**RUBRIC FOR POEM**

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| CRITERIA | BEGINNING (1) | DEVELOPING (2) | ACCOMPLISHED (3) | EXEMPLARY (4) |
| * Literary Devices
 | * The writer did not include and identify any figures of speech within the poem.
 | * The writer used less than 1 figure of speech.
* The writer identified the figures of speech used though some are incorrectly labeled.
 | * The writer used less than 4 figures of speech.
* The writer identified the figures of speech used and most of them are correctly labeled.
 | * The writer used more than 4 figures of speech and is labeled correctly.
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| * Length
 | * Less than 6 lines
 | * 6-9 lines
 | * 10-12 lines
 | * 15 lines
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| * Title
 | * Poem lacks title
 | * Poem has a title but has unclear relation to the poem
 | * Poem has a title that relates to the poem
 | * Poem has a title that clearly relates to the poem and interests readers
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| * Neatness
 | * Final draft is not neat and looks crumpled.
* There are a lot of erasures.
 | * Final draft is readable and slightly crumpled.
* There are some erasures.
 | * Final draft is readable and neat and no crumpled.
* There are one to two erasures.
 | * Final draft is readable, attractive and neat.
* There are no erasures.
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| * Style
 | * The poem lacks style and the thoughts did not come out clearly on paper.
 | * The poem is written slightly with style and thought is a bit clear.
 | * The poem is written with a defined style.
* Thoughts are clear
 | * The poem is written with a great sense of style.
* The poem is well-thought out, clear and comprehensible.
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| * Word Choice
 | * Words are not describing and does not allow readers to visualize poem
* Very basic
 | * Some words are descriptive that slightly allow readers to visualize the poem
* More telling than showing
 | * Many words are descriptive, appealing that allows readers to visualize the poem
* Routine and workable
 | * Words are descriptive and appeals to the reader that allows for visualizing the poem
* Paints a strong, clear picture in the mind of the reader
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| * Effort
 | * The work of the writer lacks understanding of the task.
 | * The work of the writer demonstrates some understanding of the task.
 | * The work of the writer demonstrates an understanding of the task.
 | * The work of the writer demonstrates complete understanding of the assignment and goes beyond the requirements.
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| * Language conventions (spelling, grammar, punctuation)
 | * Poem contains frequent and numerous errors in spelling, grammar and punctuation that interferes with the understanding of readers.
 | * Poem contains many errors in spelling, grammar, and punctuation that may interfere with the understanding of readers.
 | * Poem contains few errors in spelling, grammar, and punctuation that do not interfere with the understanding of readers.
 | * Poem contains no errors that interfere with the understanding of readers.
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