**Cell Organelle Poem/Song Lyric Rubric**

**Task:** Use a highlighter to highlight each rubric box based on your peers poem/song lyric. Write the final score on the box for the total score. Provide TWO glows and TWO next steps using the sentence starter examples.

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|  | **Beginning - 1 Point** | **Developing - 2 Points** | **Accomplished - 3 Points** | **Score** |
| **Poetic Techniques (Elements)** | Uses some poetic techniques such as figurative language to enforce the theme. (similes, metaphors, personification, hyperbole) | Uses poetic techniques such as figurative language to reinforce the theme. (similes, metaphors, personification, hyperbole) | Effectively uses poetic techniques such as figurative language to reinforce the theme. |  |
| **Stanza 1 – Organelle’s Structure** | Student’s work inaccurately describes the organelle’s structure. | Student’s work briefly describes the organelle’s structure. | Student’s work describes the organelle’s  structure in great detail. |  |
| **Stanza 2 – Organelle’s Function** | Student’s work inaccurately describes the organelle’s function. | Student’s work briefly describes the organelle’s function. | Student’s work describes the organelle’s  function in great detail. |  |
| **Stanza 3 – Organelle’s Character** | Student’s work provides only a brief description of the organelle’s character. | Student’s work provides a moderate description of the organelle’s character. | Student’s work provides a very detailed description of the organelle’s character. |  |
| **Stanza 4 – Organelle’s Discussion** | Student’s work briefly describes a conversation with the organelle. | Student’s work briefly describes a conversation with the organelle. | Student’s work describes a conversation with the organelle. |  |
| **Organelle Self-Portrait** | Uses a self-portrait that may add to the poem/lyric’s meaning. | Uses a self-portrait to enhance the poem/lyric’s meaning. | Effective and creative use of self-portrait that  enhances the poem/lyric’s meaning. |  |
| **Total Score (Out of 18)** | | | |  |

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| **Teacher Feedback** |  |
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