

Rubric Score: 2(\_\_\_\_) = \_\_\_\_  
 Packet Score (out of 36) = \_\_\_\_  
 Total Score = \_\_\_\_/100

## Aptos High School, English 1 Writing Rubric

### Writing: Analysis of a Poem

	4	3	2	1	SCORE
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Engaging opening (hook) that grabs reader's attention by relation poem's meaning to experience people have in common</li> <li>Introduction includes poem's title and author and a clear thesis that effectively identifies key literary elements and the poem's theme</li> </ul>	<ul style="list-style-type: none"> <li>Introduction takes readers into account but does not adequately grab their attention</li> <li>Introduction includes poem's title and author and a thesis that identifies key literary elements and the poem's them</li> </ul>	<ul style="list-style-type: none"> <li>Introduction is about the topic but does not engage reading's attention</li> <li>Introduction includes poem's title or author, but thesis is unclear or may lack key literary elements or the poem's theme</li> </ul>	<ul style="list-style-type: none"> <li>Introduction is missing, off-topic or incomplete</li> <li>Title, author and /or thesis is incomplete or missing</li> </ul>	
<b>Key Literary Element: Thesis Support</b>	<ul style="list-style-type: none"> <li>Each body paragraph insightfully discusses and elaborates on a key literary element that supports the thesis</li> </ul>	<ul style="list-style-type: none"> <li>Each body paragraph discusses and elaborates on a key literary element that supports the thesis to some degree</li> </ul>	<ul style="list-style-type: none"> <li>Few body paragraphs are elaborated, or explanations provide little support for thesis</li> </ul>	<ul style="list-style-type: none"> <li>Body paragraphs discuss more than one literary element, thesis is unsupported, and/or explanation and elaboration are sparse</li> </ul>	
<b>Key Literary Element: Poem References</b>	<ul style="list-style-type: none"> <li>Each key literary element is supported with appropriate references (quotations and restated) to the poem</li> </ul>	<ul style="list-style-type: none"> <li>Most key literary elements are supported with references (quotations and restated details exist) to the poem</li> </ul>	<ul style="list-style-type: none"> <li>Key literary elements have little support from references to the poem</li> </ul>	<ul style="list-style-type: none"> <li>References to the poem are missing</li> </ul>	
<b>Key Literary Element: Order of Importance</b>	<ul style="list-style-type: none"> <li>Key literary elements are clearly organized by order of importance or in the order they appear in the poem</li> </ul>	<ul style="list-style-type: none"> <li>Key literary elements are generally organized by order of importance or in the order they appear in the poem</li> </ul>	<ul style="list-style-type: none"> <li>Order of key literary elements is somewhat difficult to determine because organization shifts</li> </ul>	<ul style="list-style-type: none"> <li>Order of key literary elements appears random and /or confuses reader</li> </ul>	
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>Conclusion effectively reminds readers of thesis and succinctly summaries main points</li> <li>Conclusion insightfully shows how the poem directly related to broader themes in life</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion reminds readers of thesis and summaries main points, but lacks some clarity</li> <li>Conclusion shows how the poem relates to broader themes in life</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion either restates thesis or names a main point, but not both</li> <li>Conclusion mentions a theme in life, but it has little relationship to poem</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion rambles and lacks a reminder of thesis or summary of main points, or the analysis ends abruptly</li> <li>Conclusion ignores broader themes in life</li> </ul>	
<b>Language Conventions: Mechanics &amp; Usage</b>	<ul style="list-style-type: none"> <li>Standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscript form used appropriately throughout the essay</li> </ul>	<ul style="list-style-type: none"> <li>Standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscript form used appropriately throughout the essay, with few errors.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscripts form disrupts reader's comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Minimal use of Standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscript form confuses the reader.</li> </ul>	
<b>Language Conventions: Sentences Fluency and Organization</b>	<ul style="list-style-type: none"> <li>Standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) used appropriately</li> <li>Follows Jane Shaffer's one- chunk paragraph model</li> </ul>	<ul style="list-style-type: none"> <li>Standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) used appropriately, with some errors</li> <li>Uses most of the techniques found in the Jane Shaffer's one chunk paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) disrupts the reader's comprehension</li> <li>Does not seem to follow Jane Shaffer's writing tools</li> </ul>	<ul style="list-style-type: none"> <li>Minimal use of standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) confuses the reader</li> <li>No evidence of Jane Shaffer writing techniques</li> </ul>	

Student Name: \_\_\_\_\_ Period: \_\_\_\_ Teacher: \_\_\_\_\_ Rubric Score: \_\_\_\_\_ Total Score: \_\_\_\_\_