

Poetry Rubric

Writing and illustrating a poem.

Name: _____

	BEGINNING 1	DEVELOPING 2	ACCOMPLISHED 3	EXEMPLARY 4	SCORE
Form	Uses an inappropriate poetic form. To few stanzas or stanza length is incorrect.	May use an appropriate poetic form. Fewer than four stanzas of four lines each	Effectively uses an appropriate poetic form. Complete with four stanzas of four lines each.	Creatively uses an appropriate poetic form. Complete with more than four stanzas with four lines each.	
Word Usage	Student's use of vocabulary is very basic.	Student's use of vocabulary is more telling than showing.	Student's use of vocabulary is routine and workable	Student's use of vocabulary is precise, vivid, and paints a strong clear and complete picture in the reader's mind.	
Poetic Techniques (elements)	Uses few poetic Techniques such as figurative language.	Uses some poetic Techniques such as figurative language to reinforce the theme.	Uses poetic techniques such as figurative language to reinforce the theme.	Effectively uses poetic techniques such as figurative language to reinforce the theme.	
Language Conventions (spelling, grammar, punctuation)	May contain frequent and numerous errors in spelling, grammar, and punctuation that interferes with the reader's understanding.	May contain many errors in spelling, grammar, and/or punctuation that may interfere with the reader's understanding.	Has mainly grade level appropriate spelling, grammar, and punctuation; contains some errors that do not interfere with the reader's understanding.	Has grade-level appropriate spelling, grammar, and punctuation; contains few, if any, errors that do not interfere with the reader's understanding.	
Effort	Student's work lacks understanding of the assignment.	Student's work demonstrates some understanding of the assignment.	Student's work demonstrates an understanding of the assignment.	Student's work demonstrates a complete understanding of the assignment and goes beyond the requirements.	
Illustration	Lacks an illustration.	Uses an illustration that may add to the poem's meaning.	Uses an illustration to enhance the poem's meaning.	Effective and creative use of an illustration enhances the poem's meaning.	

Score _____

Grade _____

Teacher Comments _____

1st Grade Poetry Rubric

Lauren Jennings

A red circular graphic with a gradient, appearing as a partial circle or a thick arrow pointing to the right, located to the right of the author's name.

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Senza Vestimenta: The Literary Tradition of Trecento Song Lauren Jennings, 2016-04-01 The metaphor of marriage often describes the relationship between poetry and music in both medieval and modern writing While the troubadours stand out for their tendency to blur the distinction between speaking and singing between poetry and song a certain degree of semantic slippage extends into the realm of Italian literature through the use of genre names like canzone sonetto and ballata Yet paradoxically scholars have traditionally identified a divorce between music and poetry as the defining feature of early Italian lyric *Senza Vestimenta* reintegrates poetic and musical traditions in late medieval Italy through a fresh evaluation of more than fifty literary sources transmitting Trecento song texts These manuscripts have been long noted by musicologists but until now they have been used to bolster rather than to debunk the notion that so called poesia per musica was relegated to the margins of poetic production Jennings revises this view by exploring how scribes and readers interacted with song as a fundamentally interdisciplinary art form within a broad range of literary settings Her study sheds light on the broader cultural world surrounding the reception of the Italian ars nova repertoire by uncovering new diverse readers ranging from wealthy merchants to modest artisans

The Assessment of Multilingual Learners Kate Mahoney, 2024-09-10 This book is a comprehensive introduction to the topic of assessing students who use two or more languages in their daily life The book provides foundational information for assessing multilingual learners MLs in schools with an emphasis on school language and content Major assessment ideas are viewed through a framework called PUMI Purpose Use Method and Instrument to help readers focus on important assessment principles leading to better quality assessments for MLs This is a substantially revised and updated second edition of *The Assessment of Emergent Bilinguals* Updates in this edition include a greater focus on multilingual assessment and assessment in language contexts in addition to English Spanish This edition addresses both the current politics of multilingual assessment and recent theoretical developments including an expanded exploration of translanguaging in assessment contexts This edition aims to be more practical than the first edition with more examples of assessments and rubrics and a greater emphasis on using assessment results in formative ways

Organizing and Managing the Language Arts Block Lesley Mandel Morrow, 2003-01-01 This book offers essential guidance to preservice and inservice teachers seeking to create revise or add new strategies to the teaching of the language arts block The focus is on how to implement effective strategies in the context of a well planned classroom and a smoothly choreographed daily schedule In a series of vivid case studies Lesley Mandel Morrow brings to life the methods used by exemplary teachers to create rich student friendly learning environments for children in grades K 4 No component of organizing the language arts block is omitted including setting up and running classroom learning centers assessing different instructional needs conducting whole class and small group meetings and linking language arts to content area instruction Enhancing the practical utility of the book are sample daily schedules and classroom management tips for

each grade level along with dozens of reproducible learning activities lesson plans and assessment and record keeping tools

Getting to the Common Core Sharon L. Spencer, Sandra Vavra, 2015-01-01 The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards Teaching to standards is not a new concept teachers have adapted to new standards every few years for quite some time And teachers are adaptable as can be seen in this book We are writing this book to demonstrate how teachers use research based strategies to meet Common Core Standards while still focusing on students Our goal is to help teachers visualize students in action as other teachers describe the implementation of research based strategies in their own classrooms show student work samples and provide reflections of student success in achieving the standards Many Common Core Standards books focus on the standards but our approach focuses on strategies that engage the students in the classroom showing how different teachers at varying grade levels have used the strategies to meet the standards With this focus we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools one of the current stressors being unpacking the Common Core Standards This book actually focuses on practice We begin by laying out a rationale in our first chapter The Core Value s of Education Then each chapter focuses on a strategy including 1 a brief description about the research supporting each strategy and 2 several examples from different grade levels which include a description of how the strategy was used student work samples and a reflection on the use of the strategy The research descriptions are fairly short because while we believe professional educators aka teachers in this case should know the research that supports practice we know they are not typically interested in long diatribes about the research

Collaborative Units that Work Kate Vande Brake, 2009-11-12 Learn from collaboration masters Read all about award winning standards based collaboration projects that you can reproduce in your school setting Collaborative Units that Work TEAMS Award Winners is a compilation of some of the best collaborative lessons taught by elementary middle and high school media specialists and teachers In this idea rich volume the TEAMS winners share their award winning projects with you in a format that makes it easy to adapt to your own students and programs Collaborative Units that Work TEAMS Award Winners offers detailed unit plans for projects at the elementary school middle school and high school levels projects singled out for their clearly demonstrated collaborative nature positive impact on student learning and achievement support from school leadership and the ability for others to replicate the project Projects come with their creators expert advice examples and strategies that will help you get staff and students excited and involved in true all school learning Innovative classroom proven and imminently workable these are the projects that show just how effective and captivating creative collaboration

can be **Language Arts Essentials** Gail E. Tompkins,2006 This new text from the leading name in literacy and language arts has been crafted to provide concise critical information for teaching the language arts backed by the most current and applicable research available The essentials format gives readers the information they need in a price and time conscious way Whether they are learning language arts methods during a practicum course a block course or if they re revisiting the newest most proven strategies as they further their professional development Language Arts Essentials will provide them with the needed background information and strategies Publisher description *Curriculum Development for Students with Mild Disabilities* Carroll J. Jones,2010 Many teachers of students with mild disabilities experience difficulty writing IEPs and they lack a foundation in the regular education curriculum of academic skills and sequences associated with each grade level This book was designed to provide this foundation Presented in the form of scope and sequence charts that can be used as objectives for the State Frameworks goals and benchmarks this resource assists in preparing IEPs including the new process of identification of children with disabilities through their responses to intervention RTI An additional focus is on the impact of federal laws IDEA and NCLB on the curriculum and assessment in schools today The book has been reorganized into ten chapters including historical perspectives early childhood special education curricula oral expression curricula reading and listening curricula written expression curricula mathematics curricula educational technology curricula K 12 social and self competence curricula science curricula and evaluation reports case studies Appendix The scope and sequence charts were modified to include current national education standards and benchmarks and the skills in each of the academic areas that require annual state assessment These charts will assist teachers in modifying the general education curriculum for students with mild disabilities and to write complete Individual Education Programs using age appropriate and developmentally appropriate teaching and assessment materials Chapter summaries included for review purposes also serve as selective and motivational reading With special education teachers in short supply and the demands on their time so great this book will provide a valuable resource for cutting the clutter and moving to the heart of the teaching process determining what skills students need to move effectively to the next level **Teaching and Assessing Writing in the Primary School** Eithne Kennedy,Gerry Shiel,2025-02-10 The capacity to write well is fundamental to success in school and beyond Yet many children struggle to become proficient writers Teaching and Assessing Writing in the Primary School provides a comprehensive guide to the theory practice and pedagogical research behind teaching children to write Supported by case studies and real world examples of teaching and learning writing in the classroom this practical book proposes a whole school research informed writing framework that engages children while building their writing skills Readers will benefit from building their knowledge of the theory and research behind learning how to write successfully while discovering how they may apply this effectively to their classroom practice Firmly grounded in the theory of writing and with clear links to practical application chapters explore Effective pedagogies for teaching children aged 4 12 how to write The planned and received curriculum for

writing including a whole school approach Formative and summative assessment of writing in the classroom Designing and organising a Writing Workshop for pupils Practical implementation of mini lessons to support writing Supporting the needs of diverse writers within our schools Filled with strategies for teaching this practical and engaging book will be an essential resource for anyone working within primary schools including classroom teachers both new and more experienced teaching assistants subject leaders literacy coordinators and senior leadership

Teaching with the Common Core Standards for English Language Arts, PreK-2 Lesley Mandel Morrow, Timothy Shanahan, Karen K. Wixson, 2012-11-29 Nearly every state has independently adopted the Common Core State Standards CCSS making this practical guide an indispensable resource for PreK 2 teachers and teachers in training Leading authorities explain each of the English language arts ELA standards and vividly show how to implement them The book is filled with grade specific classroom vignettes instructional strategies and activities sample lesson plans and discussion questions Chapters cover the major ELA strands reading literature informational texts and foundational skills writing speaking and listening and language Issues of assessment and technology integration are also explored An appendix includes thematic units for each grade level demonstrating ways to embed CCSS ELA standards into content area instruction See also Teaching with the Common Core Standards for English Language Arts Grades 3 5

The Assessment of Emergent Bilinguals Kate Mahoney, 2017-02-20 A practical guide to testing for teachers of English Language Learners This textbook is a comprehensive introduction to the assessment of students in K 12 schools who use two or more languages in their daily life English Language Learners ELLs or Emergent Bilinguals The book includes a thorough examination of the policy history and assessment measurement issues that educators should understand in order to best advocate for their students The author presents a decision making framework called PUMI Purpose Use Method Instrument that practitioners can use to better inform assessment decisions for bilingual children The book will be an invaluable resource in teacher preparation programs but will also help policy makers and educators make better decisions to support their students

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