**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. |
| * Length | * Less than 6 lines | * 6-9 lines | * 10-12 lines | * 15 lines |
| * 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 |
| * 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. |
| * 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. |
| * 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 |
| * 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. |
| * 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. |