Poetry Rubric

Name:\_\_\_\_\_\_\_\_\_\_

School/Grade:\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | BEGINNING  1 | DEVELOPING  2 | ACCOMPLISHED  3 | EXEMPLARY  4 | SCORE |
| **Ideas/Concepts** | Basic understanding of the ideas and concepts related to social injustice. | Some understanding of the ideas and concepts related to social injustice describing connections OR relationships to larger CRM. | Mostly understands the ideas and concepts present describing limited relationships and connections to larger CRM. | Effectively analyzes ideas and concepts describing their relationships and connections to larger CRM. |  |
| **Word Usage** | Student’s use of  vocabulary is  very basic. | Student’s use of  vocabulary is  more telling than  showing. | Student’s use of  vocabulary has images, synonyms, and some figurative language. | Student’s use of  vocabulary is  precise, vivid, figurative,  and paints a  strong and  complete picture  in the reader’s  mind. |  |
| **Poetic**  **Techniques**  **(elements)** | Limited use of poetic  techniques such as figurative language. | Some use of poetic  techniques such as figurative language. | Some use of poetic  techniques such as figurative language that  reinforce the  theme in a limited way. | Effective use of  poetic techniques such as figurative language  that successfully reinforce the  theme. |  |
| **Language**  **Conventions**  **(spelling,**  **grammar,**  **punctuation)** | May contain  frequent and  numerous  errors in  spelling,  grammar, and  punctuation  that interferes  with the  reader’s  understanding. | May contain many  errors in spelling,  grammar, and/or  punctuation that  may interfere  with the reader’s  understanding. | Has mainly grade level  appropriate  spelling,  grammar, and  punctuation;  contains some  errors that do not  interfere with the  reader’s  understanding. | Has grade-level  appropriate  spelling,  grammar, and  punctuation;  contains few, if  any, errors that  do not interfere  with the reader’s  understanding. |  |
| **Creativity** | Student’s work  lacks  understanding  of the  assignment. | Student’s work  demonstrates  some  understanding of  the assignment. | Student’s work  demonstrates an  understanding of  the assignment. | Student’s work  demonstrates a  complete  understanding of  the assignment  and goes beyond  the  requirements. |  |
| **Other** |  |  |  |  |  |

**Score\_\_\_\_\_\_\_\_\_**

**Grade\_\_\_\_\_\_\_\_\_**

**Teacher Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**