

**WRITING AND PRESENTING POETRY ASSIGNMENT (Total 100 points) (2 separate rubrics shown below)**

**Speaking Rubric 50 points**

	<b>High Grades (13-10 points each)</b> High scoring students will do the following:	<b>Middle Grades (9-6 points each)</b> Middle scoring students will do the following:	<b>Low Grades (6-3 points each)</b> Low scoring students will do the following:	<b>Unacceptable (3-0 points each)</b>
<b>EXPRESSION</b>	Tone enhances the meaning of the poem. Tone of voice is dramatic and compelling. Audio (video) enhancements are interesting and appropriate.	Tone mostly enhances the meaning of the poem. Tone of voice is mostly dramatic and compelling. Audio (video) enhancements are mostly interesting and appropriate.	Tone somewhat enhances the meaning of the poem. Tone of voice is sometimes dramatic and compelling. Audio (video) enhancements are occasionally interesting and appropriate.	Tone fails to enhance the meaning of the poem. Tone of voice is neither dramatic nor compelling. Audio (video) enhancements are neither interesting nor appropriate.
<b>Score:</b>				
<b>Comments:</b>				
<b>ENUNCIATION</b>	Words of the poem are enunciated clearly. Structural elements of the poem are evident in the reading.	Words of the poem are usually enunciated clearly. Structural elements of the poem are usually evident in the reading.	Words of the poem are sometimes enunciated clearly. Structural elements of the poem are occasionally evident in the reading.	Words of the poem are rarely enunciated clearly. Structural elements of the poem are not evident in the reading.
<b>Score:</b>				
<b>Comments:</b>				
<b>DYNAMICS</b>	The poem is performed with clear dynamic adjustments to highlight emotion and importance of passages.	The poem is performed with some dynamic adjustments to highlight emotion and importance of passages.	The poem is performed with a few dynamic adjustments to highlight emotion and importance of passages.	The poem is performed with no dynamic adjustments to highlight emotion and importance of passages.
<b>Score:</b>				
<b>Comments:</b>				
<b>RATE</b>	The rate of speech enhances understanding of the poem. Rate	The rate of speech mostly enhances understanding of the	The rate of speech occasionally enhances	The rate of speech fails to enhance understanding of the

	is adjusted appropriately to show emotion in the poem.	poem. Rate is sometimes adjusted appropriately to show emotion in the poem.	understanding of the poem. Rate is occasionally adjusted appropriately to show emotion in the poem.	poem. Rate is not adjusted appropriately to show emotion in the poem.
<b>Score:</b>				
<b>Comments:</b>				

**Poetry Writing Rubric 50 points**

	<b>High Grades (13-10 points each)</b> High scoring students will do the following:	<b>Middle Grades (12-9 points each)</b> Middle scoring students will do the following:	<b>Low Grades (9-3 points each)</b> Low scoring students will do the following:	<b>Unacceptable (3-0 points each)</b>
<b>STRUCTURE</b>	Poem shows excellent attention to structure by using line and stanza breaks appropriately. Poem uses rhyme, rhythm, or free verse in an original, compelling way. Line length and punctuation enhance the rhythm of the poem.	Poem shows some attention to structure by using line and stanza breaks somewhat appropriately. Poem uses rhyme, rhythm, or free verse in a somewhat original, compelling way. Line length and punctuation mostly enhance the rhythm of the poem.	Poem shows little attention to structure, using line and stanza breaks only occasionally in an appropriate way. Poem uses rhyme, rhythm, or free verse. Line length and punctuation occasionally enhance the rhythm of the poem.	Poem shows no attention to structure by failing to use line and stanza breaks appropriately. Poem uses no rhyme, rhythm, or free verse. Line length and punctuation do not enhance rhythm .
<b>Score:</b>				
<b>Comments:</b>				
<b>SOUND</b>	Poem shows excellent attention to sound elements of poetry by using repetition, alliteration, and/or internal/end rhyme to give the poem musicality. (At least 3 sound elements are evident).	Poem shows some attention to sound elements of poetry by using repetition, alliteration, and/or internal/end rhyme to give the poem musicality. (At least 2 sound elements are evident).	Poem shows little attention to sound elements of poetry by using repetition, alliteration, or internal/end rhyme to give the poem musicality. (At least 1 sound element is evident).	Poem shows no attention to sound elements of poetry by failing to use repetition, alliteration, or internal/end rhyme to give the poem musicality. (0 sound elements are evident).
<b>Score:</b>				

<b>Comments:</b>				
<b>FIGURATIVE LANGUAGE</b>	Poem has a central image or symbol that clearly conveys the theme. Poem effectively uses at least one example of each of the following: symbolism, sensory imagery, metaphor, or simile. Figurative language is organic to the poem and enhances depth and interest.	Poem has a central image or symbol that generally conveys the theme. Poem effectively uses at least one example of two of the following: symbolism, sensory imagery, metaphor, or simile. Figurative language is generally organic to the poem and somewhat enhances depth and interest.	Poem has a central image or symbol that somewhat conveys the theme. Poem effectively uses at least one example of one of the following: symbolism, sensory imagery, metaphor, or simile. Figurative language is rarely organic to the poem and rarely enhances depth and interest.	Poem does not have a central image or symbol. Poem does not effectively use symbolism, sensory imagery, or metaphor, or simile. Figurative language is neither organic to the poem nor enhances depth and interest.
<b>Score:</b>				
<b>Comments:</b>				
<b>STYLE</b>	The language is precise. A single point of view is consistently presented. Active verbs are often employed. No clichés are present. Word choices contribute to clarity and interest. Phrases are largely memorable and original.	The language is sometimes surprising. A single point of view is usually presented. A good number of active verbs are employed. Few clichés are present. Word choices contribute somewhat to clarity and interest. Phrases are sometimes memorable and original.	Language is not surprising. Point of view shifts. A few active verbs are employed. Many clichés are present. Word choices often fail to contribute to clarity and interest. Phrases are not memorable.	Language is unsophisticated. Point of view shifts make the poem confusing. Very few active verbs are employed. Many clichés are present. Word choices fail to contribute to clarity and interest. Phrases are not memorable.
<b>Score:</b>				
<b>Comments:</b>				

Total Score:

Student Name: