

Wabanaki Poetry/Art Rubric

Name _____

Learning Targets	Exceeds	Meets	Partially Meets	Does Not Meet
I can create a poem which synthesizes my knowledge of poetry and Wabanaki Culture.	Student uses sophisticated imagery, structure, figurative language, and rich/specific words and at least one of the following: rhyming, repetition, meter, or free verse.	Student effectively includes imagery, structure, figurative language, and rich/specific words and at least one of the following: rhyming, repetition, meter, or free verse.	Student mostly includes imagery, structure, figurative language, and rich/specific words and at least one of the following: rhyming, repetition, meter, or free verse. A component may be left out or lacking development.	Student includes very little imagery, structure, figurative language, and rich/specific words and at least one of the following: rhyming, repetition, meter, or free verse. A component may be left out or lacking development. Student does not use, or incorrectly uses figurative language.
I can use revision and Peer Critique to move through multiple drafts towards a high quality final product.	Student's drafts show considerable reflection, growth, and responsiveness to feedback.	Student's drafts show obvious growth in response to feedback.	Student's drafts show minimal growth in response to feedback.	Student's drafts do not show growth in response to feedback.
I can replicate birch bark art and double-curve design motif by creating a symbol for an aspect of Wabanaki culture.	Artwork includes intricate and precise symmetrical curved designs and images that richly depict Wabanaki daily life.	Artwork includes symmetrical curved designs and images that clearly depict Wabanaki daily life.	Artwork includes non-symmetrical curved designs and/or lacks images that clearly depict Wabanaki daily life.	Artwork does not include symmetrical curved designs or images that clearly depict Wabanaki daily life.