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| **Rubric for Writing Poem** | **4 Exceptional** | **3 Skilled** | **2 Developing** | **1 Undeveloped** |
| **Length** | 3:00+ without having pauses that do not contribute to rhythm | 2-3 minutes without having pauses that do not contribute to rhythm | 2-3 minutes with pauses that detract from rhythm | Under 2 minutes |
| **Content** | Poem uses emotional language that engages the audience and speaks to a larger idea/feeling/emotion | Poem uses emotional language and speaks to a larger idea/feeling/emotion | Poem hints at emotions and/or a larger idea without explicitly addressing it | Poem lacks emotional language and/or has little to no larger meaning |
| **Style** | Poem accurately reflects the rhythm and flow of spoken word poetry | Poem shows an understanding of the rhythm and flow of spoken word poetry | Poem shows an attempt to mirror the style of spoken word poetry | Poem lacks elements of rhythm and flow present in spoken word |
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| **Rubric for Selecting Poem** | **4 Exceptional** | **3 Skilled** | **2 Developing** | **1 Undeveloped** |
| **Length of poem** | 3:00+ without having pauses that do not contribute to rhythm | 2-3 minutes without having pauses that do not contribute to rhythm | 2-3 minutes with pauses that detract from rhythm | Under 2 minutes |
| **Content of poem** | Poem uses emotional language that engages the audience and speaks to a larger idea/feeling/emotion | Poem uses emotional language and speaks to a larger idea/feeling/emotion | Poem hints at emotions and/or a larger idea without explicitly addressing it | Poem lacks emotional language and/or has little to no larger meaning |
| **Content of analysis** | Analysis responds critically and with meaningful insight to the message of the poem. Reflects thoughtfully on the decision to perform this piece over others- What gives this poem personal meaning to the speaker. | Analysis responds insight to the message of the poem. Reflects on the decision to perform this piece over others- What gives this poem personal meaning to the speaker. | Analysis looks tells what the poem says, not what it means and/or has limited reasoning for choosing this poem over others. | Analysis is incomplete and/or lacking insightful content. Analysis is simply a summary. |
| **Length of analysis** | 1 page typed 2.0 spacing 12pt font 1' margins/ 2 pages handwritten with reasonably sized writing and no large spaces between words |  |  | Less than required length/ large spaces between writing |
| **Performance Rubric** | **4 Exceptional** | **3 Skilled** | **2 Developing** | **1 Undeveloped** |
| **Rhythm** | Rhythm accentuates the overall meaning of the performance. Varried rhythms are used when appropriate including fast and slow paces as well as pauses to highlight the important aspects of the poem in a lyrical form. | Rhythm adds to the performance. Points to the overall meaning of the poem while highlighting key words. | Rhythm is choppy and detracts from flow of the performance | No evident rhythm aside from reading pace. |
| **Voice** | Words are clearly spoken, at an appropriate volume level for all to hear and understand | Few words are lost due to inflection, articulation, or volume | Some words are lost due to inflection, articulation, or volume. The content of the piece is comprimised. | Much of what is said is unheard and the meaning of the peice is lost. |
| **Emotion** | Performer has gone above and beyond to correctly capture the emotional tone of the poem through tone of voice and physical action. Performer makes use of varried intensity as well as tone of voice. | Appropriate emotion is present throughout the entire performance. Emotion is varried in correct spots following the content of the poem. | Speaker attempted to include appropriate emotion, emotion was not evedent throughout the entire performance | Minimal to no variation in emotional tone throughout the poem. Much of the peice is simply read not preformed. |
| **Rate** | Rate of speech is varried to add to and show meaning and importance of the peice. | Rate is appropriate for the content of the piece | Rate is the same throughout the entire poem and does little to add to the performance. | Rate of speech takes away from the meaning of the poem and/or clarity of the performance. |