<table>
<thead>
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<th>Poet</th>
<th>Originality</th>
<th>Creative Expression</th>
<th>Overall Impact</th>
<th>Grammar, Usage, &amp; Mechanics</th>
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</table>
| Distinguished (4 points) | - 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. | - Writing is expressive, including figurative language and detailed descriptions that engage the reader.  
- Poet demonstrates understanding of and uses a variety of poetic devices (alliteration, metaphor, simile, stanza, etc.).  
- Line length and line breaks have been considered and contribute to the poem.  
- Word choice is vivid and exact throughout.  
- If in a form (sonnet, haiku, etc.), the form is clear and meets the requirements of that form in rhyme scheme, meter, stanza length, etc.  
- If in a form requiring rhyme, they are interesting, not predictable, and add to the overall effectiveness. | - The writing demonstrates awareness of audience’s 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 or 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. |
| Proficient (3 points) | - Writing is based on an original idea OR includes certain elements of originality, though the voice, idea, or style may be underdeveloped. | - Writing includes some descriptive words and includes efforts at figurative language but needs improvement in order to engage the reader.  
- Poem 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 and 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, but this is accomplished through clichés, worn-out images, or other predictable choices. | - There are several distracting grammatical and/or word choice errors. |
| Apprentice (2 points) | - Some evidence of original thought is present, but the writing is based on a common theme and does not include elements of originality. | - Writing is very simple and lacks the creative enhancements needed to engage the reader.  
- Poem 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 to have 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. |
| Novice (1 point) | - 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.  
- Poem 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 to have 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. |