Formative Assessment Activity: **Personal Response Rubric for Topic One**

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| --- | --- | --- | --- |
| Curricular competency | Approaching (1) | Proficient (2) | Exceeding (3) |
| *Construct meaningful* ***personal*** *connections between* ***self, text, and world*** | Student’s writing reflects upon text or self or world only | Student’s writing shows meaningful connection between two elements | Student’s writing shows meaningful connections between self and text and world |
| Extend thinking | Question is given little/no clear thought | Question is answered adequately and its consideration attempts to extend and apply thinking to a broader context | Question is answered deeply and its consideration helps extend and apply thinking to broader context |

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Formative Assessment Activity: **Personal Response Rubric for Topic Two**

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| --- | --- | --- | --- |
| Curricular competency | Approaching (1) | Proficient (2) | Exceeding (3) |
| *Analyze how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.* | Discussion is unsupported/incomplete/undevelopedLimited discussion of structures/elements/techniques/devicesand their connection to meaning/impact of poem | Discussion is supported with some examplesDiscussion feels complete and developedReasonable discussion of structure, etc. and their connection to meaning/impact | Discussion is supported with several examplesDiscussion feels complete and thoroughly developedExtensive discussion of structure, etc. and their connection to meaning/impact |
| Extend thinking | Question is given little/no clear thought | Question is answered adequately and its consideration attempts to extend and apply thinking to a broader context | Question is answered deeply and its consideration helps extend and apply thinking to broader context |

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