

# Poetry Slam Rubric

## Grades 3-6

Student Name: \_\_\_\_\_

Total Points: \_\_\_\_/14

| <b><u>POEM</u></b>                 | <b>Good<br/>2</b>  | <b>Fair<br/>1</b>   | <b>Keep Practicing<br/>0</b>   |
|------------------------------------|--|---|--|
| <b>Poetic Language and Fluency</b> | The poem uses figurative language and/or interesting vocabulary to attract the listener. The poem has a structure that makes sense audibly and flows well, with some form of sense and rhythm. | The poem expresses some poetic language through moderate use of figurative language or vocabulary. The structure has some audible flaws and does not flow perfectly.  | The poem is lacking in most or all poetic language. The poem is difficult to listen to due to structural errors. |
| <b>Idea</b>                        | This poem has a clear idea and purpose, showing a coherent message throughout the piece.   | The poem somewhat has an idea or purpose, with some clarity in their message.   | The poem fails to form a concrete idea, or the poem is too confusing to interpret.                               |
| <b>Substance and Depth</b>         | The poem has substance and depth that inspires others with thought-provoking ideas.  | The poem has some substance and depth that was somewhat thought-provoking.  | The poem lacks any substance and depth.  |
| <b>Tone and Mood</b>               | The poem portrays a clear emotion from the writer's words/attitude. The poem creates a mood through vocabulary choices and phrasing.   | The poem partially creates a set emotion from the writer. The poem creates a mood that is understandable but not as clear.  | The poem is lacking in emotion and tone. The poem has little to no set mood.                                     |
| <b><u>PERFORMANCE</u></b>          | <b>Good<br/>2</b>  | <b>Fair<br/>1</b>   | <b>Keep Practicing<br/>0</b>   |
| <b>Body/Facial Movement</b>        | The poet shows clear emotions through their bodily movements, their face, and perhaps an onstage prop. These emotions enhance the mood and tone of the poem.                                   | The poet shows some emotions with their body/props. The emotions may be unclear at times or contradictory to the poem, but are relevant for the majority of the time. | The poet shows little to no emotion. The poet's emotions contradict the poem.                                    |
| <b>Vocal Strength/Emotion</b>      | The poet has articulate emotion in their voice, reflecting the poem well. The poet projects loudly towards the microphone. The poet uses their voice to help convey the message of the poem.   | The poet has some emotion in their voice, or reflects the poem oddly sometimes. The poet does not project very well.  | The poet has little to no emotion in their voice. The poet does not project loudly enough at all.                |
| <b>Fluency</b>                     | The poet performs their poem with little/no stammers. The poet's voice is articulate and easy to understand.   | The poet stammers more than a few times. The poet's voice is unsteady at times and may be unclear at some points.   | The poet stammers profusely. The poet's voice is undecipherable at many points.                                  |

# Poetry Slam Rubric

## Grades 1-2

Student Name: \_\_\_\_\_

Total Points: \_\_\_\_/10

| <b><u>POEM</u></b>                 | <b>Good<br/>2</b>  | <b>Fair<br/>1</b>   | <b>Keep Practicing<br/>0</b>   |
|------------------------------------|--|---|--|
| <b>Poetic Language and Fluency</b> | The poem uses interesting vocabulary to attract the listener. The poem has a structure that makes sense audibly and flows well, with some form of sense and rhythm.                          | The poem expresses some poetic language through moderate use of vocabulary. The structure has some audible flaws and does not flow perfectly.                   | The poem is lacking in most or all poetic language. The poem is difficult to listen to due to structural errors. |
| <b>Idea</b>                        | This poem has a clear idea and purpose, showing a coherent message throughout the piece.   | The poem somewhat has an idea or purpose, with some clarity in their message.   | The poem fails to meet the requirements for ideas or lacks a purpose.  |
| <b><u>PERFORMANCE</u></b>          | <b>Good<br/>2</b>  | <b>Fair<br/>1</b>   | <b>Keep Practicing<br/>0</b>   |
| <b>Body/Facial Movement</b>        | The poet shows clear emotions through their bodily movements and their facial expressions. These emotions enhance the mood and tone of the poem.   | The poet shows some emotions with their body. The emotions may be unclear at times or contradictory to the poem, but are relevant for the majority of the time. | The poet shows little to no emotion. The poet's emotions contradict the poem.                                    |
| <b>Vocal Strength/Emotion</b>      | The poet has articulate emotion in their voice, reflecting the poem well. The poet projects loudly towards the microphone. The poet uses their voice to help convey the message of the poem. | The poet has some emotion in their voice, or reflects the poem oddly sometimes. The poet does not project very well.  | The poet has little to no emotion in their voice. The poet does not project loudly enough at all.                |
| <b>Fluency</b>                     | The poet performs their poem with little/no stammers. The poet's voice is articulate and easy to understand.   | The poet stammers more than a few times. The poet's voice is unsteady at times and may be unclear at some points.   | The poet stammers profusely. The poet's voice is undecipherable at many points.                                  |