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| --- | --- | --- | --- | --- | --- |
| Category | Excellent 100  | Good 88 | Fair 78 | Poor 68 | Missing 58 |
| Deadline | Submits work ahead of or by deadline. | Work is 1 day late. | Work is 2 days late.  | Work is 3 to 5 days late. | Work has not been turned in. |
| Title | The title totally relates to the poem. | The title somewhat relates to the poem.  | The poem has a title. |  | The poem has no title. |
| Organization and Overall impact | The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject in a new way or in a more potent way than ever before.  | The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject.  | The form of the poem should be more appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject, but this is accomplished through clichés, worn-out images, or other predictable choices.  | The form of the poem is not appropriate to the subject. The poem does not enable the reader to see, hear, feel, or think about the subject. | Writer thinks poem is completed because words are put on paper, or the poem has not been turned in. |
| Elements of poetry | Sensory details and figurative language create vivid images that contribute significantly to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, are used effectively and contribute to the meaning of the poem. Word choice is vivid and exact throughout.  | Sensory details and figurative language contribute to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, also add to the meaning of the poem. Most word choices are precise.  | Sensory details and figurative language may be overused, underused, or inappropriate to the subject; sound devices may be overused or underused, or they may fail to add to the meaning of the poem. Word choices may be vague, repetitive, or imprecise.  | There is no use—or consistently confusing or inappropriate use— of sensory details, figurative language, or sound devices. Words may be misused or unclear.  | Writer thinks poem is completed because words are put on paper, or because the poem has not been turned in. |
| Grammar, Usage, Mechanics, and Spelling | **There are few or no errors in mechanics, usage, grammar, or spelling.** | **There are some errors in mechanics, usage, grammar, and spelling.** | **The poem is difficult to understand at times because of errors in mechanics, usage, grammar, or spelling.** | **The poem is consistently difficult to understand because of errors in mechanics, usage, grammar, or spelling.** | **The poem is hopelessly mired in errors.** |
| Vocabulary | **The poem is filled with descriptive vocabulary that appeals to the reader.** | **The poem includes many descriptive elements and is appealing.** | **The poem includes some descriptive words and phrases.** | **The poem lacks description and does not allow the reader to visualize the poem.** | **Writer thinks poem is completed because words are put on paper.** |