



Poetry Writing Task Rubric

This rubric explains the elements of the prompt, expectations, and standards that should be included in the work. To demonstrate proficiency on this task, a student must **meet** or **exceed** standard on those expectations with an asterisk. In addition, a student cannot meet standard on this task if he/she receives “**below standard.**”

| Expectations | Exceeds standard 4 | Meets standard 3 | Nearly meets standard 2 | Below standard 1 |
|--|--|---|---|--|
| <p style="text-align: center;">*</p> <p>Engages and orients the reader through the use of theme and tone</p> | <p>Skillfully hooks reader’s interest by using a similar tone and theme reflecting the author’s purpose in the sample poem.</p> <p>Skillfully maintains a consistent thematic focus</p> | <p>Effectively hooks reader’s interest by using a similar tone and theme reflecting the author’s purpose in the sample poem. <i>W10-12.1, 12.2, W10-13.1</i></p> <p>Effectively maintains a consistent thematic focus <i>W10-4.5</i></p> | <p>Attempts to hook reader’s interest by using a similar tone and theme reflecting the author’s purpose in the sample poem.</p> <p>Attempts to maintain a consistent thematic focus</p> | <p>Weak and/or confusing attempt to hook reader’s interest by using a similar tone and theme reflecting the author’s purpose in the sample poem.</p> <p>Little or no attempt to maintain a thematic focus</p> |
| <p style="text-align: center;">*</p> <p>Uses literary devices and/or figurative language</p> <p><i>Issues: quantifiers</i></p> <p><i>Use language from GSEs</i></p> | <p>Skillfully uses literary devices and figurative language to demonstrate student’s understanding</p> <p>Uses more than 5 different examples of literary devices and/or figurative language</p> <p>Accurately underlines and labels all literary devices and/or figurative language</p> | <p>Effectively uses literary devices and figurative language to demonstrate student’s understanding <i>W10-12.2, 13.1, 13.2</i></p> <p>Uses 5 different examples of literary devices and/or figurative language <i>W10-13.2,</i></p> <p>Accurately underlines and labels 5 literary devices and/or figurative language <i>W10-13.2,</i></p> | <p>Attempts to use literary devices and figurative language to demonstrate student’s understanding</p> <p>Uses 3-4 different examples of literary devices and/or figurative language</p> <p>Inaccurately underlines and labels literary devices and/or figurative language</p> | <p>Little or no attempt to use literary devices and figurative language to demonstrate student’s understanding</p> <p>Uses 1-2 different examples of literary devices and/or figurative language</p> <p>Little or no attempt to underline and label literary devices and/or figurative language</p> |
| <p>Creates an organized poetic structure</p> | <p>Skillfully creates an organized poetic structure</p> | <p>Effectively creates an organized poetic structure <i>W10-12.3</i></p> | <p>Attempts to create an organized poetic structure</p> | <p>Little or no attempt to create an organized poetic structure</p> |
| <p>Demonstrates understanding of English language conventions</p> | <p>Demonstrates consistent control of usage, grammar, punctuation, and spelling</p> | <p>Demonstrates control of usage, grammar, punctuation, and spelling <i>(W10-9.1, 2, 3, 4, 5)</i></p> | <p>Demonstrates little control of usage, grammar, punctuation, and spelling</p> | <p>Demonstrates very little control of usage, grammar, punctuation, and spelling</p> |



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| | | Occasional errors do not usually interfere with meaning | Errors interfere with meaning | Numerous errors interfere with meaning |
|--|--|---|-------------------------------|--|