Teacher's Acrostic Poem Rubric

	4	3	2	1
Use of Phrases (2x)	All phrases of the poem have a rhythm that invites expressive oral reading. All phrases use the letters in the acrostic word to begin each line.	All phrases use the letters in the acrostic word to begin each line.	Some, but not all, of the phrases use the letters in the acrostic word to begin each line.	None of the phrases use the letters in the acrostic word to begin each line.
Voice & Word Choice (2x)	Reader can see and feel what the writer is describing because of unique language, and wants to know more about the writer's topic.	Reader finds the poem enjoyable to read because of personal language and learns something about the writer's topic.	Reader has a difficult time seeing and feeling what the writer is describing about his/her topic because language is not informative.	Reader cannot see and feel what the writer is describing because the poem uses impersonal general statements with non-descriptive words.
Relation to Theme (2x)	The title, acrostic word, phrases, and picture strongly relate to the topic.	The title, acrostic word, phrase, and picture relate to the topic.	One of the components (title, acrostic word, phrases, picture) does not relate to topic.	More than one of the components (title, acrostic word, phrases, picture) do not relate to topic.
Mechanics (2x)	Control of written rules of the English language is demonstrated. There are no spelling, capitalization, and syntax errors. Poem is easy to read and understand.	Control of written rules of the English language is demonstrated. There are few spelling, capitalization, and syntax errors. Errors are minor and do not detract from the readability or comprehension of the poem.	Control of written rules of the English language is minimally demonstrated. There are many spelling, capitalization, and syntax errors. Errors interfere with readability and comprehension, but only at some points within the poem.	Control of written rules of the English language is lacking. There are numerous spellings, capitalization, and syntax errors. Errors interfere with readability and comprehension to the point that the poem is unintelligible.
Presentation (1x)	Text and spacing enhance readability and are pleasing to the eye. The picture is neat and easily recognizable.	Text and spacing can be read with minimal effort. Picture is recognizable.	Text and spacing require a great deal of effort in order to be read. *or* Picture is poorly crafted, yet can still be distinguished.	Text and spacing require a great deal of effort in order to be read. *and* Picture is poorly crafted, yet cannot be distinguished.

Reflection (1x)	Journal entries are clearly articulated with thoughtful answers that provide depth of thought and answer the questions.	Journal entries adequately answer the questions with supporting details.	Journal entries digress from the questions asked, and/or provide limited supporting details.	Journal entries do not answer the questions asked.
TOTAL				

Teacher's Score (40)   _____   Student's Score _____
Accuracy Points (5)   _____
Checklist Points (5)   _____
TOTAL (50)   _____

Scoring:
Distinguished: 50-46   Proficient: 45-37   Developing: 36- below

Comments:

*In scored student work, criteria are **shaded** to indicate student score.