**Lesson 1 Unit project draft scoring guide**

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|  | 4 | 3 | 2 | 1 |
| Has 7 different letters represented | All letter are represented | 5 letters are represented | 4 letters are represented | 3 or less letters are represented |
| Song analysis | Includes a verse and a refrain. There is a thorough analysis through notes/chart. Explains connection to self/life. | Includes a verse and refrain from a song. There is a chart/notes mostly filled out. Some connection is made. | Includes a verse and refrain. There are some notes on the song. There is no connection to self. | There’s a song. There are no notes/analysis. There is no connection to self. |
| Original Poem  | Mimics the style of “Fifteen” or “If” through use of stanzas, rhyme, tone, repetition, and figurative language. | Mimics the style of “Fifteen” or “If” through 3 of the 5 devices used. | Mimics the style of “Fifteen” or “If” through 2 of the 5 devices used.  | It’s a poem. It doesn’t really mimic anything in particular. |
| Rhyme | Entry has a clear rhyme scheme and is 8-10 lines long. | Entry has a clear rhyme scheme and is 4-8 lines long. | Entry has some rhyme in the lines.  | Entry has a set of words that rhyme… kind of. |
| Personification | Entry has over 3 examples of personification and has a clear connection to self/life.  | Entry has 2 examples of personification and has a clear connection to self/life. | Entry has 1 example of personification and kind of connects to self/life. | Entry attempts personification and might connect to self/life.  |
| Other entry | Entry has over 3 examples of the skill from the lesson and clearly connects to self/life. | Entry has 2 examples of the skill from the lesson and clearly connects to self/life. | Entry has 1 example of the skill from the lesson and kind of connects to self/life. | Entry attempted the skill, and it might connect to self/life. |
| Other entry | Entry has over 3 examples of the skill from the lesson and clearly connects to self/life. | Entry has 2 examples of the skill from the lesson and clearly connects to self/life. | Entry has 1 example of the skill from the lesson and kind of connects to self/life. | Entry attempted the skill, and it might connect to self/life. |
| Other entry | Entry has over 3 examples of the skill from the lesson and clearly connects to self/life. | Entry has 2 examples of the skill from the lesson and clearly connects to self/life. | Entry has 1 example of the skill from the lesson and kind of connects to self/life. | Entry attempted the skill, and it might connect to self/life. |
| Grammar/conventions | A variety of sentence structure is used. If there are any errors in standard English conventions, they aren’t distracting. | Some variety of sentence structure is used. If there are any errors in standard English conventions, they aren’t too bad. | Very little variety in sentence structure is used. Grammar errors slow down the reading. | We should talk about your writing. It’s hard to understand your concepts. |