**“Poetry Out Loud” Assignment**

**RECITATION:** Students will recite a selected poem to the class. The poem does not need to be memorized unless a student is participating in the schoolwide contest, but the student does need to show evidence of multiple rehearsals of and familiarity with the poem. The recitation will be judged using this rubric.

**Note**: If you *DO* memorize your poem, you will receive extra credit.

Students need to go to **www.poetryoutloud.org** to select a poem for this assignment.

**Physical Presence— 6 points**

Are you poised? Do you make eye contact? Do you appear stiff or nervous? You should “project ease and confidence” by your physical presence.

**Voice and Articulation— 6 points**

This category includes your volume, pace, rhythm, intonation, and pronunciation. Any changes in tone (yelling or getting louder) should be appropriate to convey the meaning of the poem. Your pace should suit the subject matter. You should not mispronounce any words (since you’ve practiced). When poems rhyme or have a regular rhythm, be careful not to become too “singsong”y.

**Dramatic Appropriateness— 6 points**

“Recitation is about conveying a poem’s sense primarily with one’s voice…and is closer to the art of oral interpretation than theatrical performance.” The following mistakes will lead to lower scores in this category: “affected pitch, character voices, singing, inappropriate tone, distracting or excessive gestures, or unnecessary emoting.” In other words, you are not “acting out” the poem; you are interpreting it and helping your audience to understand it better.

**Level of Difficulty— 6 points**

“Every poem is a different combination of content, language, and length.” Shorter poems may contain complex and difficult-to-convey ideas, while long poems may be relatively unsophisticated in their concepts and easier to grasp. Make sure to choose a poem that shows off your interpretive skills effectively.

**Evidence of Understanding— 6 points**

“Students should demonstrate that they know the meaning of every line and every word of the poem.” Make difficult lines clearer. Use correct tone. “The student who understands the poem best will be able to voice it in a way that helps the audience to understand the poem better.”