# POETRY

<table>
<thead>
<tr>
<th>Originality</th>
<th>Creative &amp; Poetic Expression</th>
<th>Overall Impact</th>
<th>Grammar, Usage, &amp; Mechanics</th>
</tr>
</thead>
</table>
| 4 | • Writing is based on an original idea or uncommon theme.  
• Writing includes certain elements of originality. For example, the poem is in a unique voice, about a unique idea, or in a unique form or style. | • The writing demonstrates awareness of audiences’ needs.  
• The structure (length of stanzas and lines) and length of the poem work harmoniously with the content of the poem.  
• The poem enables the reader to see, hear, feel, or think about the subject in a new way in a potent way. | • There is one or no errors in grammar, usage, or mechanics.  
• Punctuation is utilized appropriately or, if not used, is due to content or style choices, not errors. |
| 3 | • Writing is based on an original idea OR includes certain elements of originality, though the voice, idea, or style may be underdeveloped.  
• Some evidence of original thought is present, but the writing is based on a common theme and does not include elements of originality. | • The writing demonstrates some awareness of the audience’s needs.  
• The structure (length of stanzas and lines) and length of the poem work well with the content of the poem, though it may falter a bit in one area.  
• The poem enables the reader to see, hear, feel, or think about the subject. | • There are one or two distracting grammatical or word choice errors. |
| 2 | • Some evidence of original thought is present, but the writing is based on a common theme and does not include elements of originality.  
• Writing includes some descriptive words and includes efforts at figurative language but needs improvement in order to engage the reader.  
• Poet uses limited poetic devices and/or does not demonstrate a broad understanding of their use in poetry.  
• Line length and/or line breaks seem rarely considered and do not contribute to the poem.  
• Word choices may be vague, repetitive, and/or imprecise.  
• If in a form (sonnet, haiku, etc.), the form is not clear because rhyme scheme, meter, stanza length, etc. are not consistent enough to establish the pattern.  
• If in a form requiring rhyme, many are cliché or predictable. | • The piece, while coherent, does not demonstrate an understanding of the audience’s needs.  
• The structure (length of stanzas, lines) and length of the poem does not work well with the content of the poem.  
• The poem enables the reader to see, hear, feel, or think about the subject.  
• The writing is due to several distracting grammatical and/or word choice errors. |
| 1 | • The writing feels like a retelling and has a common theme. Poem may be repetitive or feel rushed.  
• Writing is very simple and lacks the creative enhancements needed to engage the reader.  
• Poet uses no poetic devices or poet uses them ineffectively.  
• Line length and line breaks do not seem to have been considered.  
• Word choices are vague, repetitive, and imprecise.  
• If a form has been attempted (sonnet, haiku, etc.), the form is not clear because rhyme scheme, meter, stanza length, etc. seem random and/or rushed and do not establish any clear pattern.  
• If rhyme has been used, it is cliché, predictable, or seems too haphazardly occurred by accident. | • The audience does not seem to have been considered.  
• The structure (length of stanzas and lines) and length of the poem does not at all work with the content of the poem.  
• The poem does not enable the reader to see, hear, feel, or think about the subject. No poetic devices are used. | • Due to numerous grammatical and word choice errors, the writing is difficult to understand. |

All criteria are adjusted in consideration of the writer’s age group.

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