

Grade One Poetry Assessment Rubric

	Meets Kindergarten Learning Outcome Standards	Approaches One	Meets Grade One Learning Outcome Standards	Excels at One	Meets Grade Two Learning Outcomes Standards
Content	<ul style="list-style-type: none"> - Draws and writes <ul style="list-style-type: none"> o scribble o random string of letters o initial consonants about personal experiences (self and family) - Represents by drawing, listing, labeling 		<ul style="list-style-type: none"> - Uses personal experiences as a starting point for writing - Writing focuses on a topic - Writing includes details 		<ul style="list-style-type: none"> - Uses familiar events and ideas as a starting point for writing - Writing focuses on a topic - Writing includes <ul style="list-style-type: none"> o Details o Facts o Observations, and/or o Memories
Organization	<ul style="list-style-type: none"> - Begins to model familiar text that may include <ul style="list-style-type: none"> o list poems o sensory poems o modeled patterns, chants, songs, and rhymes 		<ul style="list-style-type: none"> - Models familiar text structure that may include <ul style="list-style-type: none"> o Free verse (does not have a regular rhythm, line length, or rhyme scheme) o List poems o Sensory poems o Modeled patterns, chants, songs, rhymes 		<ul style="list-style-type: none"> - Models familiar text structure that may include <ul style="list-style-type: none"> o Free verse (does not have a regular rhythm, line length, or rhyme scheme) o Rhyming couplet o List poems o Acrostic poems o Sensory poems o Modeled patterns, chants, songs, rhymes
Word Choice	<ul style="list-style-type: none"> - Uses one word descriptors 		<ul style="list-style-type: none"> - Uses descriptive words (simple adjectives and adverbs) to create an image or feeling 		<ul style="list-style-type: none"> - Word choice is appropriate for intended audience - Uses descriptive words that may include adjectives, adverbs and/or similes to create an image or feeling
Voice (Author's Craft: Style, Tone, Engagement, Mood) <i>Word choice and content work together to create voice</i>	<ul style="list-style-type: none"> - Begins to engage (attracts and sustains) audience 		<ul style="list-style-type: none"> - Writing is individual (sounds like the child is talking) - Writing engages audience (is interesting) 		<ul style="list-style-type: none"> - Writing engages audience (is interesting) - May show emphasis by using <ul style="list-style-type: none"> o Different sizes of printing o Underlining o Repeated words or phrases o Line breaks o White space o Exclamation marks

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Conventions <i>* in poetry, punctuation is a part of voice or organization and is used to add emphasis or to clarify meaning</i>	<ul style="list-style-type: none"> - Connects some sounds to letters when writing (initial consonants) - Copies environmental print and words of personal significance (self and family) - Uses some upper and lower case letters 		<ul style="list-style-type: none"> - Uses a mixture of approximated and conventional spelling - Capitalizes first letter of names, and "I" - Errors may be distracting but basic communication is understandable 		<ul style="list-style-type: none"> - Uses conventional spelling for most familiar or high frequency words - Uses spelling generalizations, patterns, and structural analysis - Errors may be distracting but basic communication is understandable

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