

Richmond Hill K-8 Poetry Slam Scoring Rubric

Student Name: _____ Grade: _____

POEM					
Category	4	3	2	1	Score
Form	Outstanding application of rules of form.	Has applied rules of form very well.	Has applied most of the rules of the form.	Has applied some of the rules of form or not at all.	
Poetic language	Outstanding use of figurative language and/or rich vocabulary to create vivid images.	Good use of figurative language and/or rich vocabulary to create images.	Fair use of figurative language and/or rich vocabulary to create images.	Figurative language and/or rich vocabulary are lacking.	
Content	Poem conveys an idea or point of view in an exceptionally clear, coherent, and interesting manner.	Poem conveys an idea or point of view in a clear, coherent, and interesting manner.	Poem is adequately clear, coherent, and interesting.	Poems needs more clarity, coherence or interest.	
Overall Impact	Poem makes strong emotional/cognitive impact. Makes the listener think about the subject in a new or different way.	Poem makes emotional/cognitive impact. Makes listener think about the subject.	Poem makes some impact and encourages some thought.	Poem is not impactful and does not encourage thought.	

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Student Name: _____ Grade: _____

PERFORMANCE					
Category	4	3	2	1	Score
Eye Contact	Student makes exceptional eye contact with camera, addressing the audience.	Student makes good eye contact with camera, addressing the audience.	Student makes some eye contact.	Student makes little to no eye contact	
Memorization	Student has clearly memorized the poem and recites it flawlessly.	Student has memorized the poem but hesitates or stumbles occasionally.	Student needs few prompts to recite poem.	Student read poem.	
Verbal presentation	Student makes excellent use of voice, tone, pace, volume and intentional pauses.	Student makes good use of voice, tone, pace, volume, and intentional pauses.	Student makes some use of voice, tone, pace, volume, and pauses.	Students presentation makes little or no use of voice, tone, pace, volume and pauses.	
Non-Verbal Presentation	Student makes excellent use of facial expression, gestures, and body language to convey meaning of poem.	Student makes good use of facial expression, gestures, and body language to convey meaning of poem.	Student makes some use of facial expression, gestures, and body language to convey meaning of poem.	Student does not use facial expression, gestures, aorbody language to convey meaning of poem.	
Planning/ Preparation	Student has memorized poem. Planning is very evident, showing rehearsal and practice.	Student has memorized most of the poem. Planning is evident, showing rehearsal and practice.	Student has memorized parts of the poem. Some planning is evident, showing rehearsal and practice.	Student has not memorized poem. Planning is not evident. Performance does not suggest rehearsal and practice.	