**SPOON RIVER ANTHOLOGY MINI-UNIT PROJECT RUBRIC**

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| **Objective** | **4** | **3** | **2** |
| **Character Analysis*** Able to examine the reasons for what a character does in a story (motivation)
* Able to examine the relationships between characters in a story
* Able to find examples in the text to support analysis of the characters and/or the events
* Able to examine the different perspectives (points of view) of characters and authors
* Able to make inferences and conclusions about characters, events, and themes
 | Meets all requirements in depth and exceeds grade level expectations. | Meets all of the requirements, demonstrates room for improvement in depth and meets grade level expectations. | Does not meet all of the requirements, demonstrates much room for improvement in depth of understanding and does not meet grade level expectations. |
| **The Spoon River Anthology Samples*** Able to identify examples of personification, metaphor, tone and irony.
* Used specific examples from the text and personal experience when answering various types of questions including inference and generalizations
* Able to analyze the words authors use and the impact the author’s words have on the reader
 | Meets all requirements in depth and exceeds grade level expectations. | Meets all of the requirements, demonstrates room for improvement in depth and meets grade level expectations. | Does not meet all of the requirements, demonstrates much room for improvement in depth of understanding and does not meet grade level expectations. |
| **Planning the original Epitaph*** Completed Graphic Organizers
* Evidence of brainstorming and determining the audience and what themes you want to present.
 | Meets all requirements in depth and exceeds grade level expectations. | Meets all of the requirements, demonstrates room for improvement in depth and meets grade level expectations. | Does not meet all of the requirements, demonstrates much room for improvement in depth of understanding and does not meet grade level expectations. |
| **The Epitaph*** Completed the entire Writing Process.
* Showed evidence of improvement of word choice through revision and peer review.
* Addressed both individual and community concerns.Checked for conventions and format.
* Published using a word processing program.
 | Meets all requirements in depth and exceeds grade level expectations. | Meets all of the requirements, demonstrates room for improvement in depth and meets grade level expectations. | Does not meet all of the requirements, demonstrates much room for improvement in depth of understanding and does not meet grade level expectations. |
| **The Presentation*** Provides evidence of planning.
* Illustrates a theme
* Shows the ability of the group to be successful at cooperative learning
* Uses multiple resources and technologies for final product
* Organized and neatly put together.
 | Meets all requirements in depth and exceeds grade level expectations. | Meets all of the requirements, demonstrates room for improvement in depth and meets grade level expectations. | Does not meet all of the requirements, demonstrates much room for improvement in depth of understanding and does not meet grade level expectations. |
| **Character Development*** The role of the character in the community is evident.
* The character’s relationship to others within the community is addressed within the epitaph.
* The character’s attitude about himself, others or his community is apparent in the epitaph through narrative and word choice.
* Focuses on one community of people that you have studied this year.
* Addresses both individual and community concerns within the epitaphs.
 | Meets all requirements in depth and exceeds grade level expectations. | Meets all of the requirements, demonstrates room for improvement in depth and meets grade level expectations. | Does not meet all of the requirements, demonstrates much room for improvement in depth of understanding and does not meet grade level expectations. |

Overall: Outstanding Satisfactory Needs Practice

Teacher comments: