

This grading rubric builds as the project builds throughout this unit. The entire project is worth 100 points.

Name \_\_\_\_\_

## English 4

### THE AFGHAN WOMEN PROJECT Total Project Rubric 100 points

The Afghan Women Project involves reading, listening, writing, and speaking.

#### Advanced Scores (85 – 100 points)

##### *Reading*

- Written responses show clear evidence of a detailed understanding of the setting, narrator, mood and conflicts in each poem.
- The comparison chart includes substantial evidence from the poems.

##### *Listening*

- The student's responses show clear evidence of careful listening to the selected poem.
- Written responses to the listening task show clear evidence of a perceptive understanding of the feelings the selected poem evokes.

##### *Writing*

- The poem clearly is a response to the three project poems that inspired it.
- Effective word choice creates a highly emotional response to the plight of the women in the poems.
- The poem effectively uses symbolism and a structure, rhythm, and rhyme that create meaning.
- The poem is developed over a number of lines or stanzas sufficient enough to create a satisfying work of art.

##### *Speaking*

- Oral performance of the student's poem includes clear enunciation, emotion, and tone in voice and appropriate speed
- The poem is capably recorded and identified so that others can easily find and listen to it.

#### Proficient Scores (61 – 85 points)

##### *Reading*

- Written responses show evidence of a detailed understanding of most of the categories of comparison (the setting, narrator, mood and conflicts) for the poems.
- The comparison chart includes sufficient evidence from the poems.

*Listening*

- The student's responses show evidence of careful listening to the selected poem.
- Written responses to the listening task show evidence of a generally perceptive understanding of the feelings the selected poem evokes.

*Writing*

- The poem is generally a response to the three project poems that inspired it.
- Generally effective word choice creates an emotional response to the plight of the women in the poems.
- The poem generally uses symbolism and a structure, rhythm, and rhyme that create meaning.
- The poem is developed over a number of lines or stanzas but may leave the reader only partly satisfied.

*Speaking*

- Oral performance is proficient, but issues may exist in one or some of the following: enunciation, emotion and tone in voice and speed criteria.
- The poem is recorded and identified so that others can find and listen to it with little trouble.

**Unsatisfactory Scores (0 – 60 points)**

*Reading*

- Written responses show minimal evidence of a understanding of most of the categories of comparison (the setting, narrator, mood and conflicts) for the poems.
- The comparison chart includes little or no specific information from the poem.

*Listening*

- The student's responses show little or no evidence that the student has listened to the selected poem.
- Written responses to the listening task show little or no evidence of an understanding of the feelings the selected poem evokes.

*Writing*

- The poem shows little or no connection to the three project poems that inspired it.
- Ineffective word choice creates little or no emotional response in the reader to the plight of the women in the poems.
- The poem fails to use symbolism or any helpful structure, rhythm, or rhyme .
- The poem is developed over too few lines or stanzas to make the poem interesting.

*Speaking*

- Oral performance is proficient, but issues may exist in one or some of the following: enunciation, emotion and tone in voice and speed criteria.
- The poem is poorly recorded and identified so that others have trouble finding and listening to it or cannot find it at all.

**Student Statement**

In the space below, write a statement in which you describe how well you think you did on this assignment. How well did you fulfill the requirements of the rubric?