







## Alternate Assignment 1.4: Whose Line Is It Anyway?

Value	Analysis of Chosen Poem	Your Original Poem
 <b>Excellent</b>	<input type="checkbox"/> Your description and evidence of the speaker's <b>tone</b> is <i>perceptive</i> . <input type="checkbox"/> You demonstrate <i>precise</i> understanding of <b>poetic devices</b> in the poem. <input type="checkbox"/> Your <b>theme</b> statement demonstrates <i>insightful</i> understanding of the poem.	<input type="checkbox"/> The <b>tone</b> of your poem is established <i>deliberately</i> through your choice of words. <input type="checkbox"/> Your use of <b>poetic devices</b> in the poem demonstrates a <i>thorough</i> understanding of the terms. <input type="checkbox"/> Your poem <i>skillfully</i> reflects the same <b>tone</b> , <b>theme</b> , and <b>poetic devices</b> of the original poem.
 <b>Proficient</b>	<input type="checkbox"/> Your description and evidence of the speaker's <b>tone</b> is <i>thoughtful</i> . <input type="checkbox"/> You demonstrate <i>appropriate</i> understanding of poetic devices in the poem. <input type="checkbox"/> Your <b>theme</b> statement demonstrates <i>thoughtful</i> understanding of the poem.	<input type="checkbox"/> The <b>tone</b> of your poem is established <i>thoughtfully</i> through your choice of words. <input type="checkbox"/> Your use of <b>poetic devices</b> in the poem demonstrates an <i>accurate</i> understanding of the terms. <input type="checkbox"/> Your poem <i>effectively</i> reflects the same <b>tone</b> , <b>theme</b> , and <b>poetic devices</b> of the original poem.
 <b>Satisfactory</b>	<input type="checkbox"/> Your description and evidence of the speaker's <b>tone</b> is <i>straightforward</i> and <i>accurate</i> . <input type="checkbox"/> You demonstrate <i>sufficient</i> understanding of <b>poetic devices</b> in the poem. <input type="checkbox"/> Your <b>theme</b> statement demonstrates <i>adequate</i> understanding of the poem.	<input type="checkbox"/> The <b>tone</b> of your poem is established <i>straightforwardly</i> through your choice of words. <input type="checkbox"/> Your use of <b>poetic devices</b> in the poem demonstrates a <i>basic</i> understanding of the terms. <input type="checkbox"/> Your poem <i>accurately</i> reflects the same <b>tone</b> , <b>theme</b> , and <b>poetic devices</b> of the original poem.
 <b>Limited</b>	<input type="checkbox"/> Your description and evidence of the speaker's <b>tone</b> is <i>superficial</i> or <i>inaccurate</i> . <input type="checkbox"/> You demonstrate <i>little</i> understanding of <b>poetic devices</b> in the poems. <input type="checkbox"/> Your <b>theme</b> statement demonstrates a <i>confused</i> understanding of the poem.	<input type="checkbox"/> The <b>tone</b> of your poem is <i>not clearly communicated</i> through your choice of words. <input type="checkbox"/> Your use of <b>poetic devices</b> in the poem demonstrates <i>little understanding</i> of the terms. <input type="checkbox"/> Your poem <i>does not accurately</i> reflect the same <b>tone</b> , <b>theme</b> , and <b>poetic devices</b> of the original poem.
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.	
<b>TOTAL:</b> /40 =            %	/20	/20
 <b>Assessment</b>	<b>Areas of strength:</b>	
	<b>Might I suggest:</b>	