Name: Date:

Poem Title & Author Name:

Group Members:

**Freshman Poetry Project/Presentation Rubric**

**Assignment:** As a group, complete all steps for pre-reading and all steps for analyzing the assigned poem. Create artifacts suitable for presentation, and teach your poem to the class on the assigned date. At that time, each person in the class will take notes on each presentation, after which there may be a test on the entire set of poems.

**Each group member must:**

* Hand in all the steps for pre-reading.
* Hand in all steps for analyzing the poem.
* Help to create the materials for the presentation.
* Participate equally in the presentation.

**Presentation materials must include:**

* …a poster of the visualization. This must be colorful, detailed, and include the title of the poem.
* …a Power Point with the poem and completed pre-reading and during reading steps or letters A-C from the **Reading and Understanding a Poem: The Process** sheet.

|  |  |  |
| --- | --- | --- |
| Poem Pre-Reading | Be sure to follow all the steps in the active reading of the poem. | /5 |
| Analysis Step 2 | Unfamiliar Vocabulary. Be sure you identified and defined all unknown vocabulary. | /5 |
| Analysis Step 3 | Visualize the poem. The visualization can be in the form of a drawing or some type of colorful collage. | /10 |
| Analysis Step 4 | Plain Sense. Be sure you change the original language of the poem into simpler language. | /10 |
| Analysis Step 5 | Figurative Language. Be sure you have identified and explained all examples of figurative language. | /10 |
| Analysis Step 6 | Tone. Define the tone you’ve chosen and explain how words, phrases, and/or lines explicate your tone. | /10 |
| Analysis Step 7 | Draw conclusions by identifying and explaining your values and theme choice. | /10 |
| Oral Presentation | Points are transferred from the oral presentation rubric located on the back of this sheet. | /40 |

= /100

Teacher Comments:

**ORAL PRESENTATION RUBRIC**

Presenter: Evaluator:

**Literacy in Speaking Objectives:**

* **To make an oral presentation to one’s class**
* **To communicate in a manner that allows one to be both heard and understood**
* **To convey one’s thinking in complete sentences**

**SPEAKING SKILLS:** *All elements Most elements Some elements No elements*

**Delivery** (Presenter doesn’t rush, shows 4 3 2 1

enthusiasm, avoids *likes, ums, kind ofs,*

*you knows,* etc. Uses complete sentences.)

**Eye Contact** (Presenter keeps head up, 4 3 2 1

does not read, and speaks to whole audience.)

**Posture** (Presenter stands up straight, 4 3 2 1

faces audience, and doesn’t fidget.)

**Volume** (Presenter can be easily heard 4 3 2 1

by all. No gum, etc.)

**CONTENT:**

*All elements Most elements Some elements No elements*

**Introduction**

Presentation begins with 4 3 2 1

a clear focus/thesis.

# Topic Development

1. Presentation includes all elements 4 3 2 1

previously determined by teacher.

1. Presentation is clearly organized. 4 3 2 1

(Material is logically sequenced,

related to thesis, and not repetitive.)

1. Presentation shows full grasp and 4 3 2 1

understanding of the material.

## Conclusion

1. Presentation highlights key ideas 4 3 2 1

and concludes with a strong

final statement.

b. Presenter fields questions easily. 4 3 2 1

**TOTAL NUMBER OF POINTS:**

35-40 = A 29-34 = B 23-28 = C

17-22 = D 10-16 = F