

Speak Up! Project Rubric

Name:

Period:

Score:

Category	Exemplary (5)	Developing (3)	Below Standard (1)	Score
Song	-Song is clearly connected to protest genre	-Song is mostly connected to the protest genre; unclear connection to historical/social events	-Unclear/no connection to protest genre	/5
Video, Picture, & Lyrics	-Youtube/mp3 video plays on Prezi -Picture is accurate and appealing -Accurate lyrics are present on Prezi		-Youtube/mp3 video not present or does not work -Picture is not present or unclear -Accurate lyrics are present on Prezi	/5
Background Information (Content)	-Background information contains accurate and purposeful information about the author, history, and motivations behind the song.	-Background information contains accurate information about the author and/or history of the time period. Some more information may be needed for the reader to fully understand why the song was written.	-Background information is missing and/or inaccurate. Information provided is unrelated or unhelpful to understanding the context of the song.	/5
Claim	-In either the background, rhetorical analysis, or a separate "slide", student explicitly illustrates the claim/purpose for writing/creating this song	-In either the background, rhetorical analysis, or a separate "slide", student attempts to illustrate a purpose or claim with some clarity	-Claim/purpose is not clearly presented for reader on Prezi; claim/purpose present, but underdeveloped, unrelated or unclear	/5
Rhetorical Analysis (Extended Response Paragraphs) (15) points total	-Response contains two paragraphs, highlighting two specific rhetorical strategies or literary devices the artist makes to persuade his audience. -Response clearly outlines specific strategies (ie. EPL, etc.), supported with specific textual evidence -Response clearly connects the strategy and evidence to the effect on the audience, connecting back to background and claim	-Response contains two paragraphs, highlighting two specific rhetorical strategies or literary devices the artist makes to persuade his audience. -Response somewhat outlines strategies (ie. EPL, etc.) with some connections to the text for evidence -Response attempts to connect text to claim with limited effectiveness, not fully realizing the impact of the strategy	-Response contains one or no rhetorical analysis paragraphs -Response lacks specific strategies or tries to cover too many strategies, making the analysis confusing -Response lacks clear or any evidence from the text -Response does not mention an effect on the reader from selected strategies or evidence	/15

Close Reading	-Close reading conducted on at least 4 connected/separate lines of text -Close reading analyzes semantics (meaning), syntax (structure of sentence/line), and style (literary devices) with success	-Close reading conducted on at least 4 connected/separate lines of text -Close reading makes attempts at analyzing semantics (meaning), syntax (structure of sentence/line), and style (literary devices) with some clarity issues	-Close reading not present -Close reading has limited success as it may only draw from one area of analysis -Close reading is unclear or inaccurate	/5
Citations	-All information is cited appropriately with parenthetical or in-text citations, even when paraphrasing. -Citations accurately match Works Cited	-Most information is cited appropriately with parenthetical or in-text citations, even when paraphrasing; some punctuation/formatting problems in citations -Citations match Works Cited	-Information found in presentation should be cited but is not (grounds for C2 and 0 on project) -Serious, consistent errors in citations -Citations do not match Works Cited	/5
Works Cited	-Works Cited reflects all cited materials appropriately -Works Cited includes Youtube video, lyrics, etc.	-Works Cited reflects most cited materials appropriately	-Works Cited has serious formatting issues or is not included	/5

Teacher Comments/Feedback

Final Score	/50
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