

## RUBRIC FOR RECITING POETRY

	10-9	8-7	6-5	4-1
Pausing and Pacing	The student uses pauses and pace effectively to communicate meaning and/or enhance dramatic impact of the poem.	The students uses pauses and pacing to communicate meaning and/or enhance dramatic impact of the poem..	Pauses and pacing were not effective in improving meaning and/or dramatic effect. Pauses at ends of lines rather than at punctuation marks. Delivery is in bursts.	Pauses were not intentionally used. Poetry is choppy and “sing-song.” Delivery is either too quick or too slow. Reads words with no logical grouping.
Clarity and Expression	The student speaks clearly, distinctly, and with appropriate and varied pitch and tone modulation. Recites loudly enough for all to hear throughout the presentation.	The student speaks clearly and distinctly. Some minor lapses in pitch, tone and volume OR the emotion conveyed did not always fit the content OR emphasis uneven.	The student speaks clearly but is, at times, indistinct, too quiet, and/or pitch was rarely used OR the emotion it conveyed often did not fit the content.	The student does not speak clearly, mispronounces words and is inaudible to the audience. Spoken in monotone.
Pronunciation and accent	Pronunciation is excellent; good effort at accent	Pronunciation is good; good effort at accent	Pronunciation is okay; No effort towards a native accent	Pronunciation is lacking and hard to understand; No effort towards a native accent

	GROUPS	Pausing and Pacing	Clarity and Expression	Pronunciation and accent	Overall grade	Comment
1						
2						
3						
4						
5						
6						