

## Idaho Day Poetry Writing Contest—Senior Division (Gr.7-12)

Write an original poem using the theme, “Romance Lies in Her Name”. Your poem may be typed or written. Below is the scoring criteria for the contest. To enter the contest, please submit your poem to Todd Brown, Idaho Falls School District 91 Administration building, 690 John Adams Pkwy. by 5:00 p.m., January 30, 2015. Please include your name and phone number on the back of the entry. Contest entries may be displayed during the local Idaho Day Celebration event planned for March 4, 2015. The contest winner will be invited to read his/her poem during the Idaho Day Celebration event. A cash prize will be given to the contest winner.

CATEGORY	4	3	2	1
<b>Theme</b>	All aspects of the poem integrate theme with sophistication.	Most aspects of the poem successfully integrate theme.	Some aspects of the poem successfully integrate theme while others seem arbitrary.	Connection to theme is limited or extremely vague.
<b>Captivating</b>	Captivates and involves the reader deeply.	Well focused and interests the reader throughout.	Some focus, but lacks continuity.	Unfocused; author seems unsure of direction.
<b>Diction and Details</b>	Diction is exceptionally fresh and original. There are no clichés; diction is specific and purposeful; rich, unique details are used to vividly show the readers the poem's world.	Diction is original and generally free of clichés; diction is specific; specific details are used to show the readers the poem's world	Diction is sometimes clichéd or repetitive; much of the poem is vague or awkwardly worded; details are sometimes used to show, but there is a great deal of telling.	Diction is clichéd and/or repetitive; the poem is too vague, too generalized, and/or too awkwardly worded; there are few details or details lack the specificity to show rather than tell.
<b>Voice</b>	A compelling and engaging voice is evident in the poem; the reader can infer how the author thinks or feels about the subjects or ideas explored in the poem.	The writer's personal voice is fairly evident; the reader can mostly infer how the author thinks or feels about the subjects or ideas explored in the poem.	Some sense of the writer's personal voice is evident; the reader can occasionally infer how the author thinks or feels about the subjects or ideas explored in the poem.	Little or no personal voice is evident; the reader has difficulty inferring how the author thinks or feels about the subjects or ideas explored in the poem.
<b>Form</b>	The structure is	The structure is	The structure	The structure does

	intentional and meaningfully connects to the content.	linked to content in a clear way	loosely relates to content.	not relate to the content.
<b>Conventions</b>	The poem contains no errors; the writer shows a clear understanding of the rules of capitalization, punctuation and spelling OR consistency and intentionality in breaking the rules.	The poem contains few errors; the writer shows understanding of the rules of capitalization, punctuation and spelling OR consistency and intentionality in breaking the rules.	The poem contains some errors; the writer shows some understanding for the rules of capitalization, punctuation, and spelling OR some consistency and intentionality in breaking the rules	Poem contains numerous errors that compromise meaning; writer shows little understanding for the use OR manipulation of conventions in writing.

(adapted from Lexington, MA High School Poetry Rubric)