

Author's Name: _____

Title of Four Poems: _____

ENG 220: Writing Poetry
Instructor: Y. Bailey-Kirby

GRADING CRITERIA AND STANDARDS ON POETRY

The following criteria are used as the standard for grading a work of poetry in order to learn your strengths and weaknesses, and then, be aware of the areas to revise and focus your attention on improving.

_____ 1. Does the student follow the directions and requirements of the assignment? See the assignment sheet for the guidelines and specific directions of each poem.					
0: The student does not follow the directions of the assignment for any of the poems and has submitted one, two or all four poems; however, none of the poems meet any of the criteria for an assignment.	4: The student seems to follow only one of criteria, such as having the seven line minimum for a poem, but suddenly ignores or omits several of the other criteria to meet the guidelines for the assignment, unless the student did not submit one or two of the poems, and then, they are penalized sixteen points.	8: Except for three of the criteria, the student follows all the directions and guidelines for each of the assignments unless the student did not submit one, two, or three of the poems, and then, they are penalized twelve points.	12: Except for two of the criteria on a poem, the student follows all the directions and guidelines for each of the assignments unless the student did not submit two of the poems, and then, they are penalized eight points.	16: Except for one of the criteria on a poem, the student follows all the directions and guidelines for each of the assignments, unless the student did not submit one of the poems, and then, they are penalized four points.	20: The student has submitted all four poems and follows all the directions for the assignment and guidelines for each of the poems.
_____ 2. Does the student leave the reader with any unanswered questions? Does the reader understand the meaning of the poems and can identify a central idea or theme? Can one summarize the meaning or are the student's references to vague and contrived?					
0: The student does not submit two of the poems while the third and/or fourth poem simply do not have a central idea or theme, so the meaning of each poem is too vague, and the reader is left with questions.	4: The student does not submit one poem and the two other poems that were submitted simply do not have a central idea or theme, so the meaning of each poem is too vague, and the reader is left with questions.	8: The student does not provide a central idea or theme for any of the four poems, so the meaning of each poem is too vague, and the reader is left with questions. However, if the meaning is clear in one poem, but two of the poems were not submitted, it is automatically penalized by twelve points.	12: The student provides a central idea or theme for one of the four poems, but the meaning of two poems is more than vague, and the reader is left with questions. However, if the meaning is clear in two poems, but a third poem was not submitted, it is automatically penalized by eight points.	16: The student may provide a central idea or theme for two of the four poems, but the third poem's meaning may be too vague, and the reader is left with questions.	20: The student provides a central idea or theme. The meaning of each poem is clear, and there are no questions.
_____ 3. Does the student use specific, concrete details and imagery to "show" rather than simply "tell" the reader? Is the language vivid, not flowery, archaic, or cliché? Does it sound original, use colorful images, and elicit an emotional response?					
0: The student's grade drops to a zero if they did not submit two of the poems and if the student did not use specific, concrete details to "show" in the only poem submitted. The language is not vivid or memorable; instead, it is flowery, archaic, generic, and/or cliché.	4: The student is penalized sixteen points if one of the four poems was not submitted and if the student did not use specific, concrete details to "show" in any of the poems. The language is not vivid or memorable in any of the poems; instead, the language may be flowery, archaic, generic, and/or cliché.	8: The student submitted four of the poems, but the student did not use specific, concrete details to "show" in any of the poems. The language is not vivid or memorable in any of the poems; instead, the language may be flowery, archaic, generic, and/or cliché.	12: The student submitted four of the poems, and except for two of the poems, the student uses specific, concrete details to "show" in one poem. The language may be vivid in one of the two poems, but the other two poems may have flowery, archaic, generic, and/or cliché language.	16: The student submitted four of the poems, and except for one of the poems, the student uses specific, concrete details to "show" in each of the other two poems. The language may be vivid in two of the poems, but one poem may have used flowery, archaic, generic, and/or cliché language.	20: The student submitted four of the poems and uses specific, concrete details to "show" in each of the poems, and the language is vivid in each of the poems. There is no flowery, archaic, or cliché language.
_____ 4. Does the student use forced rhyme or does the rhyme enhance the poem? If the student uses figurative language, such as personification, simile, metaphor, or hyperbole, does it enhance the meaning of the poem or is it used inappropriately? Does the student use an appropriate structure with stanzas and/or an appropriate meter for each line to create harmony and consistent beat/rhythm or simply smoother transitions and continuity between lines or does it create more confusion because the lines are too lengthy or wordy?					
0: The student's grade drops to a zero if they did not submit two of the	4: The student is penalized sixteen points if one of the four poems was not	8: The student submitted four of the poems and used various elements of	12: The student submitted four of the poems and used various	16: The student submitted four poems and used various elements of poetry	20: The student has submitted four poems and used various

poems, and the various elements of poetry (rhyme, meter, figurative language, etc.) were not used inappropriately and without consistence in the only poem submitted because the meaning, structure, and/or rhythm is not enhanced.	submitted, and the various elements of poetry (rhyme, meter, figurative language, etc.) were used inappropriately and without consistence in two of the poems; hence, the meaning, structure, and/or rhythm is not enhanced for these two poems.	poetry (rhyme, meter, figurative language, etc.) inappropriately and without consistence in each of the four poems, and therefore, the meaning, structure, and/or rhythm is not enhanced for any of the poems.	elements of poetry (rhyme, meter, figurative language, etc.) appropriately and with consistence in one of the poems to enhance its meaning, structure, and/or rhythm, but may be weak in two of the poems.	(rhyme, meter, figurative language, etc.) appropriately and with consistence in two of the poems to enhance each poem's meaning, structure, and/or rhythm, but may be weak in one of the poems.	elements of poetry (rhyme, meter, figurative language, etc.) appropriately and with consistence to enhance each poem's meaning, structure, and/or rhythm.
---	--	--	--	---	---

_____ 5. Does the student have major mechanical and/or minor mechanical errors? Do they need punctuation? Do they use a consistent and appropriate point of view and verb tense? Etc.

0: Major mechanical errors exceed six or more instances in subject-verb agreement, sentence structure errors like run-ons and fragments, and/or verb tense; minor mechanical errors exceed sixteen or more instances in spelling, poor word choice, punctuation, misplaced or dangling modifiers, and the point of view may be inappropriate or inconsistent in a poem.	4: Five instances of a major mechanical error occur in subject-verb agreement, sentence structure errors like run-ons and fragments, and/or verb tense; thirteen to fifteen instances of a minor mechanical error occur, such as spelling, poor word choice, punctuation, misplaced or dangling modifiers and so on; and/or the point of view may be inappropriate or inconsistent in a poem.	8: Four instances of a major mechanical error occur in subject-verb agreement, sentence structure errors like run-ons and fragments, and/or verb tense; ten to twelve instances of a minor mechanical error occur, such as spelling, poor word choice, punctuation, misplaced or dangling modifiers and so on; and/or the point of view may be inappropriate or inconsistent in a poem.	12: Four instances of a major mechanical error occur in subject-verb agreement, sentence structure errors like run-ons and fragments, and/or verb tense; seven to nine instances of a minor mechanical error occur, such as spelling, poor word choice, punctuation, misplaced or dangling modifiers and so on; and/or the point of view may be inappropriate or inconsistent in a poem.	16: Two instances of a major mechanical error occur in subject-verb agreement, sentence structure errors like run-ons and fragments, and/or verb tense; four to six instances of a minor mechanical error occur, such as spelling, poor word choice, punctuation, misplaced or dangling modifiers and so on; or if no major and/or minor mechanical errors, the point of view may be inappropriate or inconsistent in a poem.	20: One instance of a major mechanical error occurs in subject-verb agreement, sentence structure errors like run-ons and fragments, and/or verb tense; three instances of a minor mechanical error occur, such as spelling, poor word choice, punctuation, misplaced or dangling modifiers and so on; and the point of view is appropriate or consistent in each of the poems.
---	---	---	--	---	---

STUDENT'S GRADE FOR FOUR OF THE PORTFOLIO POEMS: _____

FEEDBACK ON THE POEMS: