Writing Poems Rubric

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| **Aspect** | **Exceeds Expectations** | **Fully Meets Expectations** | **Meets Expectations (Minimal Level)** | **Not Yet within Expectations** |
| **Meaning of Poem**   * **Controlling idea** * **Detail and support** * **Connection to reader** | Focused on an implicit controlling idea; some subtlety  Interesting insights or perspective  Efficient, powerful use of detail  Some ambiguity that engages reader; achieves intended effect | Focus on an explicit controlling idea  Thoughtful; tries to deal with topic maturely  Carefully chosen details  Tries to make a connection or have an impact on reader –sense of audience | Relatively simple controlling idea; often loses focus  Relatively narrow or superficial; predictable and obvious.  Some relevant detail; may seem forced to fit chosen form or rhyme  Does not engage the reader | No controlling idea; little sense of purpose.  Undeveloped.  Detail seems chosen to fit rhyme scheme  No sense of audience; may leave reader confused. |
| **Style of Poem**   * **Poetic devices** * **Vocabulary** * **Voice** | Some original and inventive poetic devices and imagery (often includes sound devices)  Effective and powerful word choices; may take risks, be playful  Engaging voice | Some effective poetic devices and imagery; others may be ineffective  Some vitality and variety in language, with strong visual description  Sense of voice | Poetic devices and imagery seem contrived  Conversational language; some visual description (tends to tell not show)  Limited or inconsistent sense of voice | Few , if any examples of poetic devices and imagery  Basic vocabulary; often repetitive, incorrect or inappropriate  No sense of voice |
| **Form of poem**   * **Poetic Form** * **Sequence, transitions** * **ending** | Controls form; form is appropriate for content  Sense of direction, building to a conclusion  Ending has some impact, leaving the reader with something to think about | Controls basic conventions of the form, but may lapse in places (eg. Extra syllable or line, contrived rhyme)  Clear sequence and direction  Logical ending with some sense of closure. | Uses some conventions of form, but often lapses; may be controlled by rhyme scheme; form and content may not match  Clear sequence; lacks direction  Ending may not offer closure | Has difficulty with form (eg. Prose with random line breaks or rhyme without meaning)  Illogical sequence  Stops abruptly or has illogical ending. |
| **Conventions**   * **line breaks/stanzas** * **punctuation** * **spelling** | Line breaks are effective  May use dashes, ellipses, semicolons and spaces for effect  Few if any spelling errors. | Tries to use line breaks for effect; sometimes inconsistent; contrived  Punctuation is logical  May include occasional minor spelling errors. | Line breaks are logical but do not create effects or guide reader  Some errors in punctuation  May include noticeable spelling errors. | Line breaks appear random  Serious problems with punctuation and spelling  Frequent noticeable spelling errors in basic words. |
| **Figurative Language: Images and music: Vertical Thinking**   * **articulates meaning/interpretation of poem** * **supports meaning and style of poem** | Images and music insightfully unpacks and articulates the multiple meanings of specific language –denotative, literal, connotative, sub textual –as well as literary elements in a sophisticated manner.  Thoroughly interprets the entire poem by offering images from specific, small moments of poems language to interpretive aspects.  Uses effective, convincing evidence drawn from the poem including images  Identifies and thoughtfully analyzes the complexity of ambiguity in the poem. | Images and music clearly unpacks and articulates several meanings of specific language –denotative, literal, connotative, subtextual –as well as literary elements.  Interprets much of the text by offering images from specific small moments of the poems language to interpretive aspects.  Uses appropriate evidence drawn from the poem from specific words and/or passages.  Identifies and offers basic analysis or summary of complexity or ambiguity in the poem. | Insufficiently explains literal or basic meanings of the language or literary terms or articulates only general or literal or denotative meanings of the text. Fails to apply interpretive analysis/images  Interprets only some of the text by offering only a few images. Much of the text is left untouched without interpretation.  Unclearly analyzes specific elements of the poem.  Uses insufficient evidence from the text and too few images and little interpretation of the poem is offered.  Unclear summary/analysis which does not examine the complexity of the poem. | Inaccurately explains literal or basic meanings of the poem or literary elements  Does not interpret the poem and offers no or only a couple of weak images with no interpretation of the poem.  Inaccurately analyzes specific elements of the poem.  Inaccurate or insufficient images  Inaccurately or insufficiently analyzes the poem and its elements. |
| Documenting Sources | Not only cites sources but uses proper MLA documentation style through correctly formatted parenthetical citations and works cited | Uses some citations and/or works cited entries.  Some source entries may not be proper MLA documentation style | Uses few citations and/or works cited entries. Few sources are proper MLA documentation style | No citations and/or works cited entries. No sources are proper MLA documentation style. |