**Spring Semester Final Exam May 24-25-26, 2016 Performance Plan!**

***Step ONE:*** CHOOSE a poem to perform in front of the class on Final Exam Day. Minimum lines = 15

***Step TWO:*** RECORD valuable information here using proper punctuation:

Poem Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Partner (if applicable):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Source (where did you find this poem?)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Step THREE:*** Answer these questions:

complete sentences

What mood will you establish for this poetry presentation?

How will you use your gestures and facial expressions during your poetry presentation?

How will you use your voice during your poetry presentation?

How will you indicate to the audience that the poetry presentation is finished?

***Step FOUR:*** Answer these questions:

How will you memorize the poem?

What is the most challenging part of this assignment?

***Step FIVE:***

Practice in front of 3 people. Have them sign this performance plan, please.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SpringBoard Unit 4 Performance Assessment

*Semester II Final Exam RUBRIC*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EXEMPLARY (10)** | **PROFICIENT (8)** | **EMERGING (6)** | **NOT DONE (0)** |
| **EVIDENCE OF REHEARSAL**  **Worth 30 points**  **(score multiplied by 3)** | Performance is well-planned, successfully presented, and effectively coordinated to enhance the overall effect; poem is entirely memorized | Performance is cohesive and adequate; poem is mostly memorized (performer needs 1-3 reminders of lines and is able to continue) | Performance is disorganized or dull; poem is somewhat memorized (performer needs 3-6 reminders of lines and is able to continue) |  |
| **PERFORMANCE PLAN**  ***Handout completed***  ***prior to performance*** | Performance plan shows insightful interpretation of the poem; demonstrates a thoughtful, multi-sentence written reflection | Performance plan show accurate interpretation of poem; demonstrates a multi-sentence written reflection though it is limited in analysis | Performance plan shows inaccurate or minimal interpretation of poem; reflection is too short and/or does not demonstrate thoughtful analysis |  |
| **INFLECTION** | Inflection (voice and tone) change to make the purpose and meaning clear, interesting, and entertaining | Inflection changes when appropriate but does not enhance the performance | Inflection is unclear or flat (monotone) |  |
| **GESTURES/FACIAL EXPRESSIONS/ MOVEMENTS** | Gestures, facial expressions, and movements are appropriate to the poem and enhance the performance | Gestures, facial expressions, and movements usually occur when appropriate | Gestures, facial expressions, and movements are missing, repetitive, or distracting |  |
| **CLARITY OF WORDS** | Pronunciation and volume fit the tone of the poem and the environment making the performance powerful for the audience | Pronunciation and volume make the purpose of the poem clear to the audience | Pronunciation and volume are unpracticed and/or ineffective in making the poem clear to the audience |  |
| **ACHIEVEMENT OF PURPOSE** | Performance is able to elicit an emotional response from the audience | Performance elicits an unintended response from the audience | Purpose and desired response are unclear |  |

80 point value