This grading rubric will build as the project builds throughout this unit. If a student completes the entire project, the project will be assessed on the following components. Students who complete speaking component of the project will be graded on the speaking components listed below.

English 4

THE POE PROJECT

The Poe Project involves reading, listening, writing, and speaking.

Advanced Scores

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 recreates the mood and tone of the Poe poem that inspired it.
- Effective word choice creates a highly emotional imitation or parody of the original poem.
- The poem effectively uses the stanza structure, rhythm, and rhyme of the original model.
- The poem is developed over a number of 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

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 recreates the mood and tone of the Poe poem that inspired it.
- Generally effective word choice creates an emotional imitation or parody of the original poem.
- The poem generally uses the stanza structure, rhythm, and rhyme of the original model.
- The poem is developed over a number of 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

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 Poe poem that inspired it.
- Ineffective word choice creates a thin imitation or parody of the original poem.
- The poem fails to use the stanza structure, rhythm, and rhyme of the original model.
- The poem is developed over too few 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?