

Poetry Workshop Rubric

	Excellent (50 Points)	Fair (35 Points)	Poor (10 points)
Elements of Poetry Review (10%)	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content relevant to the 7th grade topic of poetry.</p> <ul style="list-style-type: none"> - Students correctly define these words using complete sentences. - Students demonstrate their understanding using their own unique examples for figurative language and sound device terminology. 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content relevant to the 7th grade topic of poetry.</p> <ul style="list-style-type: none"> - Students correctly define these words, but not in complete sentences. - Students use a mix of examples provided to them and their own personal examples to demonstrate their understanding of figurative language and sound device terminology. 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content relevant to the 7th grade topic of poetry.</p> <ul style="list-style-type: none"> - Students inaccurately define key vocabulary words. - Students rely on teacher-provided examples to demonstrate their understanding of figurative language and sound device terminology.
Poetry Analysis Practice (15%)	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students correctly annotate to identify the meter, rhyme scheme, and number of stanzas in a poem. - Students can correctly annotate to identify figurative language and sound devices. 	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students attempt to annotate as a means of finding the meter, rhyme scheme, and number of stanzas with some success (1 of these elements are identified incorrectly). - Students attempt to identify figurative language and sound devices using annotation strategies (1-2 of these are identified incorrectly). 	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - No attempt to annotate was made. - 2 or more structural elements are identified incorrectly. - 3 or more examples of figurative language and sound devices are identified incorrectly.
Poetry Analysis Quiz (10%)	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes</p>	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes</p>	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including</p>

	<p>and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students correctly identify the meter, sound devices, and figurative language in the poem provided on the quiz. 	<p>and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students correctly identify 2 of the following in the provided poem: the meter, sound devices, or figurative language. 	<p>analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students correctly identify 1 or less of the following in the provided poem: the meter, sound devices, or figurative language.
<p>Poetry Analysis Forms (30%) – 2 in total</p>	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students correctly annotate to identify the meter, rhyme scheme, and number of stanzas in the two poems provided. - Students can correctly annotate to identify figurative language and sound devices. <hr/> <p>Adapt speech to a variety of contexts and tasks (in this case, sharing students' background knowledge of their heritage language exhibited in the two poems), demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> - Students can identify and coherently describe non-English terms found in their poems to their classmates. 	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students attempt to annotate as a means of finding the meter, rhyme scheme, and number of stanzas with some success (2 or more of these elements are identified incorrectly). - Students attempt to identify figurative language and sound devices using annotation strategies (2 or more of these are identified incorrectly). <hr/> <p>Adapt speech to a variety of contexts and tasks (in this case, sharing students' background knowledge of their heritage language exhibited in the two poems), demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> - Students make an attempt to identify and coherently describe non-English terms to their classmates. 	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - No attempt to annotate was made. - 4 or more structural elements are identified incorrectly in both poems. - 4 or more examples of figurative language and sound devices are identified incorrectly in both poems. <hr/> <p>Adapt speech to a variety of contexts and tasks (in this case, sharing students' background knowledge of their heritage language exhibited in the two poems), demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> - Students fail to identify or describe non-English terms to their classmates.

Sonnet Workshop Notes (10%)	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students correctly define key terms related to sonnets, including <i>quatrain</i> and <i>couplet</i>. - Students correctly define the required structure and rhyme scheme of a sonnet. - Students accurately analyze and fix errors found in a stanza within a sonnet. 	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students can correctly define 1 of the two terms presented as it pertains to sonnets. - Students can define either the required structure or rhyme scheme of a sonnet. - Students can identify the errors found in a stanza within a sonnet, but cannot fully correct these errors. 	<p>Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> - Students are unable to define key terms related to sonnets. - Students cannot define the structural elements of a sonnet nor its rhyme scheme. - Students cannot identify the errors found in a stanza within a sonnet.
Sonnet Workshop Activity (25%)	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> - Students compose a complete sonnet to share with the class, following the required structure and rhyme scheme. - Students can compose a poem with no grammatical or spelling errors. - Students utilize at least 1 figurative language and 1 sound device in their poem. - Students include an example of their heritage language in the poem, and can effectively describe the meaning of the word or phrase they chose while presenting 	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> - Students compose a complete sonnet, but they include no more than 3 errors in either its structure or rhyme scheme. - Students' poetry does contain no more than 3 spelling or grammatical errors - Students use either examples of figurative language or sound devices, but not both. - Students include an example of their heritage language, but are unable to describe its meaning to speakers of other languages in the classroom. 	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> - Students are unable to compose a complete sonnet, or have more than 3 errors in either its structure or rhyme scheme. - Students poetry contains more than three spelling or grammatical errors - Students do not include examples of figurative language or sound devices. - Students do not include an example of their heritage language in the poem.