



TOOL // Free Verse Poetry Rubric

What is it used for?

This rubric allows teachers to assess students' independent free verse poems.

How do you use it?

After a teaching/learning unit on free verse where students have had the opportunity to deconstruct free verse poems, identify the key features and write practice pieces the students are asked to write their own poem. The rubric is provided ahead of time to guide their performance. The teacher then uses the rubric to assess the final product.

Poem Rubric

Name _____

	WOW	RIGHT ON	GETTING THERE	JUST BEGINNING
Ideas and Content	<ul style="list-style-type: none"> rich detail, creative and original 	<ul style="list-style-type: none"> Good detail, generally creative 	<ul style="list-style-type: none"> Some basic detail, attempts to be creative 	<ul style="list-style-type: none"> Limited detail, little creativity or originality
Free-Verse Conventions	<ul style="list-style-type: none"> Line breaks enhance the sound, meaning, and rhythm of the poem Lines almost always end with strong words (i.e. nouns or verbs.) Stanza breaks are always effective, deliberate, and helpful to the reader. 	<ul style="list-style-type: none"> Line breaks support the sound, meaning, and rhythm of the poem. Lines usually end with strong words. Stanza breaks are usually effective, deliberate, and helpful to the reader. 	<ul style="list-style-type: none"> Line breaks appear arbitrary and do not support the sound, meaning, and rhythm of poem. Lines sometimes end with strong words. Stanza breaks are sometimes effective, deliberate, and helpful to the reader 	<ul style="list-style-type: none"> Line breaks disrupt or do not help the sound, meaning, and rhythm of the poem. Lines rarely end with strong words. Stanza breaks are random
Language and Word Choice	<ul style="list-style-type: none"> The language is exceptionally sensory. The reader can feel, taste, see, or hear the poem throughout. The language is “cut to the bone,” leaving only the necessary or powerful. Each word is carefully chosen to enhance the poem. A number of poetic devices are incorporated effectively to enhance meaning. (alliteration, personification, metaphor, simile, assonance, etc.) 	<ul style="list-style-type: none"> The language is often sensory. The reader can often feel, taste, see, or hear the poem. The language is generally “cut to the bone,” mostly leaving only the necessary or powerful. For the most part, words are carefully chosen to enhance the poem. Poetic devices are incorporated to enhance meaning 	<ul style="list-style-type: none"> The language is sometimes sensory. The reader can sometimes feel, taste, see, or hear the poem. The language is somewhat “cut to the bone.” Some unnecessary or ineffective words or phrases are included. Some attempt has been made to choose some words for effect may not be appropriate One or two very basic poetic devices are used 	<ul style="list-style-type: none"> Sensory language is limited. The reader had difficulty feeling, tasting, seeing, or hearing the poem. Many unclear, unnecessary or ineffective words or phrases are included Little attempt has been made to choose words for effect or inappropriate word choices Poetic language is forced or inappropriate to mood of poem
Punctuation and Spelling	<ul style="list-style-type: none"> Punctuation enhances conveyance of thoughts and images. Rarely any spelling errors 	<ul style="list-style-type: none"> Punctuation is meaningful throughout. Few minor spelling errors 	<ul style="list-style-type: none"> Some meaningful punctuation. Several minor spelling errors 	<ul style="list-style-type: none"> Arbitrary punctuation. Several major spelling errors