**Writing Poems Rubric**

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| **Aspect** | **Extending** | **Proficient** | **Developing** | **Emerging** |
| **Meaning of Poem** * **Controlling idea**
* **Detail and support**
* **Connection to reader**
 | Focused on an implicit controlling idea; some subtletyInteresting insights or perspectiveEfficient, powerful use of detailSome ambiguity that engages reader; achieves intended effect | Focus on an explicit controlling ideaThoughtful; tries to deal with topic maturelyCarefully chosen details Tries to make a connection or have an impact on reader –sense of audience | Relatively simple controlling idea; often loses focusRelatively narrow or superficial; predictable and obvious.Some relevant detail; may seem forced to fit chosen form or rhymeDoes not engage the reader | No controlling idea; little sense of purpose.Undeveloped.Detail seems chosen to fit rhyme schemeNo 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 playfulEngaging voice | Some effective poetic devices and imagery; others may be ineffectiveSome vitality and variety in language, with strong visual descriptionSense of voice | Poetic devices and imagery seem contrivedConversational language; some visual description (tends to tell not show)Limited or inconsistent sense of voice | Few , if any examples of poetic devices and imageryBasic vocabulary; often repetitive, incorrect or inappropriateNo sense of voice |
| **Form of poem*** **Poetic Form**
* **Sequence, transitions**
* **ending**
 | Controls form; form is appropriate for contentSense of direction, building to a conclusionEnding 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 directionLogical 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 matchClear sequence; lacks directionEnding may not offer closure | Has difficulty with form (eg. Prose with random line breaks or rhyme without meaning)Illogical sequenceStops abruptly or has illogical ending. |
| **Conventions*** **line breaks/stanzas**
* **punctuation**
* **spelling**
 | Line breaks are effective May use dashes, ellipses, semicolons and spaces for effectFew if any spelling errors. | Tries to use line breaks for effect; sometimes inconsistent; contrivedPunctuation is logicalMay include occasional minor spelling errors. | Line breaks are logical but do not create effects or guide readerSome errors in punctuationMay include noticeable spelling errors. | Line breaks appear randomSerious problems with punctuation and spellingFrequent 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/imagesInterprets 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 imagesInaccurately 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. |