

ITBE Poetry Contest

Bio Poem

This is your rough draft (sloppy copy)

Line 1: Write your first name

Line 2: List four adjectives that describe you.

Son/Daughter of _____

Line 3: Choose son or daughter. What is/are your parent(s') occupation(s)?

Alternative: What is/are your parent(s') first name(s)?

Love of _____

Line 4: What are 3 activities or hobbies that you like to do?

Who feels _____

Line 5: What are the 3 different feelings that you experience? When or where are

you when you feel this way?

Who dreams to be _____

Line 6: What do you want to be when you grow up? Why?

Who fears _____

Line 7: List 3 fears that you have. What do you fear?

Who would like to see _____

Line 8: Share one place you would like to visit and why.

Who lives _____

Line 9: Don't just give the town you live in. Describe the setting of the town/city/state that you live in.

Updated December 8, 2019

Bio Poem

(This page may be turned in as your final copy. It may be typed or handwritten.)

Line 1

Line 2

Son/Daughter of _____

Line 3

Love of _____

Line 4

Who feels _____

Line 5

Who dreams to be _____

Line 6

Who fears _____

Line 7

Who would like to see _____

Line 8

Who lives _____

Line 9

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**ITBE Poetry Contest
Bio Poem
Rubric**

 / 1 Line 1 Student writes first name only

1 point	0 points
Student spells first name correctly.	Student writes last name or misspells first name.

 / 3 Line 2 Adjectives (, , , and)

3 points	2 points	1 point	0 points
Uses at least 2 commas, uses the word "and" appropriately, & at least 3 adjectives are linguistically complex	Uses at least 1 comma, uses the word "and" appropriately, at least 2 adjectives are linguistically complex	Uses at least 1 comma, uses the word "and" appropriately, & uses 4 adjectives that are common choices	Does NOT use commas or linguistically complex adjectives

 / 2 Line 3 (Son/Daughter) of .

2 points	1 point	0 points
Lists hobbies or occupations of at least one parent	Lists the name of at least one parent	Does NOT list the name of a parent

 / 3 Line 4 Love of , , and . (3 activities or hobbies)

3 points	2 points	1 point	0 points
Uses at least 1 comma, uses the word "and" appropriately, & writes at least 3 activities or hobbies that the student enjoys. These can be detailed phrases or words.	Uses at least 1 comma, uses the word "and" appropriately, & writes at least 3 activities or hobbies that the student enjoys. These can be common phrases or words.	Uses at least 1 comma, uses the word "and" appropriately, & writes at least 3 activities or hobbies that the student enjoys. Must have at least 3 words.	Uses no commas. OR Does NOT use the word "and" appropriately. OR Writes 2 or less activities or hobbies.

 / 3 Line 5 Who feels when , while , and in .

3 points	2 points	1 point	0 points
Writes 3 different feelings that the student has experienced. Line 5 also tells when or where the student was when they experienced each feeling. Student uses words like when, while, in, during, etc. for <u>each</u> feeling. All 3 descriptions are detailed and use linguistically complex language.	Writes 3 different feelings that the student has experienced. Line 5 also tells when or where the student was when they experienced each feeling. Student uses words like when, while, in, during, etc. for at least 2 feelings. At least 2 descriptions are detailed and use linguistically complex language.	Writes 3 different feelings that the student has experienced. Line 5 also tells when or where the student was when they experienced each feeling at least once. Student uses words like when, while, in, during, etc. for at least 1 feeling. At least 1 description is detailed and uses linguistically complex language.	Writes less than 3 feelings. OR Student does not write where the student was when they experienced each feeling. OR Student does not have a detailed description.

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Rubric (continued)**

_____ / 3 Line 6 Who dreams to be _____ because _____.			
3 points	2 points	1 point	0 points
Shares what student wants to be when he/she grows up and explains why student dreams to accomplish this. All 3 descriptions are detailed and use linguistically complex language.	Shares what student wants to be when he/she grows up and explains why student dreams to accomplish this. At least 2 descriptions are detailed or use linguistically complex language.	Shares what student wants to be when he/she grows up and explains why student dreams to accomplish this. At least 1 description is detailed or uses linguistically complex language.	Attempts to share what student wants to be when he/she grows up, but not clearly communicated. <u>OR</u> Does not provide detailed description.

_____ / 3 Line 7 Who fears _____, _____, and _____.			
3 points	2 points	1 point	0 points
Lists 3 fears, uses 2 commas, & uses the word "and" appropriately. The linguistic complexity of all 3 fears are detailed phrases or specialized words.	Lists 3 fears, uses at least 1 comma, & uses the word "and" appropriately. The linguistic complexity of at least 2 fears are detailed phrases, or specialized words. At least one of the fears uses general / common phrases or words.	Lists 3 fears, uses at least 1 comma, & uses the word "and" in the list of fears. Linguistic complexity: student writes general / common phrases or words that lack detail.	Does NOT list 3 fears <u>OR</u> All of the words student uses are general / common words that lack detail.

_____ / 2 Line 8 Who would like to see _____.		
2 points	1 point	0 points
Shares one place the student would like to visit and states the reason. Student uses a conjunction word like because, when, while, etc. The description is detailed and uses linguistically complex language.	Shares one place the student would like to visit and states the reason. Student uses a conjunction word like because, when, while, etc. The description is complete but uses general / common language.	Shares one place the student would like to visit, but does NOT state the reason. <u>OR</u> The description is incomplete or lacking in some way.

_____ / 2 Line 9 Who lives _____.		
2 points	1 point	0 points
Describes the setting of the town/city/state that student lives in. The description is detailed and uses linguistically complex language.	Writes the name of the town/city/state student lives in, but does not describe the town/city/state.	Writes the town/city/state, but judge is unable to determine the town/city/state. <u>OR</u> Does not describe the location.

**See next page for the rest of the rubric.
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_____ / 3 Using Voice. The poem uses language that engaged the reader and revealed the writer's personality in the poem.

3 points = The poem engaged the reader and the writer's personality was evident.

2 points = The poem engaged the reader OR the writer's personality was evident.

1 point = The poem attempted to engage the reader OR reveal the writer's personality.

_____ / 25 Total Points

