**Poetry Project Rubric for Steps 1-8**

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| **Step** | **Exceeds** | **Meets** | **Below** | **Unacceptable** |
| **Step 1-A:**  **(Author Background)** | * Author’s Background is thoroughly covered and gives a great insight into the poet | * Author’s Background is covered and gives some insight into the poet | * Author’s Background is barely covered and only gives a glimpse into the poet | * Author’s Background is barely covered and only gives a glimpse into the poet |
| **Step 1-B:**  **(Historical Significance)** | * 7-8 Important events in history are included and covered thoroughly which gives a thorough insight into the time period when the poem was written | * 5-6 Important events in history are included and covered which gives an insight into the time period when the poem was written | * 4 Important events in history are included and covered which gives an insight into the time period when the poem was written | * 3 or below Important event in history is included and covered which gives a glimpse into the time period when the poem was written |
| **Step 1-C:**  **(Denotations and Connotations)** | * Words / phrases of significance are included of both denotation and connotation. Definitions are included for 7-8 denotations and meaning is included for the 7-8 connotations. | * Words / phrases of significance are included of both denotation and connotation. Definitions are included for the 5-6 denotations and meaning is included for the 5-6 connotations | * Word or phrase is included of either denotation or connotation. Definition may or may not be included. | * Word or phrase is included of either denotation or connotation. Definition may or may not be included. |
| **Step 1-D:**  **(Meaning and Interpretation --Paraphrase)** | * Paraphrase thoroughly covers poem’s meaning with a great insight from the analyzer. | * Paraphrase covers poem’s meaning with some insight from the analyzer. | * Paraphrase covers poem’s meaning with a minimal insight from the analyzer. | * Paraphrase does not cover poem’s meaning or demonstrate understanding. |
| **Step 1-D:**  **(Poetic Devices and Significance---Identified)** | * Multiple (the majority of possible) poetry devices and types of poetic devices are correctly identified and labeled throughout poem. | * Some poetry devices and types of poetic devices are correctly identified and labeled throughout poem. | * Minimal poetry devices and types of poetic devices are correctly identified and labeled throughout poem while many are not noted. | * Only a couple devices and types of poetic devices are correctly identified and labeled throughout poem. |
| **Step 1-D:**  **(Poetic Devices and Significance---Explained)** | * Poetry devices are thoroughly explained, and their use is connected to author’s purpose and how they are used for effect. | * Poetry devices are mostly explained, and their use is connected to author’s purpose and how they are used for effect. | * Poetry devices are poorly explained, and their use is somewhat connected to author’s purpose and how they are used for effect. | * Poetry devices are not explained, and/or their use is not connected to author’s purpose and how they are used for effect. |
| **Step 1-E:**  **(SOAPSTone—speaker explained)** | All components are fully addressed and explained   * Speaker * Occasion * Audience * Purpose * Subject * Tone | All components included but explanation might be unclear/unsupported for parts   * Speaker * Occasion * Audience * Purpose * Subject * Tone | Some components are missing/not explained   * Speaker * Occasion * Audience * Purpose * Subject * Tone | Explanations are missing or not relevant/incorrect   * Speaker * Occasion * Audience * Purpose * Subject * Tone |
| **Step 1-F:**  **(3-Levels of Questioning)** | * Level Questions: Each level (Opening, Core, & Closing Questions) have been included and are very creative and thought provoking. Each question is labeled for clarification. | * Level Questions: Each level (Opening, Core, & Closing Questions) have been included and are thought provoking. Each question is labeled for clarification. | * Level Questions: Each level (Opening, Core, & Closing Questions) have been included but may not be thought provoking. Each question may or may not be labeled for clarification. | * Level Questions: Each level (Opening, Core, & Closing Questions) may not be included or may not be thought provoking. Each question is not labeled for clarification. |
| **Step 2: PowerPoint**  **(Title Slide)** | * Includes a title slide with the poem’s title, poem’s author, and ALL group member’s names | * Includes a title slide with the poem’s title, poem’s author, and ALL group member’s names | * Includes a title slide with the poem’s title, poem’s author, and ALL group member’s names | * May be missing a title slide with the poem’s title, poem’s author, and ALL group member’s names |
| **Step 2: PowerPoint**  **(Information Slides)** | * Includes all elements from the Poetry Analysis Information in a creative way | * Includes all elements from the Poetry Analysis Information | * May be missing some elements from the Poetry Analysis Information | * May be missing quite a few elements from the Poetry Analysis Information |
| **Step 2: PowerPoint (Organization)** | * Presentation is thought provoking and carefully planned out | * Presentation is carefully planned out | * Presentation does not appear to have been planned out | * Presentation seems thrown together and/or incomplete |
| **Step 2: PowerPoint (Looks) 😊** | * Presentation is very eye appealing | * Presentation is mostly eye appealing | * Presentation has made an attempt to be eye appealing | * Presentation may is not eye appealing |
| **Step 2: PowerPoint (Conventions)** | * There are NO spelling/grammar errors. | * There are 1-2 spelling/grammar errors. | * There are more than 2 spelling/grammar errors mistakes but less than 5 mistakes. | * There are 6 or more spelling/grammar mistakes. |
| **Step 3-A:**  **(Picture Requirement)** | * Two pictures are included that are thought provoking and relate to the poem. | * One picture is included that is thought provoking and relates to the poem. | * Picture is present but may not relate to the poem. | * Picture is not present. |
| **Step 3-B:**  **(Picture Activity)** | * Activity is engaging; directions are well written and easy to understand. | * Activity is engaging; directions are well written and easy to understand. | * Activity is present but may not be thought provoking; directions may be hard to understand. | * Activity is not present and/or directions. |
| **Step 4-A:**  **(Song Requirement)** | * Song lyrics and URL link included is thought provoking and it relates to the poem. | * Song lyrics and URL link included is thought provoking and it that relates to the poem. | * Song and / or URL link is present, but lyrics are not included; song may not relate to the poem. | * Song is not present nor the URL link. |
| **Step 4-B:**  **(Song Activity)** | * Activity is engaging, and directions are well written and easy to understand. | * Activity is engaging, and directions are written and understandable. | * Activity is present but may not be thought provoking and directions may be hard to understand. | * Activity is not present and/or directions. |
| **Step 5-A:**  **(Informational Article)** | * Link to article is included, title and author of article are included; explains connection to the poem; article is thought provoking and it relates to the poem. | * Link to article is included, title and author of article are included; explains connection to the poem; article is thought provoking and it relates to the poem. | * Link for article is included; Title and/or article is present but may not have quotation marks around the title; article may not relate to the poem. | * Article is not present nor the URL link. |
| **Step 5-B:**  **Informational Article Activity** | * Activity is engaging, and directions are well written and easy to understand. | * Activity is engaging, and directions are written and understandable. | * Activity is present but may not be thought provoking and directions may be hard to understand. | * Activity is not present and/or directions. |
| **Step 6-A:**  **(Literary Connection)** | * Connection piece is included, title and author are included; explains connection to the poem; connection piece of though provoking and it relates to the poem. | * Connection piece is included, title and author of piece are included; explains connection to the poem; connection piece is thought provoking and it relates to the poem. | * Connection piece is included; Title and/or article is present but may not have quotation marks around the title; connection piece may not relate to the poem. | * Connection piece is not present nor the URL link. |
| **Step 6-B:**  **(Literary Connection Activity)** | * Activity is not present and/or directions. | * Activity is engaging, and directions are written and understandable. | * Activity is present but may not be thought provoking and directions may be hard to understand. | * Activity is not present and/or directions. |
| **Step 7:**  **Assessment** | * Assessment consists of higher-level thinking questions relevant to the poem (no T/F or Yes/No). An answer key has been included. | * Assessment consists of MOSTLY higher-level thinking questions relevant to the poem (no T/F or Yes/No). An answer key has been included. | * Assessment meets the required # of questions, but many are low-level (basic comprehension) or questions to not fully cover poem. Answer key is included. | * An assessment is incomplete, does not address higher level thinking questions and/or is missing answer key. |
| **Step 8:**  **Final Chart Submission** | * N/A | * N/A | * N/A | * N/A |
| **Step 9:**  **Student Notes/Activity Response** | * Students are directed what information to take notes on to be prepared for assessment * Students interact/respond during presentation and document this with their notes | * Students are directed what information to take notes on to be prepared for assessment, but not all information is covered * Students interact/respond during presentation, but this is not fully documented | * Students are not clearly directed what information to take notes on to be prepared for assessment * Students are not clearly expected to interact/respond during presentation and document this with their notes | * Students are not prompted to take notes during the presentation * Activities do not require active student participation and response work |
| **Step 10:**  **Presentation = Separate Rubrics** | * N/A | * N/A | * N/A | * N/A |
| **Step 11:**  **Reflection =**  **Individual grade given on reflection sheet.** | * N/A | * N/A | * N/A | * N/A |