

In the Poet's Shoes Poetry Presentation Rubric

Teacher name: _____

Student name: _____

CATEGORY	4	3	2	1
Posture and eye contact	Stands up straight, looks relaxed and confident; establishes eye contact with the audience during the presentation	Stands up straight and establishes eye contact with the audience during the presentation	Sometimes stands up straight and establishes eye contact with the audience during the presentation	Slouches and/or does not look at the audience during the presentation
Preparedness	Completely prepared and has obviously rehearsed	Seems somewhat prepared, but may have needed a couple more rehearsals	Seems somewhat prepared, but it is clear that rehearsal was lacking	Does not seem at all prepared for presentation
Pitch	Pitch was used often to convey emotions appropriately	Pitch was used often, but the emotion it conveyed did not always fit the content	Pitch was rarely used OR the emotion it conveyed often did not fit the content	Pitch was not used to convey emotion
Pauses	Pauses were effectively used two or more times to improve meaning and/or dramatic impact	Pauses were effectively used once to improve meaning and/or dramatic impact	Pauses were intentionally used, but were not effective in improving meaning and/or dramatic impact	Pauses were not intentionally used

Unit 5, Activity 9, Poetry Presentation Rubric

Speaks clearly	Speaks clearly and distinctly all (95%-100%) of the time, and does not mispronounce any of the words	Speaks clearly and distinctly all (95%-100%) of the time, but mispronounces no more than one word	Speaks clearly and distinctly most (85%-94%) of the time, but mispronounces no more than one word	Often mumbles or cannot be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members during the entire presentation	Volume is loud enough to be heard by all audience members at least 90% of the time	Volume is loud enough to be heard by all audience members at least 80% of the time	Volume is often too soft to be heard by all audience members
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked	Very little use of facial expressions or body language; does not generate much interest in topic
Listens to other presentations	Listens intently; does not make distracting noises or movements	Listens intently, but makes one distracting noise or movement	Sometimes does not appear to be listening, but is not distracting	Sometimes does not appear to be listening, and makes distracting noises or movements

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Unit 5, Activity 12, Poetry Chart

SHAPE POEM RUBRIC

This rubric is most useful when conferencing with students about the quality of their writing and the revision process. Points are also assigned and can be used to develop a percentage score.

	Beginning (1 point)	Developing (2 points)	Accomplished (3 points)	Exemplary (4 points)
Organization	The sequencing of words and phrases is random. The reader can find no evidence of thoughtful ordering of ideas.	The sequencing of words and phrases is very confusing, and the reader may need to use his or her own knowledge to determine the ordering of ideas.	The sequencing of words and phrases is somewhat logical, and the reader is able to follow the ordering of ideas with minimal effort.	The sequencing of words and phrases is logical, and the reader is able to follow the ordering of ideas easily.
Word choice and main idea	The poem uses general or ordinary terms to describe the object; the words do not develop a main idea or message.	The poem uses general or ordinary terms to develop a main idea or message.	The poem uses several descriptive words to develop a main idea or message.	The poem uses many precise, vivid, and descriptive words to develop a main idea or message.
Spelling	Numerous spelling errors impede the reader from understanding the poem's message. Errors are not developmentally appropriate and should have been noticed and corrected.	Numerous spelling errors impede the reader from understanding the poem's message. Some of the errors are developmentally appropriate, but others should have been noticed and corrected.	There are spelling errors, which may or may not be developmentally appropriate. However, they do not impede the reader's understanding of the poem.	There are no or very few spelling errors. They are developmentally appropriate and do not impede the reader's understanding of the poem.

Unit 5, Activity 12, Poetry Chart

Name _____ Date _____

Directions: After you read the poem, consider each question and write your best answer. You will share your ideas in a class discussion.

Main Idea What is the main idea of the poem? Does the poem have a specific theme?		Ideas What ideas does this poem make the reader consider?	
Key Words or Phrases What are some key words or phrases in this poem?		Comparisons Does the poet make a comparison? Which words does the poet use to make comparisons?	
Feelings What feelings do you have when reading this poem?		Questions What questions do you have now?	

Unit 5, Activity 15, We are Plooters by Jack Prelutsky

“We Are Plooters”

We are Plooters,

We don't care,

We make messes

Everywhere,

We strip forests

Bare of trees,

We dump garbage

In the seas.

We are Plooters,

We enjoy

Finding beauty

To destroy,

We intrude

Unit 5, Activity 15, We are Plooters by Jack Prelutsky

Where creatures thrive,

Soon there's little

Left alive.

Underwater,

Underground,

Nothing's safe

When we're around,

We spew poisons

In the air,

We are Plooters,

We don't care.

Prelutsky, Jack. "We Are Plooters," *It's Raining Pigs and Noodles*. New York: Greenwillow, 2000.

Unit 5, Activity 16, Poetry Writing

Poetry Writing

CATEGORY	4	3	2	1
Focus on My Chosen Topic	The poem is related to my topic, carries a specific theme, and allows the reader to think about something in a new way.	Most of the poem is related to my topic. The poem wanders off at one point, but the reader can still somewhat follow the topic.	Some of the poem is related to my topic, but a reader cannot clearly follow my topic.	No attempt has been made to relate the poem to my topic.
Requirements	All of the written requirements (sentence or phrase formation, standard usage, irregular plural nouns, multi-syllabic words and word parts, compound words, spelling generalizations, and mechanics) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Title	Title is creative, sparks interest and is related to the poem and topic.	Title is related to the poem and topic.	Title is present, but does not appear to be related to the poem and topic.	No title.
Creativity	The poem contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The poem contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The poem contains a few creative details and/or descriptions, but they distract from the poem. The author has tried to use his imagination.	There is little evidence of creativity in the poem. The author does not seem to have used much imagination.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the poem.	Original illustrations are somewhat detailed, attractive, and relate to the poem.	Original illustrations relate to the poem.	Illustrations are not present OR they are not original.