

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

Name \_\_\_\_\_

## English 4

### THE CHOICES PROJECT Total Project Rubric 100 points

The Choices 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, and relationship to the project theme of Choices.
- The comparison chart includes substantial evidence from the poems.

##### *Listening*

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

##### *Writing*

- The essay begins with an introductory sentence and ends with a concluding sentence.
- The opening paragraph explains why the poems appeal to the writer and clearly ties the poem to the theme of Choices.
- Essay paragraphs 2 and 3 clearly compare and contrast the readings and/or performances of two poems.
- Effective word choice makes the writer's points of comparison clear and cogent.
- The essay is developed over a number of words sufficient enough to create a satisfying and thoughtful composition.

##### *Speaking*

- Oral performance of the Frost or Housman poem shows clear evidence that the speaker has listened with care to professional readings or performances of the poem.
- Oral performance of the Frost or Housman 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, and relationship to the project theme) 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 readings or presentations.
- Written responses to the listening task show evidence of a generally perceptive understanding of the feelings the selected poem evokes.

#### *Writing*

- The essay begins with an introductory sentence and may end with a concluding sentence.
- The opening paragraph generally explains why the poems of poems appeal to the writer and generally ties the poem to the theme of Choices.
- Essay paragraphs 2 and 3 generally compare and contrast the readings and/or performances of two poems.
- Generally effective word choice makes the writer's points of comparison mainly clear and cogent.
- The essay is developed over a reasonable number of words but may leave the reader only partly satisfied.

#### *Speaking*

- Oral performance of the Frost or Housman poem shows some evidence that the speaker has listened to professional readings or performances of the poem.
- Oral performance of the Frost or Housman poem 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 an 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 readings or presentations.

- Written responses to the listening task show little or no evidence of an understanding of the feelings the selected poem evokes.

*Writing*

- The essay has no special introductory or concluding sentence.
- The essay may combine the purposes or two or more paragraphs into a single paragraph or may not be divided into paragraphs at all
- The essay only generally presents any kind of comparison or contrast of the readings and/or performances.
- The poem shows little or no connection to the three project poems that inspired it.
- Ineffective word choice makes the writer's points of comparison unclear and obscure.
- The essay is developed over too few words to make the essay detailed.

*Speaking*

- Oral performance of the Frost or Housman poem shows no evidence that the speaker has listened to professional readings or performances of the poem.
- 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?