, thoughtful, interesting and focused on topic. Answers make connections to the novel and are supported with specific reasons, examples and explanations. | Questions are mostly relevant to the topic. Answers are supported with reasons, examples and explanations. Connections to the novel are sometimes made. | Questions are sometimes relevant to the topic. Answers are given but may not be completely supported with reasons, examples and explanations. | Questions have limited relevance to topic. Answers often not supported with reasons, examples and explanations. | No question asked or off topic. Usually not supported with reasons, examples and explanations. |  |  |
| LITERARY LUMINARY | Reveals a personal connection and contributes innovative content and ideas. Relevant passages selected .Reasons given for choice demonstrates insight. | Reveals a personal connection and contributes interesting content and ideas. Relevant passages selected . Reasons given for choice demonstrates thoughtful choice. | Usually makes a personal connection to topic. Relevant passages chosen. Reasons given for choice sometimes show evidence of consideration. | Sometimes makes a personal connection to topic. Some relevance to passages chosen. Reasons for choice sometimes given but often choice seems random. | Most times personal connection to topic not shown. Little relevance to passages chosen. Choice usually not explained or unclear. | Not done or off topic. Random passages chosen and not explained. |  |  |
| CHARACTER CAPTAIN | Identifies 2-3 insightful adjectives to describe a character in the story. Gives specific, insightful reason, example and explanation of how the adjectives fit the character. | Identifies 2-3 creative/thoughtful adjectives to describe a character in the story. Gives a thoughtful specific reason, example and explanation of how the adjectives fit the character. | Identifies 2-3 adequate adjectives that make sense to describe a character in the story. Gives a reason, example and explanation of how the adjectives fit the character that are sometimes specific. | Identifies 2-3 general adjectives that describe a character in the story. Gives a reason, example and explanation of how the adjectives fit the character. Explanation sometimes unclear. | Identifies 2-3 general adjectives that describe a character in the story. May give reasons but lacks specific examples or explanations. | Identifies only 1 adjective or none. Incomplete reasons, examples and explanations given. |  |  |
| CONNECTION CREATOR | Makes a personal connection to topic, other texts or the world. Connection demonstrates insight. Reasons given for choice demonstrate insight. | Makes a personal connection to the topic. Sometimes relates to other texts or the world. Connections shows thoughtful consideration. Reasons for choice demonstrate thoughtfulness. | Usually makes a personal connection to the topic. Connection choice shows relevance. Reasons given for choice show some evidence of consideration. | Only makes personal connections to the topic. Connection choice may be random. Reasons for choice are given but demonstrate minimal thought. | Little connection is made to the topic, and is only personal. Reasons for choice either limited or not given. | Connection not made or incomplete. Reasons not given or off topic. |  |  |
| ABORIGINAL CONNECTION | Makes a specific insightful connection to first nations history, culture, tradition (or other) from the novel. Gives insightful reason, specific example and explanation for how it connects. | Makes a specific thoughtful connection to first nations history, culture, tradition (or other) from the novel. Gives specific well thought out reason, example and explanation for how it connects. | Makes a general connection to first nations history, culture, tradition (or other) from the novel. Gives reasonable reason, example and explanation for how it connects. Example and Explanation may be general or unclear. | Makes a general connection to first nations history, culture, tradition (or other) from the novel. Gives general reason, example and explanation for how it connects. Example and Explanation may be unclear or missing. | Makes a vague connection to first nations history, culture, tradition (or other) from the novel. Reason, example and explanation, when given, don't show clearly how it connects or may be missing. | No connection made to first nations history, culture, tradition (or other) from the novel. No Reason, example and explanation . |  |  |
| ARTFUL ADVENTURER | Chooses, finds, draws, describes or creates a picture related to something from the novel. Gives insightful reason, specific example and explanation for how it connects. | Chooses, finds, draws, describes or creates a picture related to something from the novel. Gives thoughtful reason, specific example and explanation for how it connects. | Chooses, finds, draws, describes or creates a picture related to something from the novel. Gives relevant reason, example and explanation for how it connects. Example and explanation may be general. | Chooses, finds, draws, describes or creates a picture related to something from the novel. Gives a reason, example and explanation for how it connects. Reason, example and explanation may be very general in nature. | Chooses, finds, draws, describes or creates a picture related to something from the novel. Missing reason, example and/or explanation for how it connects. | Does not choose, find, draw, describe or create a picture related to something from the novel. Missing reason, example and/or explanation given |  |  |
| Total | | | | | | | /48 | /48 |