Bio Poem

Structure

(Line 1) First name
(Line 2) Three or four adjectives that describe the person
(Line 3) Important relationship (daughter of . . . , mother of . . . , etc)
(Line 4) Two or three things, people, or ideas that the person loved
(Line 5) Three feelings the person experienced
(Line 6) Three fears the person experienced
(Line 7) Accomplishments (who composed . . . , who discovered . . . , etc.)
(Line 8) Two or three things the person wanted to see happen or wanted to experience
(Line 9) His or her residence
(Line 10) Last name

Example
Rosa
Determined, brave, strong, loving
Wife of Raymond Parks, mother of all children
Who loved equality, freedom, and the benefits of a good education
Who hated discrimination, loved to stand up for her beliefs, and loved to help others
Who feared that racism would continue, feared losing the opportunity to make a difference, and feared that young people might lose opportunities to develop strength and courage
Who changed history as she accomplished great strides for equality and encouraged excellence for all
Who wanted to see love triumph and see an end to all bias and discrimination in a world in which respect is freely given to all
Born in Alabama and living in Detroit
Parks

Optional lines
Born in _____________
Born on _____________
Who is married to _____________
Who is the son/daughter of _____________
Who is the brother/sister of _____________
Who is the niece/nephew of _____________
Who is the grandson/granddaughter of _____________
Who loves _____________
Who hates _____________
Who feels _____________
Who enjoys _____________
Who likes _____________
Who takes _____________
Who gives _____________
Who keeps _____________
Who desires _____________
Who plays _____________
Who works at _____________
Who eats _____________
Who reads _____________
Who dreams of _____________
Who changes _____________
Who worries about _____________
# BIO POEM WRITING RUBRIC

<table>
<thead>
<tr>
<th>Follows the directions for a bio poem</th>
<th>1 - Below Grade Level: Skills are limited, support is often needed.</th>
<th>2 - Approaching Grade Level: Skills are near grade level expectations, but some support is needed.</th>
<th>3 - At Grade Level: Skills are at grade level. No support needed; able to work independently.</th>
<th>4 - Above Grade Level: Skills are above expectations for grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Student completes only a few or none of the component statements</td>
<td>□ Student completes most component statements, or completes all with assistance.</td>
<td>□ Student completes all component statements.</td>
<td>□ Student completes all component statements.</td>
<td></td>
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</tbody>
</table>

## Content

- □ Character is not reflected in the poem.  
  - No creativity shown.  
  - Very little to no knowledge of the character is evident.
- □ Character is partially reflected in the poem.  
  - Some creativity is apparent.  
  - Some knowledge of the character is evident.
- □ Character is reflected in the poem.  
  - Creativity is apparent.  
  - Knowledge of the character is evident.
- □ Character is thoroughly reflected in the poem.  
  - High level of creativity is apparent.  
  - Demonstrates a strong knowledge of the character.

## Language: Grammar and Usage

- □ Many word choice, punctuation, and usage errors  
  - Numerous grammar errors  
  - Many misspelled words  
  - Written phrases and sentences lack clarity or coherence.
- □ Some word choice, punctuation, and usage errors  
  - Some grammar errors  
  - Some misspelled words  
  - Some written phrases and sentences are clear and coherent.
- □ No more than one or two word choice, punctuation, or usage errors  
  - No more than one or two grammar errors  
  - No more than one or two misspelled words  
  - Most written phrases and sentences are clear and coherent.
- □ No word choice, punctuation, or usage errors  
  - No grammar errors  
  - No misspelled words  
  - All written phrases and sentences are clear and coherent.

## Presentation and Publication

- □ Poem is difficult to read.  
  - If typed, font, type style and color is inappropriate.
- □ Poem is mostly legible.  
  - If typed, two poor choices in font, type style or color.
- □ Poem is legible.  
  - If typed, either font, type style or color is inappropriate.
- □ Poem is legible and pleasing to read.  
  - If typed, good choices for font, type style and color.  
  - Adds additional enhancements, such as picture or graphic elements.