

## Poetry Slam & Personal Poem Assessment

### Poetry Slam Oral Presentation Rubric

Poetry slam presentations allow students to read their own poems with emotion, gestures, body language, and facial expressions. Typically, the poets in the group will have their poem totally memorized and will be able to present from memory. This is an expectation of this activity (Do the absolute best you can! Note cards are acceptable **if necessary**.) The presentation of your original poem is worth **75 points** of your total grade. 4= 15 points, 3= 10 points, 2= 5 points, 1= 2.5 points.

| Categories & Criteria  | 4                 | 3 | 2 | 1 |
|--|-------------------|---|---|---|
| <b>Eye Contact</b><br>Addressing the audience.<br>Not reading.                                 |                   |   |   |   |
| <b>Verbal Cues</b><br>Tone, pace, volume,<br>intended pauses.                                  |                   |   |   |   |
| <b>Non-Verbal Cues</b><br>Gestures, facial<br>expressions, body<br>language.                   |                   |   |   |   |
| <b>Enthusiasm</b><br>Positive energy, speaking<br>animatedly, avoiding<br>monotone.            |                   |   |   |   |
| <b>Planning/Preparation</b><br>Showing rehearsal and<br>practice. Planning is very<br>evident. |                   |   |   |   |
| <b>Pauses &amp; Prompts</b><br>Points deducted for long<br>pauses to remember and<br>prompts.  |                   |   |   |   |
| <b>Total:</b>  |                   |   |   |   |
| <b>Poetry Slam<br/>Assessment Total</b>  | _____ / <u>75</u> |   |   |   |

## Original Poem Assessment Rubric

Each student in the group is responsible for 5 lines of the original poem. Look below to ensure that your portion of the poem meets all criteria. Your portion of the poem is worth **25 points** of your total grade. 4=5 points, 3= 4 points, 2= 3 points, 1= 2 points.

| Categories and Criteria   | 4                 | 3 | 2 | 1 |
|---|-------------------|---|---|---|
| <b>Subject &amp; Theme</b><br>Is the focus on the subject<br>throughout the poem? In other<br>words, is the focus consistent<br>from beginning to end?  |                   |   |   |   |
| <b>Poetry Elements (Sensory<br/>Details)</b><br>The student used 2 different<br>types of figurative language in<br>their required 5 lines of the<br>poem.<br>Do sensory details and figurative<br>language create <b>vivid images</b><br>that contribute significantly to the<br>meaning of the poem? |                   |   |   |   |
| <b>Poetry Elements (Diction)</b><br>Is the word choice <b>compelling<br/>and exact</b> throughout the<br>poem? Try to avoid easy word<br>choices.   |                   |   |   |   |
| <b>Grammar, Usage, Mechanics</b><br>On careful reading, there are no<br>intentional errors in mechanics,<br>punctuation, grammar, and<br>spelling   |                   |   |   |   |
| <b>Overall Impact</b><br>Does the poem incite the senses<br>and make the reader think about<br>the subject in new/ different ways?  |                   |   |   |   |
| <b>Total:</b>   |                   |   |   |   |
| <b>Poetry Assessment<br/>Total</b>  | _____ / <u>25</u> |   |   |   |