Rubric I
(Meaning: Figurative and Literal Word Meanings and Literary Devices)

Clarification: “demonstrates the impact of figurative language on the poem.”

*Figurative language can impact the poem’s tone, theme, or message. For example, take the following poem by Emily Dickinson:*

“Hope is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the storm -
That could abash the little Bird
That kept so many warm -

I've heard it in the chillest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

The poem contains a metaphor which compares hope to a bird. This poem would be different in tone and theme if the metaphor were different. If Dickinson’s poem read, “Hope is a thing with tusks that tramples on the soul” it would impact the poem. Since the metaphor compares hope to a bird that perches, sings, and even sings a sweet song even in a storm, the reader gets a positive impression of hope. The tone of the poem could be called thankfully humble. The figurative language choice impacts the poem theme and tone.

When looking at the rubric for figurative language (rubric I), score the following way:

**To score a 3.5:** The students must identify the figurative and literal meaning of words and find the similes and metaphors in the poem.
To score a **4.0**: The students must determine the meaning of most (50-80%) figurative language including simile, metaphor, alliteration, repetition, personification and hyperbole. The student must also explicate, as demonstrated above, how one piece of figurative language impacts the poem—the impact could be on meaning, tone, theme, or some other aspect of the poem that the student identifies. Basically, the student must determine how the poem would be different if a different piece of figurative language were used.

To score a **5.0**: The student is also able to determine the meaning of almost all (80+%) figurative language including simile, metaphor, alliteration, repetition, personification and hyperbole and symbolism. The student must also identify how only one piece of figurative language impacts the poem.