<table>
<thead>
<tr>
<th>Rubric 1. Performance Criteria</th>
<th>Proficient (A)</th>
<th>Emerging Proficiency (B)</th>
<th>Basic (C)</th>
<th>Developing (D)</th>
<th>Missing Element (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expresses figurative meaning, using similes, metaphors, etc...</strong></td>
<td>The writer uses at least 5 examples of three or more different types of figurative language. Usages add surprising, emotive and sensory elements. (20 - 18)</td>
<td>The writer uses at least 5 examples of figurative language. Usages of simile or metaphor define comparisons and may also be emotive or sensory. Usages include only two types of figurative language. (17 - 16)</td>
<td>The writer uses 3-4 examples of figurative language. Usages also include only one type of figurative language. Similes/metaphors don't expand on the comparisons being made. Some cliché. (15 - 14)</td>
<td>The writer uses 1-2 examples of figurative language but the examples are unclear, obvious or overused ( clichéd). (13 - 12)</td>
<td>The writer makes no attempt at figurative language. (11 - )</td>
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<td><strong>Describes objects using sensory details, establishing symbol.</strong></td>
<td>The writer uses details that evoke the senses (all 5)(The details define context or character). The author uses detail to create a symbol. (28 - 25.5)</td>
<td>The writer uses details that evoke 3-4 senses. The author uses detail to create a symbol. (25 - 22.5)</td>
<td>The writer uses details that evoke one or two of the senses. No symbol is developed. (22 - 20)</td>
<td>The writer uses few details. No symbol is developed. (19.5 - 17)</td>
<td>There is an absence of detail and no symbol. (16.5 - )</td>
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<tr>
<td><strong>Expresses emotions or ideas using precise and vivid words</strong></td>
<td>The writer uses exciting, precise and vibrant words that help a reader understand how an experience feels. (28 - 25.5)</td>
<td>The writer uses words that help a reader understand how an experience feels. Some word usage may be imprecise or generic. (25 - 22.5)</td>
<td>The writer uses words that at times help a reader understand how an experience feels. Some words are imprecise, generic and vague. (22 - 20)</td>
<td>Most words are imprecise, generic and vague. The experience is difficult to understand. (19.5 - 17)</td>
<td>All words are imprecise, generic and vague. The experience is difficult to understand. (16.5 - )</td>
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<tr>
<td><strong>Composes with poetic form.</strong></td>
<td>The writer uses line breaks and stanzas that help organize the poem. (3.5 - 3.25)</td>
<td>The writer uses line breaks and stanzas. (3 - 2.75)</td>
<td>The writer uses line breaks and stanzas but does so inconsistently and without clear purpose. (2.75 - 2.5)</td>
<td>The writer neglects either line breaks or stanzas. (2.5 - 2)</td>
<td>Line breaks and stanzas aren't used. (2 - 1.5)</td>
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<tr>
<td><strong>SUBTOTAL:</strong></td>
<td>80 PTS</td>
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Narrow prompt: I students write an
free-m write many phrases.
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<tr>
<th>Rubric 2: Performance Criteria</th>
<th>Proficient (4)</th>
<th>Emerging Proficiency (3)</th>
<th>Basic (2)</th>
<th>Developing (1)</th>
<th>Missing Element (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluates figurative language usage's effect on a reader /7pts</td>
<td>100 - 90</td>
<td>80</td>
<td>79 - 70</td>
<td>69 - 60</td>
<td>The writer makes no attempt to evaluate the figurative language.</td>
</tr>
<tr>
<td>Evaluates word choice's effect on a reader /7pts</td>
<td>100</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

**Subtotal:** 14 pts

**Student Comments and Feedback (Complete after receiving your grade)**

1.) In your own words, why did you receive the grade you did?

3.) How can this project be improved for next year?