

**ITBE Poetry Contest
Acrostic Rubric Guidelines**

Directions for submitting your Acrostic poetry entries:

First, score all of the poems submitted from each grade level that you teach. Next, rank your poems. Please submit the top 5 entries for each grade level. Be sure to send a cover sheet with each student's entry. The following attributes must be included in the poem.

_____ **A. The subject of the acrostic poem is written vertically one letter at a time in a column. Each vertical letter begins a word, a phrase, or a sentence in each line of a poem.**

2 points = Perfect

1 point = Subject not spelled correctly OR The vertical letter is not at the beginning of the word, phrase, or sentence of each line.

0 points = Both the subject and vertical expectations are not written correctly.

_____ **B. There should be NO repetitive words in the poem.**

2 points = No words repeat

1 point = 1 word repeats

0 points = 2 + words repeat

_____ **C. 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.

_____ **D. Creative/linguistically complex words or phrases are used. The student shows knowledge & use of specialized words in his/her poem.**

3 points = There are at least 80% words that show linguistic complexity.

2 points = There are at least 60% words that show linguistic complexity.

1 point = There are at least 40% words that show linguistic complexity.

0 points = Less than 40% of the words show linguistic complexity or are common words

_____ **E. Words are spelled correctly. (The exception is the letter "X". If a word, phrase, or sentence has an "X" sound in the first syllable of the word then it doesn't need to be spelled correctly because of the difficulty of finding words that start with "X" that relate to this topic.)**

1 point = 0 to 1 spelling errors

0 points = 2 + spelling errors

_____ **F. Each word, phrase, or sentence describes the topic.**

2 points = All of the words describe/support the topic.

1 points = At least 90 % of the words describe/support the topic.

0 point = 80 % or less of the words describe/support the topic.

_____ / 13 **Maximum Number of points**

Revised on October 18, 2015

ACROSTIC Rubric Guidelines (cont'd)

Sample Topics Include:

F	C	H	P	C	F	E	H
I	H	A	A	O	O	I	A
R	R	L	S	U	O	D	N
S	I	L	S	N	D	A	B
T	S	O	O	T		L	O
	T	W	V	R		F	K
N	M	E	E	I		I	
A	A	E	R	E		T	
M	S	N		S		R	
E							

Steps to take in order to prepare your entries for the poetry contest.

1. Students may only submit one poem into the poetry contest.
2. Assess all of the poems that your students submit. **Use the Scoring sheet to pick your top 5 entries for each grade level.** For example, if you work with more than one grade then you can submit five entries for each grade you teach in the Acrostic poem category. You don't need to send in your Scoring Sheet.
3. Complete an entry sheet for each student in your top 5.
4. Be sure the student only uses their first name on the poem (if they decide to use their name). Darken out the last name OR have the student edit the poem. *(For example a 2nd grader works really hard on handwriting their poem and after you instructed them not to put their name on the paper, they still do. That's when the last name needs to be darkened with a marker.)*
5. If you are mailing the entries: Please paper clip each entry sheet on top of the appropriate poem and place in the envelope. Be sure to include the title of the poem on the cover sheet to help avoid confusion. *Please do not staple the documents.*

If you are sending the entries via email: Be sure to attach the documents as a Word document or a PDF file. To avoid confusion between entries, save the documents using the title of the poem and cover sheet using the title of the poem OR student's first name.

6. An email will be sent verifying that all of the entries were received.

Grade: _____

Acrostic Scoring Sheet

(Use one per grade level that you teach.)

	Name	A S & V	B Repetitions	C Voice	D Complexity	E Spelling	F Topic	Total Points	Place- ment
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									

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 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.

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

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.

ITBE Poetry Contest

Bio Poem

Rubric (continued)

____ / 3 Line 6 3 points	Who dreams to be ____ because ____. 2 points	1 point	0 points
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

____ / 3 Line 7 3 points	Who fears ____, ____, and ____. 2 points	1 point	0 points
<p>Lists 3 fears, uses 2 commas, & uses the word "and" appropriately. The linguistic complexity of all 3 fears are detailed phrases or specialized words.</p>	<p>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.</p>	<p>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.</p>	<p>Does NOT list 3 fears <u>OR</u> All of the words student uses are general / common words that lack detail.</p>

____ / 2 Line 8 2 points	Who would like to see ____. 1 point	0 points
<p>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.</p>	<p>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.</p>	<p>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.</p>

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

See next page for the rest of the rubric.

Bio Poem

_____ / 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

ITBE Poetry Contest Diamante Worksheet

Title: _____

(Title of 1st Topic)

(Title of 2nd Topic)

1 noun (1st topic)

1 adjective (1st topic)

1 adjective (1st topic)

1 verb (1st topic)

1 verb (1st topic)

1 verb (1st topic)

1 noun (1st topic)

1 noun (1st topic)

1 noun (2nd topic)

1 noun (2nd topic)

1 verb (2nd topic)

1 verb (2nd topic)

1 verb (2nd topic)

1 adjective (2nd topic)

1 adjective (2nd topic)

1 noun (2nd topic)

This worksheet is intended to help the student use the correct format for the Diamante poem. Applicants are expected to type or handwrite the poem on a separate piece of 8 ½ " x 11 " paper.

ITBE Poetry Contest Diamante Rubric Guidelines

*Diamante (dee ah MAHN tay) is a French word meaning diamond.
The following attributes must be included in the poem.*

_____ / 1 **Shape:** The poem is shaped like a diamond. (1 point = yes / 0 points = no)

_____ / 1 **Lines:** There are 7 lines in the poem. (1 point = yes / 0 points = no)

_____ / 16 **Speech:** 6 nouns, 4 adjectives, 6 verbs, appear in the correct order.
(Student receives one point for each word that is the correct part of speech & appears in the correct order.)

Line 1:	1 noun
Line 2:	1 adjective, 1 adjective
Line 3:	1 verb, 1 verb, 1 verb
Line 4:	1 noun, 1 noun, 1 noun, 1 noun
Line 5:	1 verb, 1 verb, 1 verb
Line 6:	1 adjective, 1 adjective
Line 7:	1 noun

_____ / 2 **Contrast:** There are 2 contrasting topics in the poem. The poem compares the student's culture to American culture.
2 points = Yes there are two topics.
0 points = no there aren't two topics.

_____ / 1 **Spelling:** All words are spelled correctly. (1 point = yes / 0 points = no)

_____ / 3 **Topic:** Each word or phrase relates to the topic.
3 points = 15 – 16 words relate to the topic.
2 points = 13 – 14 words relate to the topic.
1 point = 12 - 11 words relate to the topic.
0 points = 10 words or less relate to the topic.

_____ / 3 **Linguistic Complexity** – use specialized words, not common words
(Judges are looking for writers that use descriptive words versus common words.
Example: "beautiful" is descriptive where as "pretty" is more common.)
Don't worry if your students' writings aren't using a lot of specialized words.
They are competing against other ELL/bilingual students.

3 points = 13 – 16 words are specific, specialized vocabulary
2 points = 9 – 12 words are specific, specialized vocabulary
1 point = 8 – 11 words are specific, specialized vocabulary
0 points = 0 - 10 or less words are specific, specialized vocabulary

_____ / 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.

_____ / 30 **Total points**
Be sure to download the Diamante Worksheet to help guide your students.

ITBE Poetry Contest Haiku Poem Guidelines

A Haiku is a Japanese poem about nature.

The following attributes must be included in the poem.

_____ / 1 **Format.** The poem must consist of three lines.

1 point	0 points
The poem consists of 3 lines.	The poem does not have 3 lines.

_____ / 1 **First Line.** The first line is 5 syllables long.

1 point	0 points
The first line has 5 syllables.	The first line does not have 5 syllables.

_____ / 1 **Second Line.** The second line is 7 syllables long.

1 point	0 points
The second line has 7 syllables.	The second line does not have 7 syllables.

_____ / 1 **Third line.** The third line is 5 syllables long.

1 point	0 points
The third line has 5 syllables.	The third line does not have 5 syllables.

_____ / 3 **Description.** The entry must describe nature within the student's first country or his/her perspective of nature in the United States. Ideas can include, but not limited to the weather, trees, plants, water, mountains, etc.

3 points	2 points	0 points
The description clearly describes nature in all 3 lines.	The student attempts to describe nature but one line lacks a description of nature.	The student attempts to describe nature in one line or less.

_____ / 5 **Content.** Applicants will be judged on the content of the poem. The 2012 WIDA Performance Indicators will be used. Please download from ITBE's website.

5 points	4 points	3 points	2 points	0 points
Bridging	Expanding	Developing	Emerging	Entering

_____ / 3 **Using Voice.** 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.

_____ / 15 **Total points**

Grade: _____

Haiku Poem Scoring Sheet

	Name	Format	First Line	Second Line	Third Line	Description	Content	Using Voice	Total Points	Placement
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
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21										
22										
23										
24										
25										

First grade all of your poetry entries. Next rank your entries. Finally submit your top 5 Haiku entries for each grade you teach.

ITBE Poetry Contest Open Poem Rubric Guidelines

The following attributes must be included in the poem.

1. The poem cannot be more than 25 lines. It needs to fit on one 8 $\frac{1}{2}$ x 11" piece of paper.
2. Applicants will be judged on the content of the poem. The WIDA Performance Definitions will be used to score each poem.
3. The entry must relate to the student's culture or his/her perspective of American culture or his/her experience within either culture (compare/contrast).
4. The open poem category includes poems with structure or no structure! Structured poems include Limericks, Clerihew, etc.
5. Haiku, Diamante, Bio and Acrostic poems will *not* be allowed in this category.
6. The following are some ideas:
 - Metaphors / Similes could be incorporated into the poem.
 - A Rap.
 - A Song.
 - A Poem about your feelings.
 - A Poem about your observations of a culture.
 - An Exaggeration of a culture.
 - A poem that rhymes.

Rubric for Open Poems

The 2012 WIDA Performance Definitions will be used to score the poem.
(See document posted on ITBE's website.)

_____ / 5 **Linguistic Complexity**

Judges will look at the organization of ideas, coherent expression of ideas, & complexity of the sentences.

_____ / 5 **Language Forms & Conventions**

Judges will look at grammatical structure & sentence patterns.

_____ / 5 **Vocabulary Usage**

Judges will look at content area language, vocabulary, & shades of meaning.

_____ / 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.

_____ / 18 **Total points**

Grade: _____

Open Scoring Sheet

First grade all of your poetry entries. Next rank your entries.
Finally submit your top 5 Open Poem entries for each grade you teach.

	Name	Linguistic Complexity	Language Forms & Conventions	Vocabulary Usage	Using Voice	Total Points	Placement
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
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24							
25							