

English 4
Unit: War and Peace

THE WAR POETS PROJECT
Reading, Listening, Speaking and Writing Components

The War Poets Project involves reading, listening, speaking, and writing.

Students who complete all components of this project, will be assessed in accordance with the Rubric below.

For the writing assignment portion, you will be assessed in accordance with the 6+1 Traits of Writing rubric. For this particular assignment, a special emphasis will be placed upon these traits: Ideas and Content and Organization. For the other traits (Sentence Variety, Word Choice, Voice, and Presentation), refer to your course writing rubric.

In addition to the descriptions in the 6+1 Traits of Writing rubric found in your orientation section, use the following specific guidelines:

Advanced Scores

Reading

- Written responses to the reading 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.

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.

Writing

- The topic is narrow and manageable.
- The reader learns important and relevant information that goes beyond the obvious and demonstrates mastery of the topic.
- Accurate details support the main ideas.
- The reader's questions are anticipated and answered.
- The writer has demonstrated mastery of the information that is needed to complete the purpose of the product.
- An inviting introduction draws the reader in; a satisfying conclusion leaves the reader

with a sense of closure and resolution.

- Thoughtful transitions clearly show how ideas connect.
- Details seem to fit where they're placed; sequencing is logical and effective.
- The choice of structure matches the purpose and audience, with effective paragraph breaks.

Proficient Scores

Reading

- Written responses to the reading 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.

Speaking

- Oral performance is proficient, but issues may exist in one or some of the 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.

Writing

- The topic is broad but clear.
- Support is present but limited. It may focus on obvious details that do not demonstrate deeper understanding or mastery.
- Ideas are reasonably clear, although there may be some inaccuracies and incompleteness.
- The reader is left with questions or objections that have not been dealt with effectively.
- The writer generally stays on the topic but does not develop a clear thesis.
- The product has a recognizable introduction and conclusion, although they may not effectively serve their purposes.
- Some transitions are present, but the relationship between ideas is sometimes unclear.
- Sequencing shows some logic, but does not consistently support the development of ideas.
- The structure may be predictable and formulaic, following a preconceived structure rather than an organizational pattern designed specifically for the product's purpose and audience.
- The organization sometimes supports the main point or story line, with an attempt at paragraphing.

Unsatisfactory Scores

Reading

- Written responses to the reading 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 poems.

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.

Speaking

- Oral performance is proficient, but issues may exist in one or some of the 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.

Writing

- The topic is not clear.
- Information is limited or unclear or the length is not adequate for development.
- The idea is a simple restatement of the topic or an answer to the question with little or no attention to detail.
- The writer has not begun to define the topic in a meaningful, personal way.
- Use of supporting material is limited. Some supporting material may be inaccurate or off topic.
- The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.
- There is no real introduction or conclusion.
- Connections between ideas are confusing or absent.
- Sequencing is random and needs lots of work.
- Problems with organization

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?