

St. Aidan Catholic Elementary School 2nd Annual Poetry Competition
Friday, April 30th & Monday, May 3rd, 2010

Coordinators: D. Tonon & T. Condotta
Judges: G. Castellarin & D. Tonon
Method of Evaluation: Rubric (see attached for criteria)

Rules: Teachers have been assigned the number of representatives for their class. It is the classroom teacher who decides which students will represent their class. Students will be judged at the divisional level performances. A winner from each grade level will be recognized at the designated division level performance. Grade winners will present to the entire school on **Monday, May 3rd 2009** at 1:00 pm following the Virtue Ceremony in the gymnasium.

Poem length shall vary for each grade. Students representing intermediate grades shall recite poems that are a minimum of 16 lines in length. Students representing junior grades shall recite poems that are a minimum of 12 lines in length. Students representing primary grades shall recite poems that are varied in length (no minimum number of lines required).

Important Dates:

April 30th **A list of student names is to be submitted to Tom prior to April 27th.**
The list should indicate all students who are representing your class in the poetry festival. Please indicate students full name, grade level and the title of the poem they will be performing.

April 30th **Junior Performance at 8:45 am in the Library**

T. Condotta	–	2 grade six representatives
J. Cataldo	–	2 grade six representatives
C. Julien-Douse	–	2 grade five representatives
C. Agusta	–	2 grade five & 2 grade four representatives
J. Gill	–	2 grade four representatives

April 30th **Intermediate Performance at 10:40 am in the Library**

K. Yates	–	2 grade eight representatives
T. Costabile	–	2 grade eight & 2 grade seven representatives
T. Trentadue	–	2 grade seven representatives

April 30th **Primary Performance at 12:30 pm in the Library**

D. Sousa	–	2 grade three representatives
A. Murray	–	2 grade three representatives
K. Morrison	–	2 grade three & 2 grade two representatives
L. Tran	–	2 grade two representatives
A. Galea	–	2 grade one & 2 grade two representatives
D. Maheu	–	2 grade one representatives
S. Braga	–	2 grade one representatives

May 3rd **School Performance at 9:00 am in the Gymnasium**

The winner from each grade level competition will present to the entire school.

St. Aidan Poetry Competition 2009

April 30th Junior Performance at 8:45 am in the Library

Grade	Teacher	Student Name	Title of Poem
4	J. Gill		
4	J. Gill		
4	C. Agusta		
4	C. Agusta		
5	C. Agusta		
5	C. Agusta		
5	C. Julien		
5	C. Julien		
6	J. Cataldo		
6	J. Cataldo		
6	T. Condotta		
6	T. Condotta		

April 30th Intermediate Performance at 10:40 am in the Library

Grade	Teacher	Student Name	Title of Poem
7	T. Trentadue		
7	T. Trentadue		
7	T. Costabile		
7	T. Costabile		
8	T. Costabile		
8	T. Costabile		
8	K. Yates		
8	K. Yates		

April 30th Primary Performance at 12:30 pm in the Library

Grade	Teacher	Student Name	Title of Poem
1	S. Braga		
1	S. Braga		
1	D. Maheu		
1	D. Maheu		
1	A. Galea		
1	A. Galea		
2	A. Galea		
2	A. Galea		
2	L. Tran		
2	L. Tran		
2	K. Morrison		
2	K. Morrison		
3	K. Morrison		
3	K. Morrison		
3	A. Murray		
3	A. Murray		
3	D. Sousa		
3	D. Sousa		

Rubric - St. Aidan Catholic Elementary School Poetry Competition 2012

Name: _____

Grade: _____ Teacher: _____

	Level 1	Level 2	Level 3	Level 4
Speaks Clearly	<ul style="list-style-type: none"> • Often mumbles or can not be understood • Paced too fast • Mispronounces more than one word. 	<ul style="list-style-type: none"> • Speaks clearly and distinctly most of the time • Pace is adequate • Mispronounces no more than one word. 	<ul style="list-style-type: none"> • Speaks clearly and distinctly all the time • Paced with considerable effectiveness. 	<ul style="list-style-type: none"> • Speaks clearly and distinctly all the time • Paced with outstanding effectiveness • Does not mispronounce any words.
Posture & Eye Contact	<ul style="list-style-type: none"> • Slouches and/or does not look at people during the presentation. 	<ul style="list-style-type: none"> • Sometimes stands up straight and establishes some eye contact. 	<ul style="list-style-type: none"> • Stands up straight and establishes eye contact with audience. 	<ul style="list-style-type: none"> • Stands up straight looks relaxed and confident. • Establishes eye contact with audience.
Verbal Expression	<ul style="list-style-type: none"> • Very little use of facial expression or body language. • Did not generate much interest in topic. 	<ul style="list-style-type: none"> • Some attempt to use facial expressions and body language to generate some enthusiasm. 	<ul style="list-style-type: none"> • Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic. 	<ul style="list-style-type: none"> • Facial expressions and body language generate a strong interest and enthusiasm about the topic.
Elements of Poetry	<ul style="list-style-type: none"> • Little or no use of sensory details, figurative language, or sound devices. • Word choice may be misused or unclear. 	<ul style="list-style-type: none"> • Some use of figurative language and sound devices, such as rhyme, alliteration, or onomatopoeia, which may be overused or underused. • Word choice may be repetitive or imprecise. 	<ul style="list-style-type: none"> • Consistent use of sensory details and figurative language; sound devices, such as rhyme, alliteration, or onomatopoeia. • Most word choices are precise. 	<ul style="list-style-type: none"> • Sensory details and figurative language create vivid images that contribute significantly to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, are used effectively and contribute to the meaning of the poem. • Word choice is vivid and exact throughout.
Organization & Overall Impact	<ul style="list-style-type: none"> • Form of poem is not appropriate to the subject. • Poem does not enable the reader to see, hear, feel, or think about the subject. • Use of poetic devices is random and disjointed. 	<ul style="list-style-type: none"> • Form of poem is sometimes appropriate to the subject. • Poem enables the reader to see, hear, feel, or think about the subject, but is accomplished through worn out images, or other predictable choices. 	<ul style="list-style-type: none"> • Form of poem is appropriate to the subject. • Poem enables reader to see, hear, feel, or think about the subject. • Use of poetic devices is consistent and fluid. 	<ul style="list-style-type: none"> • Form of poem is appropriate to the subject. • Poem enables reader to see, hear, feel, or think about the subject. • Consistency and fluidity highly effective.