

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Rubric for Poetry Writing-Second Grade**

	<b>Kindergarten (1 POINT)</b>	<b>1.5 PTS</b>	<b>Grade 1 (2 POINTS)</b>	<b>2.5 PTS</b>	<b>Grade 2 (3 POINTS)</b>	<b>3.5 PTS</b>	<b>Grade 3 (4 POINTS)</b>	<b>Score</b>
<b>STRUCTURE</b>								
<b>Overall</b>	Item not present	Mid-level	The writer wrote a poem.	Mid-level	The writer wrote a story poem, poem with back-and-forth structure (conversation poem), or a list poem.	Mid-level	The writer write a poem with an advanced structure (i.e. haiku or concrete)	
<b>Lead</b>	Item not present	Mid-level	The writer begins the poem with words.	Mid-level	The writer chose specific words that translate to music on the page.	Mid-level	The writer chose specific figurative language.	
<b>Transitions</b>	Item not present	Mid-level	The writer attempts to use line breaks.	Mid-level	The writer intentionally used line breaks.	Mid-level	The writer uses intentional line breaks to create emphasis.	
<b>Ending</b>	Item not present	Mid-level	The writer ends the poem with words.	Mid-level	The writer chose specific words that translate to music on the page.	Mid-level	The writer chose specific figurative language.	
<b>Organization</b>	Item not present	Mid-level	The writer did not write a poem.	Mid-level	The writer wrote a one stanza poem.	Mid-level	The writer has multiple stanzas in their poem. OR Student used an advanced structure appropriately.	

DEVELOPMENT								
<b>Elaboration*</b>	Item not present	Mid-level	The writer attempts to use sensory details, figurative language, and/or precise word choice although it may not add to the meaning of the poem.	Mid-level	The writer tried to bring his poem to life with sensory details, figurative language, and/or precise word choice.	Mid-level	The writer brings his poem to life with sensory details, figurative language, and/or precise word choice which enhances the meaning conveyed in the poem.	
<b>Craft*</b>	Item not present	Mid-level	<p>The writer used less than 3 of the following:</p> <ul style="list-style-type: none"> <li>● precise words</li> <li>● comparisons</li> <li>● repetition</li> <li>● metaphor</li> <li>● show, not tell</li> <li>● sensory words</li> <li>● sound words</li> </ul>	Mid-level	<p>The writer used 3 of the following:</p> <ul style="list-style-type: none"> <li>● precise words</li> <li>● comparisons</li> <li>● repetition</li> <li>● metaphor</li> <li>● show, not tell</li> <li>● sensory words</li> <li>● sound words</li> </ul>	Mid-level	<p>The writer used 4 or more of the following:</p> <ul style="list-style-type: none"> <li>● precise words</li> <li>● comparisons</li> <li>● repetition</li> <li>● metaphor</li> <li>● show, not tell</li> <li>● sensory words</li> <li>● sound words</li> </ul>	
LANGUAGE CONVENTIONS								
<b>Spelling</b>	Item not present	Mid-level	<p>The writer used all she knew about words and chunks of words (at, op, it, etc.) to help her spell.</p> <p>The writer spelled all the word wall words right and used the word wall to help her spell other words.</p>	Mid-level	<p>To spell a word, I used what I knew about spelling patterns (tion, er, ly, etc.).</p> <p>I spelled all of the word wall words correctly and used the word wall to help me figure out how to spell other words.</p>	Mid-level	<p>The writer used what she knew about word families and spelling rules to help her spell and edit.</p> <p>The writer got help from others to check her spelling.</p>	
<b>Punctuation</b>	Item not present		The writer used a capital letter for names.	Mid-Level	When I used words such as <i>can't</i> and <i>don't</i> , I put in the apostrophe.	Mid-Level	The writer wrote in ways that helped readers read with expression, reading some part quickly, some slowly, some parts in one sort of voice and others in another.	