

Grade Three Poetry Assessment Rubric

	Meets Grade Two Learning Outcome Standards	Approaches Three	Meets Grade Three Learning Outcome Standards	Excels at Three	Meets Grade Four Learning Outcome Standards
Content	<ul style="list-style-type: none"> <li>- Uses familiar events and ideas as a starting point for writing</li> <li>- Writing focuses on a topic</li> <li>- Writing includes                             <ul style="list-style-type: none"> <li>o Details</li> <li>o Facts</li> <li>o Observations, and/or</li> <li>o Memories</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Writing focuses on a topic</li> <li>- An image, feeling, or message is usually stated</li> <li>- Uses some of the following to develop an image, feeling or message:                             <ul style="list-style-type: none"> <li>o familiar objects</li> <li>o moments</li> <li>o observations</li> <li>o memories</li> <li>o details</li> <li>o facts</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Writing focuses on a topic</li> <li>- Writing evokes an image or strong feelings, or presents a clear message</li> <li>- Uses some of the following to develop the image, feeling or message:                             <ul style="list-style-type: none"> <li>o familiar objects</li> <li>o moments</li> <li>o observations</li> <li>o memories</li> <li>o details</li> <li>o facts</li> </ul> </li> </ul>
Organization	<ul style="list-style-type: none"> <li>- Models familiar text structure that may include                             <ul style="list-style-type: none"> <li>o Free verse (does not have a regular rhythm, line length, or rhyme scheme)</li> <li>o Rhyming couplet</li> <li>o List poems</li> <li>o Acrostic poems</li> <li>o Sensory poems</li> <li>o Modeled patterns, chants, songs, rhymes</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Uses familiar text structures that may include                             <ul style="list-style-type: none"> <li>o Free verse (does not have a regular rhythm, line length, or rhyme scheme)</li> <li>o List poems</li> <li>o Cinquains</li> <li>o Shape poems</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Uses familiar text structures that may include                             <ul style="list-style-type: none"> <li>o Free verse (does not have a regular rhythm, line length, or rhyme scheme)</li> <li>o List poems</li> <li>o Cinquains</li> <li>o Shape poems</li> <li>o Poems for two voices</li> <li>o Rhyming couplets</li> </ul> </li> </ul>
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses descriptive words that may include adjectives, adverbs and/or similes to create an image or feeling</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses descriptive words that may include adjectives, adverbs and/or similes to create an image or feeling</li> <li>- Uses precise vocabulary related to topic</li> <li>- Uses expressive language to create images or feelings</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses descriptive words that include to create an image or feeling</li> <li>- Uses precise vocabulary related to topic</li> <li>- Uses specific expressive language to create images or feelings including                             <ul style="list-style-type: none"> <li>o adjectives</li> <li>o adverbs</li> <li>o vivid nouns and verbs, and/or</li> <li>o similes</li> </ul> </li> </ul>

	Meets Grade Two Learning Outcome Standards	Approaches Three	Meets Grade Three Learning Outcome Standards	Excels at Three	Meets Grade Four Learning Outcome Standards
Voice	<ul style="list-style-type: none"> <li>- Writing engages audience (is interesting)</li> <li>- May show emphasis by using               <ul style="list-style-type: none"> <li>o Different sizes of printing</li> <li>o Underlining</li> <li>o Repeated words or phrases</li> <li>o Line breaks</li> <li>o White space</li> <li>o Exclamation marks</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Creates tone that reflects feelings/emotions consistent with the topic. May use               <ul style="list-style-type: none"> <li>o Line breaks</li> <li>o White space</li> <li>o Restating or repetition of title or important phrase</li> <li>o Different sizes of print, or</li> <li>o Punctuation</li> </ul> </li> <li>- Writing evokes a feeling or response in the reader</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Creates tone that reflects feelings/emotions consistent with the topic. May use               <ul style="list-style-type: none"> <li>o Line breaks</li> <li>o White space</li> <li>o Restating or repetition of title or important phrase</li> <li>o Different sizes of print</li> <li>o Punctuation</li> <li>o Layout or positioning on page</li> </ul> </li> <li>- Writing evokes a feeling or response in the reader</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>- Uses conventional spelling for most familiar or high frequency words</li> <li>- Uses spelling generalizations, patterns, and structural analysis</li> <li>- Errors may be distracting but basic communication is understandable</li> </ul>		<ul style="list-style-type: none"> <li>- Spells most high-frequency words correctly; unfamiliar words are spelled phonetically</li> <li>- Errors do not interfere with communication</li> </ul>		<ul style="list-style-type: none"> <li>- Spells most high-frequency words correctly; unfamiliar words are spelled phonetically</li> <li>- Errors do not interfere with communication</li> </ul>