

**BESS STREETER ALDRICH POETRY CONTEST**

**JUDGES' RUBRIC**

| <b>CATEGORY</b>         | <b>4</b>   | <b>3</b>  | <b>2</b>   | <b>1</b>  |
|-------------------------|--|---|--|---|
| Focus on Theme          | The entire poem is related to the theme and allows the reader to understand much more about the theme.   | Most of the poem is related to the theme. The poem wanders off at one point, but the reader can still learn something about the theme.                                | Some of the poem is related to the theme, but the reader does not learn much about the theme.  | No attempt has been made to relate the poem to the assigned theme.  |
| Poetic Techniques       | Effectively uses poetic techniques and figurative language to reinforce the theme.   | Uses poetic techniques and figurative language to reinforce the theme.  | Uses some poetic techniques and figurative language to reinforce the theme.  | Uses few poetic techniques or figurative language.  |
| Sensory Details/Imagery | Many vivid, descriptive words are used. The reader can picture the imagery in the poem.  | Some vivid, descriptive words are used. The reader can somewhat picture the imagery in the poem.  | The reader can figure out what to picture in the poem, but the author didn't supply much detail.   | The reader has trouble figuring out what imagery the poem is using and what the author wants him/her to picture.                            |
| Meaning & Originality   | The poem is creative and original. It is evident the poet put thought into their words and uniquely conveyed their ideas and emotions.               | The poem is thoughtful and creative. A couple of phrases or ideas may be revisited, but the overall product is carefully written.                                     | Most of the poem is creative, but appears to be rushed, which is evident in the poet's redundancy or use of cliches.                           | The poem appears to be thoughtless or rushed. The poem is repetitive and ideas are unoriginal.  |
| Language conventions    | The poem has appropriate/grade-level spelling, grammar, and punctuation; contains few, if any errors that interfere with the reader's understanding. | The poem has mainly appropriate/grade-level spelling, grammar, and punctuation; may contain a couple of errors that do not interfere with the reader's understanding. | The poem may contain several grade-level appropriate spelling, grammar, and punctuation errors that interfere with the reader's understanding. | The poem contains frequent and numerous errors in spelling, grammar, and punctuation errors that interfere with the reader's understanding. |