

Literature Circles Rubric

Criteria	Excellent	Acceptable	Not There Yet
Discussion Director	<ul style="list-style-type: none"> Keeps group on task Uses a mixture of various levels of questions to engage group members Makes sure everyone participates <u>Questions engage group with CRITICAL THINKING</u> 	<ul style="list-style-type: none"> Stays on task most of the time Mostly knowledge/comprehension questions Questions help with basic understanding of text, but don't lead to higher thinking. Makes most people participate, but focuses more on specific people or self 	<ul style="list-style-type: none"> Fails to complete one or more parts of the assigned task Talks off topic or not really facilitating discussion All knowledge/comprehension questions Asks insignificant questions Fails to get group members to participate
Summarizer	<ul style="list-style-type: none"> Brief, concise summary Includes all the main points of the text Places everything in chronological order Able to answer any clarifying questions 	<ul style="list-style-type: none"> Summary is a bit too brief or a bit too lengthy Includes all the main points and just a couple of secondary points Places everything in chronological order Able to answer clarifying questions, either immediately or by referring back to the text 	<ul style="list-style-type: none"> Fails to complete one or more parts of the assigned task Long Some key points but includes far too many insignificant details Details not in chronological order. Unable to answer questions about text.
Connector	<ul style="list-style-type: none"> Multiple and varied connections are made from the text to both academic sources and the world The connections are explained clearly and thoroughly supported with evidence and elaboration 	<ul style="list-style-type: none"> Some valid connections are made Connections are supported with limited evidence and elaboration 	<ul style="list-style-type: none"> Fails to complete one or more parts of the assigned task Few connections are made Connections are superficial and lack elaboration Little thought was put into the connections
Travel Tracer	<ul style="list-style-type: none"> Does not use summary but rather key points related to the MOVEMENT of characters Explains WHY these movements occur. Makes predictions of where the characters might go from here 	<ul style="list-style-type: none"> Movement of characters is address but summary is present, too Explanations are surface level Minimal predictions made 	<ul style="list-style-type: none"> Fails to complete one or more parts of the assigned task Mere summary or not tracking MOVEMENT No explanations No predictions
Illustrator	<ul style="list-style-type: none"> Very detailed illustration or Uses significant elements in illustration Effective use of color and style Able to relate significance of visual to the text <u>Shows a great deal of effort.</u> 	<ul style="list-style-type: none"> Uses details from text in visual to better understand the text Fairly significant elements selected to be represented in visual. Significance of the visual deals mostly with a summary Effort is apparent 	<ul style="list-style-type: none"> Fails to complete one or more parts of the assigned task Very limited details in visual Visual doesn't really address a significant aspect of the text Unable to explain how the visual relates to the text Very little or no effort
Connector	<ul style="list-style-type: none"> Strong detailed connection to self or life Clear connection to text <u>Engages other group members in making similar connections to text</u> 	<ul style="list-style-type: none"> Appropriate connection to self or life Able to explain how connection fits the text Some engagement on the part of other group members 	<ul style="list-style-type: none"> No clear connection of personal experience to text Not clear how their situation connects to text No other engagement with group members
Literary Luminary	<ul style="list-style-type: none"> Examples are carefully chosen Wide variety of elements Strong analysis of importance/significance to the novel Quotes are especially significant, descriptive, controversial, etc. <u>Interesting or engaging plan</u> to have group look at passage. Is able to tell significance of passages. 	<ul style="list-style-type: none"> Some examples are carefully chosen while others seem haphazardly chosen More variety of elements needed Analysis is present but doesn't seem to have strong importance/significance to novel Passages selected are helpful in understanding the text. Plan to share passages is simple (just reading); little group engagement Simple explanation of why selected ("I just liked it.") 	<ul style="list-style-type: none"> Fails to complete one or more parts of the assigned task Either missing examples or examples are random No variety of elements Analysis is surface level or unclear Passages are insignificant or unimportant to the text No plan; no engagement Not really aware of why they selected the passage
Vocabulary Enricher	<ul style="list-style-type: none"> 6+ words identified as difficult, descriptive, unusual, or especially key to the text. <u>Pg. Number, and definitions written for each word</u> <u>Discussion of words leads to deeper understanding of text</u> 	<ul style="list-style-type: none"> 5 words identified. Words are key to understanding text, but not as unusual or descriptive. Page numbers given, but definitions are vague or not well developed. Identification and discussion of words helps group members understand the text. 	<ul style="list-style-type: none"> Fails to complete one or more parts of the assigned task Fewer than 5 words identified. Words are simplistic and ordinary. No page numbers listed and definitions are very minimal or missing. Discussion of words does not help member of group better understand the text.