

# Poetry Anthology

## Student Rubric

(Use a separate rubric for each poem)

Student's Name \_\_\_\_\_

Title of Poem \_\_\_\_\_

	<b>Master</b>	<b>Journey person</b>	<b>Apprentice</b>	<b>Teacher's Comments:</b>
<b>Choice of Language</b>	<ul style="list-style-type: none"> <li>• Language is clear and descriptive.</li> <li>• Most language is concrete rather than abstract.</li> <li>• Choice of words is interesting and surprising to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and descriptive in most sections of the poem.</li> <li>• Most language is concrete rather than abstract.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is unclear and does not help paint a picture of the specific scene in the reader's mind.</li> <li>• Most language is abstract.</li> </ul>	
<b>Imagery</b>	<ul style="list-style-type: none"> <li>• Imagery is used to create a clear picture in the reader's mind that is unique and surprising; imagery helps the reader see something in a new way.</li> <li>• Imagery is used effectively to connect with more than one of the reader's senses.</li> <li>• Tools such as metaphor, personification, and point of view are used effectively to connect with the reader through imagery.</li> </ul>	<ul style="list-style-type: none"> <li>• Imagery is used to create a clear picture in the reader's mind.</li> <li>• Imagery is used effectively to connect with at least one of the reader's senses.</li> <li>• Tools such as metaphor, personification, and point of view are attempted but are used inconsistently or are confusing to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Imagery does not create a clear picture in the reader's mind.</li> <li>• Imagery does not connect with the reader's senses.</li> <li>• Tools such as metaphor, personification, and point of view are not attempted or are confusing to the reader.</li> </ul>	

<p><b>Rhythm</b></p>	<ul style="list-style-type: none"> <li>• The poem has a consistent sense of rhythm throughout.</li> <li>• If applicable, rhyme is used effectively to contribute to rhythm.</li> <li>• The rhythm of the poem is used to help connect readers to its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• The poem has a reasonably consistent sense of rhythm throughout.</li> <li>• If applicable, rhyme is used to contribute to rhythm.</li> <li>• If applicable, repetition is used to contribute to rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• The sense of rhythm in the poem is inconsistent.</li> <li>• If applicable, rhyme is used inconsistently or interrupts the rhythm of the poem.</li> </ul>	
<p><b>Mechanics</b></p>	<ul style="list-style-type: none"> <li>• Few or no mistakes are evident in the spelling and mechanics of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Minor mistakes are evident in the spelling and mechanics of the poem, but these do not detract from the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Mistakes are evident in the spelling and mechanics of the poem to the extent that they detract from the work.</li> </ul>	
<p><b>Writing Process</b></p>	<ul style="list-style-type: none"> <li>• There is evidence of the effective use of the writing process: prewriting notes, conference records, and several drafts are included.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that some steps of the writing process have been used.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of the effective use of the writing process: prewriting notes, conference records, and several drafts are not included.</li> </ul>	