

English 4
Unit: Wealth and Poverty

THE WEALTH AND POVERTY PROJECT
Total Project Rubric

The Wealth and Poverty Project involves reading, speaking, listening, and writing. Students who complete all components of the project will be assessed based on the following rubric.

Advanced Scores

Reading

Written responses show clear evidence of a detailed understanding of the characters, their differences, and the main ideas of the poem.

The written response includes substantial evidence from the poem.

Speaking

Oral performance conveys the student's detailed understanding of Huey Long's "Every Man A King."

Student uses a tone that is appropriate for the speech and delivers the speech with clarity, enthusiasm, and sincerity.

Student enunciates clearly and is easy and pleasant to understand.

Voice is not too slow, fast, loud, or soft.

The speech is capably recorded and identified so that others can easily find and listen to it.

Listening

The student's responses show clear evidence of careful listening to the selected sections of Jonathan Swift's "A Modest Proposal."

Written responses to the listening task show clear evidence of a perceptive understanding of the main ideas of the literature.

Writing

The article makes a convincing, persuasive argument in regard to a controversial subject.

The article takes a thoughtful position on a carefully chosen, controversial subject.

The student uses careful research and citations to effectively support his or her position on the chosen topic.

The article clearly includes the 5W's.

The article makes an effective attempt to convince readers that the author's position is correct.

Proficient Scores

Reading

Written responses show evidence of a thorough understanding of the characters, their differences, and the main ideas of the poem.

The written response includes sufficient evidence from the poem.

Speaking

Oral performance conveys the student's basic understanding of Huey Long's "Every Man A King."

Student uses a tone that is appropriate for the speech and delivers the speech with clarity and enthusiasm.

Student enunciates well and is understood.

Speed and tone of delivery are mostly appropriate.

The speech is capably recorded and identified so that others can easily find and listen to it.

Listening

The student's responses show evidence of careful listening to the selected sections Jonathan Swift's "A Modest Proposal."

Written responses to the listening task show evidence of a generally perceptive understanding of the main ideas of the literature.

Writing

The article makes a persuasive argument in regard to a controversial subject.

The article takes a position on an appropriate, controversial subject.

The student uses research to effectively support his or her position on the chosen topic.

The article clearly includes the 5W's.

The article makes an effective attempt to convince readers that the author's position is correct.

Unsatisfactory Scores

Reading

Written responses show minimal evidence of understanding of the characters, their differences, and the main ideas of the poem.

The comparison chart includes little or no specific evidence from the poem.

Speaking

Oral performance does not convey the student's understanding of Huey Long's "Every Man A King."

Student uses a tone that is inappropriate for the speech and fails to deliver the speech with clarity, enthusiasm, and sincerity.

Student does not enunciate clearly and is easy and is difficult to understand.

Voice is too slow, fast, loud, or soft.

The speech is not capably recorded and identified.

Listening

The student's responses show little or no evidence that the student has listened to the selected sections of Jonathan Swift's "A Modest Proposal."

Written responses to the listening task show little or no evidence of an understanding of the main ideas of the literature.

Writing

The article does not make a persuasive argument in regard to a controversial subject.

The article takes a position on an inappropriate subject.

The student does not use research to support his or her position on the chosen topic, or uses inappropriate research.

The article fails to include the 5W's.

The article does not make an effective attempt to convince readers that the author's position is correct.

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?