

Grade Two Poetry Assessment Rubric

	Meets Grade One Learning Outcome Standards	Approaches Two	Meets Grade Two Learning Outcome Standards	Excels at Two	Meets Grade Three Learning Outcome Standards
Content	<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 		<ul style="list-style-type: none"> - Writing focuses on a topic - An image, feeling, or message is usually stated - Uses some of the following to develop an image, feeling or message: <ul style="list-style-type: none"> o familiar objects o moments o observations o memories o details o facts
Organization	<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 		<ul style="list-style-type: none"> - Uses familiar text structures 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 Cinquains o Shape poems
Word Choice	<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 		<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 - Uses precise vocabulary related to topic - Uses expressive language to create images or feelings

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Voice	<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 		<ul style="list-style-type: none"> - Voice is evident - Creates tone that reflects feelings/emotions consistent with the topic. May use <ul style="list-style-type: none"> o Line breaks o White space o Restating or repetition of title or important phrase o Different sizes of print, or o Punctuation - Writing evokes a feeling or response in the reader
Conventions	<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 		<ul style="list-style-type: none"> - Spells most high-frequency words correctly; unfamiliar words are spelled phonetically - Errors do not interfere with communication