Republic of the Philippines

Department of Education

Region VIII

Samar Schools Division Office

Sta. Rita II District

TOMINAMOS INTEGRATED SCHOOL

**PERFOMANCE TASK ON GRADE 11**

**21ST CENTURY LITERATURE FROM THE PHILIPPINES AND THE WORLD**

**Quarter 1: Week 4**

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| --- | --- |
|  | |
| Task | **POEM INTEPRETATION ESSAY** |
| MELC Objective | Discuss how different contexts enhance the text’s meaning and enrich the reader’s understanding.  Code: **EN12Lit-Ie-30** |
| Derived Objective | Discuss how literary context enhance the text’s meaning |
| Directions | Read the given poem. Analyze its **syntax**, **diction**, **figurative** **language**, **imagery**, **content**, **mode**, and **tone** and then write an essay showing your own interpretation of the given poem and your explanation of how its linguistic context enhances its meaning. The essay should be composed of at least five paragraphs with the following parts: **introduction**, **body (3 paragraphs)** and **conclusion**.  A maximum of 50 points can be gained by completing this task. |
| How are you graded? | Your output will be graded based on the following criteria:   * Structure * Mechanics (grammar, spelling, word usage, punctuation, and capitalization) * Explanation * Timeliness |
| Date of Submission | Submit your output on your specified schedule of submission a week after the task is given. |

**APPLAUSE**

By Annie Chayne P. Lera

Everyone was pleased.

At the midmost spot,

She stood

and was awestricken

by the deafening applause.

She bowed her head

as the spotlight aimed at her.

Own lips curved downward,

while the faces

of the spiteful crowd

plastered grins—

feigned and fabricated.

Her presence,

became the center of mockery.

She played along as they

applaud her every trip and stumble.

Once again, as the spotlight aimed at her,

she bowed her head.

And by the deafening applause

she stood and was muted,

at the midmost spot,

everyone was pleased

to see her,

they love to see her founder.

**Scoring Rubric on Poem Interpretation Essay**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Exceptional | Proficient | Developing | Beginner | Score |
| Structure | **10** | **8** | **6** | **4** |  |
| The essay is composed of 5 paragraphs and complete with all the required parts. | The essay is composed of only 4 paragraphs and lacks 1 of the required parts. | The essay is composed of only 3 paragraphs and lacks 2 of the required parts. | The essay is composed of only 2-1 paragraph/s and lacks 3 or more parts. |
| Writing Mechanics | **15** | **12** | **9** | **6** |  |
| The essay is free from any grammatical, spelling, word usage, punctuation, or capitalization error. | The essay contains not more than 1-5 grammatical, spelling, word usage, punctuation, or capitalization error. | The essay contains 6-10 grammatical, spelling, word usage, punctuation, or capitalization error. | The essay contains more than 11 or more grammatical, spelling, word usage, punctuation, or capitalization error. |
| Explanation | **15** | **12** | **9** | **6** |  |
| The writer pointed out 4 or more linguistic clues from the poem that supports and validates his/her interpretation of the poem. | The writer pointed out only 3 linguistic clues from the poem that supports and validates his/her interpretation of the poem. | The writer pointed out only 2 linguistic clues from the poem that supports and validates his/her interpretation of the poem | The writer did not point out or mentioned only 1 linguistic clue from the poem that supports and validates his/her interpretation of the poem. |
| Timeliness | **10** | **8** | **6** | **4** |  |
| The output was submitted before or exactly on the specified submission date. | The output was submitted a day after the specified submission date. | The output was submitted 2 days after the specified submission date. | The output was submitted 3 or more days after the specified submission date. |
| Final Score | | | | |  |

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