

**The Atkins HS contest will be held on Tuesday, March 4
at 3:45 in Room 501.**

**Submissions are due to Mr. Plaster at
jsplaster@wsfcs.k12.nc.us no later than noon on
Monday, March 3.**

2025 High School Poet Laureate Overview

In conjunction with the Forsyth Education Partnership (FEP), the WS/FCS sponsors the High School Poet Laureate Program. The purpose of the program is to give high school poets a voice and celebrate their creativity by facilitating the selection of a Poet Laureate at each participating high school. From these students, a district-wide Poet Laureate will be chosen.

The guidelines for the Poet Laureate Program are as follows:

- All students in grades 9-12 are invited to submit poems to their school-level program.
- Students may write about any **school-appropriate topic** that inspires them. Please remind students that they will be reading their poems on live television, so they should make sure their content is publicly appropriate.
- Each school will submit the work of two outstanding poets to Melissa Agee by **March 5, 2025. magee@wsfcs.k12.nc.us**
- Each poem must be typed in a Google doc using 12 point Times New Roman font. **There is a 2 page length restriction.**
- Three evaluators, chosen by FEP, will evaluate the written submissions using the Poet Laureate rubric prior to the evening program.
- Entries will not be edited by WS/FCS staff or FEP volunteers and will be evaluated as submitted. Therefore, careful editing and proofreading are strongly encouraged.
- Poets will deliver their poems during an evening program on **April 10, 2025 at the WS/FCS Education Building** and will be evaluated against the Poet Laureate rubric by three evaluators.
- At the conclusion of the evening program, the district-wide Poet Laureate and a second and third place winner will be announced.

The two poets from each high school and their families are invited to the evening program where they will be recognized and receive certificates and chapbooks of all works submitted for the district-level program. Monetary prizes will be awarded to the three overall winners.

If you have questions about the program, please contact Melissa Agee at magee@wsfcs.k12.nc.us.



Winston-Salem/Forsyth County Schools Poet Laureate

Please complete the information below and send via school mail or email to Melissa Agee, Instructional Services, no later than **March 5, 2025**. Poetry submissions must be received electronically (magee@wsfcs.k12.nc.us) no later than March 5, 2025. Any submissions received after March 5 will not be considered eligible for the District-wide competition and will not be included in the WS/FCS Poet Laureate Chapbook.

Nomination Form

| |
|--|
| School: _____ |
| Nominee Name _____ Grade _____ |
| Title of Submitted Poem _____ |
| Nominee Email _____ |
| Home Address _____ |
| City _____ Zip Code _____ |

Publication Permission

The Forsyth Education Partnership in conjunction with WS/FCS has permission to publish my student's work in the chapbook for the 2025 Poet Laureate program. I understand the chapbook will be offered for purchase with the proceeds going to the Forsyth Education Partnership.

I understand that my student's work may be read at various functions of the participating organizations or included in online promotions and full credit will be given to my student and attending high school.

I understand that the performances will be videotaped, and I give permission for my student's video to be included on the Forsyth Education Partnership website.

Parent Signature _____

Written Evaluation

Poet Name: _____ Title of Poem: _____

| | Weak | Adequate | Good | Excellent |
|---|--|--|--|---|
| Create | 1-10 | 11-15 | 16-20 | 21-25 |
|  | <ul style="list-style-type: none"> Focus is unclear Figurative language is lacking or used ineffectively Use of rhythm, meter, or free verse is ineffective | <ul style="list-style-type: none"> Focus wavers occasionally Figurative language is used somewhat effectively Use of rhythm, meter, or free verse is occasionally effective | <ul style="list-style-type: none"> Focus is clear Figurative language is used effectively Use of rhythm, meter, or free verse is effective | <ul style="list-style-type: none"> Focus is clear and has impact Figurative language is used artfully Use of rhythm, meter, or free verse is sophisticated |
| Communicate | 0-20 | 21-30 | 31-40 | 41-50 |
|  | <ul style="list-style-type: none"> Reader is rarely emotionally engaged Choice of words, images, and details has limited sensory appeal Quality of word choice is limited Level of language shows a limited awareness of the intended audience Organization of lines and stanzas is ineffective in creating a focus | <ul style="list-style-type: none"> Reader is occasionally emotionally engaged Choice of words, images, and details has some sensory appeal Quality of word choice is inconsistent Level of language suits the intended audience to some degree Organization of lines and stanzas creates some unity but the focus is inconsistent | <ul style="list-style-type: none"> Reader is emotionally engaged Choice of words, images, and details has consistent sensory appeal Quality of word choice is economical Level of language is appropriate for the intended audience Organization of lines and stanzas creates a clear focus | <ul style="list-style-type: none"> Reader is emotionally engaged throughout Artful choice of words, images and details results in wide sensory appeal Quality of word choice is economical and sophisticated Level of language is skillfully adapted to suit the intended audience Organization of lines and stanzas creates a single, strong impression |
| Conventions | 1-10 | 11-15 | 16-20 | 21-25 |
|  | <ul style="list-style-type: none"> More than 4 spelling errors are present Use of mechanics is of limited effectiveness | <ul style="list-style-type: none"> 3-4 spelling errors are present Use of mechanics is occasionally effective | <ul style="list-style-type: none"> Only 1-2 spelling errors are present Use of mechanics is effective (e.g., punctuation for effect, use of line breaks) | <ul style="list-style-type: none"> No spelling errors are present Use of mechanics is highly effective |

Total Written Evaluation Score _____

Poet Name _____

Performance

| | Weak 0-5 | Adequate 6-10 | Good 11-15 | Excellent 16-20 |
|---|--|--|---|---|
| Physical Presence <input type="checkbox"/> | <ul style="list-style-type: none">• Student lacks confidence | <ul style="list-style-type: none">• Student is somewhat confident | <ul style="list-style-type: none">• Student is confident | <ul style="list-style-type: none">• Student is physically confident and comfortable during presentation |
| Voice and Articulation <input type="checkbox"/> | <ul style="list-style-type: none">• Some words are difficult to understand or hard to hear | <ul style="list-style-type: none">• Voice is somewhat articulate and easy to hear | <ul style="list-style-type: none">• Voice is articulate and easy to hear | <ul style="list-style-type: none">• Voice is expressive, articulate, and easy to hear |
| Appropriateness of Dramatization | <ul style="list-style-type: none">• Audience is not emotionally engaged | <ul style="list-style-type: none">• Audience is occasionally emotionally engaged | <ul style="list-style-type: none">• Audience is emotionally engaged | <ul style="list-style-type: none">• Audience is emotionally engaged throughout the presentation |
| Evidence of Understanding | <ul style="list-style-type: none">• Student lacks understanding of focus | <ul style="list-style-type: none">• Student demonstrates inconsistent understanding of focus | <ul style="list-style-type: none">• Student demonstrates clear understanding of focus | <ul style="list-style-type: none">• Student demonstrates sophisticated understanding of focus |

Total Performance Score _____

Total Written Score: _____

Total Performance Score: _____

Total Score: _____