



ESSAY PROMPT:

What is the message of the poem? Analyze how the author uses language to develop this theme.

*Do NOT use personal pronouns in this essay. You have had a chance to discuss your personal connection, but now we are going to be more scholarly in our writing.

*Type your response in size 12 font, either Arial or Times New Roman. Be sure to double space.

Directions Submit at turnitin.com and Google classroom. Complete the Metacognition below by filling in the rubric boxes that best suit your writing.

(There should be 4 boxes colored in at the end.)

Then, fill in the sentence frame below:

I deserve a score of _____ % because _____

Writing Sample Rubric – Critical Analysis—Poetry

SCORE OF 6 (95-100)	SCORE OF 5 (85-90)	SCORE OF 4 (80-84)
<ul style="list-style-type: none"> Insightfully analyzes how the poet’s use of devices contributes to the meaning as a whole. Ideas are original, nuanced, and well-developed. 	<ul style="list-style-type: none"> Effectively analyzes how the poet’s use of devices contributes to the meaning as a whole. Ideas are well-developed. 	<ul style="list-style-type: none"> Analyzes how the poet’s use of devices contributes to the meaning as a whole. Ideas are adequately developed.
<ul style="list-style-type: none"> The most apt evidence is chosen. Evidence is ample. Explanations are insightful. 	<ul style="list-style-type: none"> Evidence is particularly well-chosen. Evidence is sufficient. Explanations are convincing. 	<ul style="list-style-type: none"> Evidence is specific and apt. Evidence is adequate. Explanations are sufficient.
Organizational choices contribute to effective development of ideas.	Well-organized and clearly focused.	Generally organized and focused.
Writing is sophisticated. Diction enhances meaning of analysis.	Writing demonstrates strong understanding of writing conventions.	Writing demonstrates consistent control of writing conventions.
SCORE OF 3 (70-75)	SCORE OF 2 (55-65)	SCORE OF 1 (25-50)
<ul style="list-style-type: none"> Provides limited analysis of how the poet’s use of devices contributes to the meaning as a whole. Lacks sufficient development. 	<ul style="list-style-type: none"> Attempts analysis of how the poet’s use of devices contributes to the meaning as a whole. Limited development. 	<ul style="list-style-type: none"> Mostly summarizes versus provides analysis. Lacks sufficient development.
<ul style="list-style-type: none"> Evidence is specific and somewhat apt. Evidence may be somewhat insufficient. Explanations are limited and/or inconsistent. 	<ul style="list-style-type: none"> Evidence is somewhat irrelevant to claims. Evidence is insufficient. Explanations are limited/incorrect. 	<ul style="list-style-type: none"> Evidence does not support claims. Uses virtually no evidence. Explanations are missing or irrelevant.
Limited in its organization or focus.	Poorly organized and lacks focus.	Disorganized or unfocused, resulting in a disjointed or incoherent analysis.
Errors do not impede the reader’s ability to understand the writer’s purpose.	Errors may impede the reader’s ability to understand the writer’s purpose.	Pervasive errors detract from the reader’s ability to understand the writer’s purpose.