# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Acrostic Poem Spec Sheet

Check that you have:

1. created a title that is related to your theme;

~Do not underline or put your title in quotation marks.

~Do capitalize the first word and other important words in the title.

~Your title must follow the *Good Title* guidelines.

1. made sure that your name stands out on the page;
2. included at least;

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Ten Nouns |  |  |  |  |  |
|  |  |  |  |  |  |
| Five Verbs |  |  |  |  |  |
| Ten Adj. |  |  |  |  |  |
|  |  |  |  |  |  |
| Four Adverbs |  |  |  |  |  |
| Four Prep. |  |  |  |  |  |
| One Intj. |  |  |  |  |  |
| One Pronoun |  |  |  |  |  |
| Two Conj. |  |  |  |  |  |

1. improved your word choice by using a thesaurus;

|  |  |
| --- | --- |
| ORIGINAL WORD | IMPROVED WORD |
|  |  |
|  |  |
|  |  |

1. word-processed or written the final draft in pen. NO pencil!!
2. included a picture or symbol of your theme.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |  |
| *Development of Ideas* | The student response addresses the prompt and provides effective and comprehensive development of the topic by using numerous details and description; the development is consistently appropriate to the task, purpose, and audience. | The student response addresses the prompt and provides effective development of the topic by using sufficient details and description; the development is largely appropriate to the task, purpose, and audience. | The student response addresses the prompt and provides some development of the topic by using some details and description; the development is somewhat appropriate to the task, purpose, and audience. | The student response addresses the prompt and provides minimal development of the topic by using limited details and description; the development is limited in its appropriateness to the task, purpose, and/or audience. | The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience. | Writing Score*Comments*: |
| *Organization* | The student response demonstrates a logical, well-executed progression of ideas, making it easy to follow the progression of the poem. There is a thought-provoking *Good Title* and a picture to represent the poem. The final draft is neatly presented without pencil. | The student response demonstrates a logical progression of ideas, making it fairly easy to follow the progression of the poem. There is a *Good Title* and a picture to represent the poem. The final draft is neatly presented without pencil. | The student response demonstrates some logic in the progression of ideas. These ideas are usually discernible but not obvious in the poem. This is a *Good Title* and picture to represent the poem. The final draft looks satisfactory. | The student response demonstrates limited coherence in the progression of ideas making the poem somewhat unclear. This is a weak *Good Title* and picture to represent the poem. The final draft is messy and/or uses pencil. | The student response demonstrates a lack of coherence in the progression of ideas making the poem very unclear. There is no *Good Title* and picture to represent the poem. The final draft is unsatisfactory. |  |
| LANGUAGE |  |  |  |  |  |  |
| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |  |
| *Clarity of Language* | The response uses precise language\* consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. The poem contains all parts of speech required correctly and thoroughly. | The response uses mostly precise language\*, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. The poem contains all parts of speech required mostly correct. | The response uses some precise language\*, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain-specific vocabulary. The poem contains all parts of speech required somewhat correctly. | The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary. The poem contains most of the parts of speech required, but they are inappropriately used. | The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language. The poem contains few/no parts of speech required and are always inappropriately used. | Language Score*Comments*: |