|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1 – Beginning** | **Level 2- Developing** | **Level 3- Accomplished** | **Level 4- Exemplary** | **Score** |
| **Form** | Uses an inappropriate poetic form; does not mimic the original | Partially uses an inappropriate poetic form; barely mimics the original | Effectively uses an appropriate poetic form mimicking the original but lacks a modern interpretation | Creatively uses the appropriate poetic form to mimic the original while adding a modern twist |  |
| **Word Choice** | Student’s use of vocabulary is very basic | Student’s use of vocabulary is more telling than showing. | Student’s use of vocabulary is routine and workable. | Student’s use of vocabulary is precise and vivid painting a strong, clear, and complete picture in the reader’s mind. |  |
| **Poetic Elements** | Uses few poetic techniques. | Uses some poetic techniques to reinforce theme. | Uses poetic techniques to reinforce the theme. | Effectively uses poetic techniques to reinforce theme. |  |
| **Grammar,****Usage,****& Mechanics** | May contain frequent & numerous errors in spelling, grammar, and punctuation that interferes with understanding | May contain many errors in spelling, grammar, and/or punctuation that may interfere with the reader’s understanding | Has mainly grade-level appropriate spelling, grammar, and punctuation; contains some errors that do not interfere with the reader’s understanding | Has grade-level appropriate spelling, grammar, and punctuation; contains few, if any, errors that do not interfere with the reader’s understanding |  |
| **Effort** | Student’s work lacks understanding of assignment; interaction with partner was off-task | Student’s work demonstrates some understanding of the assignment; interaction with partner was distracting rather than productive | Student’s work demonstrates an understanding of the assignment and worked productively with a partner. | Student’s work demonstrates a complete understanding of assignment & goes beyond the basic requirements while working with partner. |  |
| **Illustration****(Optional)** | Lacks an illustration | Uses an illustration that may add to the poem’s meaning. | Uses an illustration to enhance poem’s meaning. | Effective & creative use of an illustration and enhances poem’s meaning. |  |
| **Student’s Name: Total Score:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1 – Beginning** | **Level 2- Developing** | **Level 3- Accomplished** | **Level 4- Exemplary** | **Score** |
| **Form** | Uses an inappropriate poetic form; does not mimic the original | Partially uses an inappropriate poetic form; barely mimics the original | Effectively uses an appropriate poetic form mimicking the original but lacks a modern interpretation | Creatively uses the appropriate poetic form to mimic the original while adding a modern twist |  |
| **Word Choice** | Student’s use of vocabulary is very basic | Student’s use of vocabulary is more telling than showing. | Student’s use of vocabulary is routine and workable. | Student’s use of vocabulary is precise and vivid painting a strong, clear, and complete picture in the reader’s mind. |  |
| **Poetic Elements** | Uses few poetic techniques. | Uses some poetic techniques to reinforce theme. | Uses poetic techniques to reinforce the theme. | Effectively uses poetic techniques to reinforce theme. |  |
| **Grammar,****Usage,****& Mechanics** | May contain frequent & numerous errors in spelling, grammar, and punctuation that interferes with understanding | May contain many errors in spelling, grammar, and/or punctuation that may interfere with the reader’s understanding | Has mainly grade-level appropriate spelling, grammar, and punctuation; contains some errors that do not interfere with the reader’s understanding | Has grade-level appropriate spelling, grammar, and punctuation; contains few, if any, errors that do not interfere with the reader’s understanding |  |
| **Effort** | Student’s work lacks understanding of assignment; interaction with partner was off-task | Student’s work demonstrates some understanding of the assignment; interaction with partner was distracting rather than productive | Student’s work demonstrates an understanding of the assignment and worked productively with a partner. | Student’s work demonstrates a complete understanding of assignment & goes beyond the basic requirements while working with partner. |  |
| **Illustration****(Optional)** | Lacks an illustration | Uses an illustration that may add to the poem’s meaning. | Uses an illustration to enhance poem’s meaning. | Effective & creative use of an illustration and enhances poem’s meaning. |  |
| **Student’s Name: Total Score:** |  |

The Passionate Shepherd to His Nymph

Christopher Marlowe

COME live with me and be my Love,

And we will all the pleasures prove

That hills and valleys, dale and field,

And all the craggy mountains yield.

There will we sit upon the rocks

And see the shepherds feed their flocks,

By shallow rivers, to whose falls

Melodious birds sing madrigals.

There will I make thee beds of roses

And a thousand fragrant posies,

A cap of flowers, and a kirtle

Embroider'd all with leaves of myrtle.

A gown made of the finest wool

Which from our pretty lambs we pull,

Fair linèd slippers for the cold,

With buckles of the purest gold.

A belt of straw and ivy buds

With coral clasps and amber studs:

And if these pleasures may thee move,

Come live with me and be my Love.

Thy silver dishes for thy meat

As precious as the gods do eat,

Shall on an ivory table be

Prepared each day for thee and me.

The shepherd swains shall dance and sing

For thy delight each May-morning:

If these delights thy mind may move,

Then live with me and be my Love.

The Nymph’s Reply to the Shepherd

BY SIR WALTER RALEGH

If all the world and love were young,

And truth in every Shepherd’s tongue,

These pretty pleasures might me move,

To live with thee, and be thy love.

Time drives the flocks from field to fold,

When Rivers rage and Rocks grow cold,

And Philomel becometh dumb,

The rest complains of cares to come.

The flowers do fade, and wanton fields,

To wayward winter reckoning yields,

A honey tongue, a heart of gall,

Is fancy’s spring, but sorrow’s fall.

Thy gowns, thy shoes, thy beds of Roses,

Thy cap, thy kirtle, and thy posies

Soon break, soon wither, soon forgotten:

In folly ripe, in reason rotten.

Thy belt of straw and Ivy buds,

The Coral clasps and amber studs,

All these in me no means can move

To come to thee and be thy love.

But could youth last, and love still breed,

Had joys no date, nor age no need,

Then these delights my mind might move

To live with thee, and be thy love.