

Name: _____

Period: _____

Rubric: Poetry Analysis Essay

Writing Process	Very Effective (10)	Effective (8)	Somewhat Effective (7)	Ineffective (5)
Prewriting <ul style="list-style-type: none"> Poem with notes Seven-Step Analysis Planning sheet with thesis _____	Evidence of significant prewriting; it is clear the writer used the prewriting process to formulate ideas and a plan for writing	Evidence of prewriting; it is clear the writer used prewriting to generate ideas	Some evidence of prewriting, but it is unclear whether the student used the prewriting process to prepare for drafting	No evidence of prewriting.
Drafting <ul style="list-style-type: none"> Edited draft Final draft _____	Writer generated two drafts, with significant attention to detail when editing.	Writer generated two drafts, but editing was not executed carefully	Writer generated two drafts, but there is no evidence of editing.	Writer generated one draft
Feedback & Reflection <ul style="list-style-type: none"> Revision reflection _____	Writer thoughtfully self-evaluated/reflected upon his/her process and/or learning Writer thoughtfully evaluated a peer's work.	Writer self-evaluated/reflected on his/her process and/or learning Writer completely evaluated a peer's work.	Writer attempted self-evaluation/reflection but did not adequately focus upon his/her process or learning Writer did some evaluation of a peer's work.	No evidence of self-evaluation/reflection No evidence of peer evaluation
Writing Content				
Ideas _____	The topic is introduced clearly. Quotations are relevant, accurate, and insightful. Carefully selected ideas completely answer the reader's main questions.	The topic is introduced adequately. Quotations support the topic adequately. The reader's main questions are frequently answered.	The topic is introduced. Quotations do not develop and support the topic effectively. A few of the reader's questions are answered.	The topic is not clear. The topic is not supported by quotations. The author did not think about what questions the reader might have.
Organization _____	The ideas and information are organized into a strong introduction, body, and conclusion. Varied, appropriate, and unique transitions clarify relationships among ideas. The thesis statement appears at the end of the first paragraph and follows the prescribed format.	The ideas and information are organized into an introduction, body, and conclusion. More or better transitions may be needed. The thesis statement appears at the end of the first paragraph but does not follow the prescribed format.	An introduction, body, and conclusion are present. Some transitions may be inappropriate or incorrect. There is a thesis statement, but it is not at the end of the first paragraph.	The text is not organized into an introduction, body, and conclusion. It is hard or impossible to follow the ideas.. There is no thesis statement.

Voice _____	The writer's voice is appropriate for the purpose and audience. The tone is informative, respectful, and consistent.	The writer's voice is mostly appropriate for the purpose and audience. The tone is mostly informative and respectful, but may be too informal in places.	The writer's voice is not very appropriate for the purpose or audience. The tone is inconsistent	The writer's voice is very weak or absent. The tone is not established.
Word Choice _____	The language is exact and concise. Poetry-specific vocabulary is used correctly and explained, as needed.	Some of the language is exact, but some is too general or vague. Some poetry-specific vocabulary is used but not explained.	Some language is confusing. Poetry-specific vocabulary may be used incorrectly.	Many words are repeated or used incorrectly. Poetry-specific vocabulary is not used.
Sentence Fluency _____	Sentences vary greatly in length and structure, adding style and interest.	Sentence length and structure vary somewhat, with some sentences adding style or interest. Some sentence beginnings are repeated. Parts of the text flow smoothly.	In many places, the writing does not flow smoothly because sentences are the same length or begin the same way.	Sentences are incomplete or incorrect. The text does not flow smoothly.
Conventions _____	The text has been carefully edited. Grammar, usage, and mechanics are correct.	The text contains some minor errors that may distract the reader, but meaning remains clear.	Many errors are repeated. Line-by-line editing in specific places is needed. The errors interfere with meaning in some places.	The text has not been edited. Serious errors affect or alter the meaning.
Formatting _____	MLA formatting is correct with: <ul style="list-style-type: none"> • Heading • Times New Roman, 12 point • Double Spacing • Centered Heading • No extra lines 	MLA formatting has one error	MLA formatting has 2-3 errors.	MLA formatting has 4 or more errors.

Total Points: _____/100

Letter Grade: _____

Comments: _____

