

Zeta Phi Beta & Delta Sigma Theta in conjunction with Inkster Prep is Sponsoring Our 1st Annual Black History Month Art, Essay and Poetry Contest and Celebration.

ALL Inkster Preparatory Students in grades K through 7 can participate

Essays, Art or Poetry are due to the Inkster Main Office no later than Friday, February 18, by 3 p.m.

All entries must include: students name, age, grade, school, teacher and contact number.

Winners will be formally announced and awarded their prizes at the Virtual Celebration on Monday, February 28, at 5 p.m. A link will be sent out.

For contestants: Please choose one or two of the following topics:

Essay 1: Write an essay about any African American past or present (both famous and not so famous) and why you think that he or she should receive the Nobel Peace Prize. (One winner per grade level)

Essay 2: Write an essay about any African American past or present (both famous and not so famous) and explain why you would like to grow up to be like that person. (One winner per grade level)

Essay 3: African Americans have been depicted in many wonderful nonfiction books written by African American authors. Read a Young Adult Fiction title and imagine that you are one of the African American characters in the story, how would you relate to the same difficult situation that the character faces and why. (One winner per grade level)

Poem: Write a poem about an African American person or a special event in African American history. (One winner per grade level)

Art: Create a drawing or an original piece of work about an African American person or a special event in African American History. (One winner per grade level)

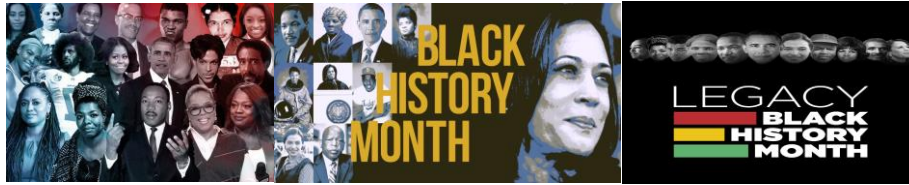
All essays must be typed and have a cover page with, name, school, grade and teacher's name

For more information contact:

IPA Main Office, 27355 Woodsfield St., Inkster, MI Phone: 313-273-3825

Scoring rubrics are listed on the back for grades 2-7. Grades K-1 will be scores on effort, work, striving, and willingness to try.

The Inkster chapter of Delta Sigma Theta and Zeta Phi Beta will score the competitions and issue prizes on February 28 during the **African American History Month Virtual Celebrations** on Zoom. Top prizes include \$25 gift cards and student choices of Five and Below gifts.



ESSAY WRITING RUBRIC

For each criterion listed, score the essay on a scale of 1-5, with 5 being the best score. Use a separate form for each essay. Do not score in decimals or fractions – whole numbers only. 5=Excellent 4=Above Average 3=Average 2=Below Average 1=Poor/Incomplete

Criteria	5 Excellent	4 Above average	3 Average	2 Below average	1 Poor	Score
Understanding of the topic: To what extent did the writer demonstrate a clear understanding of the question and respond with details about his/her experience?	In-depth understanding; key concepts related to the question and the story are identified and fully defined; excellent use of literary techniques such as comparison and contrast	Key concepts related to the question and the story are adequately identified and defined; average use of literary techniques to describe viewpoints	Key concepts are partially identified and defined; statement that viewpoints exist but little use of supporting details	Some concepts are identified but not defined; lack of reference to any viewpoints	Complete lack of reference to the question and the story; irrelevant information; unsupported statements, incomplete details	
Original thinking relative to the topic: To what extent was the original thinking relative to the subject?	Fully, relative to the topic	Mostly relative to the topic without errors	Partially relative with minor errors	Somewhat relative with significant errors	Not relative to the topic at all	
Effectiveness in presenting a point-of-view: To what extent did the writer present his/her point of view?	Point-of-view fully presented and supported by many facts	Point-of-view presented and supported with some facts	Point-of-view expressed but limited use of factual information	Point-of-view presented without use of supporting facts/opinion only	Facts are inaccurate Point of view not present	
Literary style, grammar and spelling	Literary style completely clear and effective, excellent grammar and spelling Varied sentence structure, essay well developed and cohesive	Literary style partially clear and effective, good grammar & spelling Sentence structure somewhat varied; essay well developed and cohesive	Use of literary technique to convey main ideas but lacking clarity Sentence structure lacks variety but essay mostly developed	Lacks use of literary technique Many errors in grammar and spelling	Irrelevant and/or erroneous information, main ideas unclear, illegible, grammar and spelling errors consistent throughout essay	

ART SCORING RUBRIC

Extraordinary 5 (N/A)	Above average 4 (N/A)	Average 3 (N/A)	Below average 2 (N/A)	Poor 1 (N/A)
Extraordinary The artwork is planned carefully; understanding of all concepts and instructions is clearly shown.	Above average The artwork is planned carefully; understanding of most concepts and instructions is shown.	Average The artwork is planned adequately; understanding of some concepts and instructions shown.	Below average The artwork shows little evidence of understanding the concepts and instructions.	Poor The artwork shows no understanding of the concepts and instructions.
Extraordinary The artwork shows outstanding craftsmanship, with clear attention to detail.	Above average The artwork shows good craftsmanship, with some attention to detail.	Average The artwork shows average craftsmanship and attention to detail.	Below average The artwork shows below average craftsmanship and little attention to detail.	Poor The artwork shows poor craftsmanship and no attention to detail.
Extraordinary The artwork demonstrates original personal expression and outstanding problem solving skills.	Above average The artwork demonstrates some personal expression and logical problem solving skills.	Average The artwork demonstrates an average amount of personal expression.	Below average The artwork demonstrates little personal expression and problem solving skills.	Poor The artwork lacks evidence of personal expression.
Extraordinary The student put forth extraordinary effort to complete the project well as possible; used class time extremely well.	Above average The student put forth the effort required to complete the project well; used class time well.	Average The student put forth the effort required to finish the project; used class time adequately.	Below average The student put forth the effort required to finish the project; used class time adequately.	Poor The student put forth no effort or the project was not completed; class time was not used well.
Extraordinary The student is always willing to complete assigned tasks and help set up and clean up projects; works very well with others and makes the most use of studio time.	Above average The student is usually willing to complete assigned tasks and help set up and clean up projects; works well with others and utilizes the studio time.	Average The student is sometimes willing to complete assigned tasks and help set up and clean up projects; works somewhat well with others and uses minimum amount of studio time.	Below average The student is rarely willing to complete assigned tasks and help set up and clean up projects; sometimes works well with others, late to class or leaves early (without proper time allotted to project).	Poor The student does not show willingness to complete assigned tasks and help set up and clean up projects; does not work well with others. Late to class or leaves early (without proper time allotted to project).

POETRY SCORING RUBRIC



CATEGORY	Exceptional	Good Work	Developing	Beginning
Focus on Assigned Topic	The entire poem is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the poem is related to the assigned topic. The poem wanders off at one point, but the reader can still learn something about the topic.	Some of the poem is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the poem to the assigned topic.
Creativity	The poem contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The poem contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The poem contains a few creative details and/or descriptions, but they distract from the poem. The author has tried to use his imagination.	There is little evidence of creativity in the poem. The author does not seem to have used much imagination.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Title	Title is creative, sparks interest and is related to the poem and topic.	Title is related to the poem and topic.	Title is present, but does not appear to be related to the poem and topic.	No title.
Imagery	Many vivid, descriptive words are used. The reader can picture the imagery in the poem.	Some vivid, descriptive words are used. The reader can somewhat picture the imagery in the poem.	The reader can figure out what to picture in the poem, but the author didn't supply much detail.	The reader has trouble figuring out what imagery the poem is using and what the author wants him/her to picture.