

September, 2014

Dear Teacher or Principal,

The Ohio Arts Council (OAC) has developed the attached document, *Poetry Out Loud Student Self-Assessment Rubric*, as an information-gathering tool for both teachers and students. Teachers may find that it provides both an assessment and instructional tool, useful for teaching and evaluating student progress on 11 important criteria related to the *Poetry Out Loud (POL)* project. Students may find it useful in assessing their own learning and readiness, while they gain a deeper understanding of the benefits to be derived from reading and reciting poetry.

It is our hope that you will distribute this rubric before beginning the *POL* program so that students can become familiar with the assessment. You may then administer the form as both a pre- and post-assessment, to determine the efficacy of the poetry experience. (If you do so, please make certain that both the pre- and post- forms for each student are stapled together so that they don't become separated!) You may want to have the students put their names on the forms in order to keep them organized; know, however, that the students' names will not be used in data analysis or reporting.

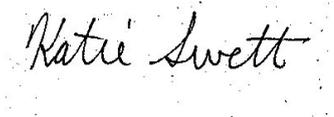
Upon completion of the *Poetry Out Loud* program, we ask that you mail the collected data to the OAC for tabulation. We will then provide you and your school with the cumulative results.

On behalf of the Ohio Arts Council, I would like to thank you and your students for choosing to participate in this exciting initiative!

Sincerely,



Chiquita Mullins Lee
Arts Learning Program Coordinator
Ohio Arts Council



Katie Swett
Project Coordinator
Ohio's *Poetry Out Loud*

P.S. Please make a copy of the attached student cover memo and self-assessment rubric for each participating student—thanks!

September 2014

Dear Student,

Congratulations on being selected to participate in the *Poetry Out Loud* national competition! You may know that your school is one of a select group in Ohio that is part of this unique project.

The attached document, *Poetry Out Loud Student Self-Assessment Rubric*, was developed by the Ohio Arts Council (OAC) to help you—both in preparing for your role in this exciting competition and for assessing your own growth during the program. The form includes 11 separate rating scales, each related to an important learning goal that we think may result from reading and reciting poetry. You will be asked to fill it out before and after the program.

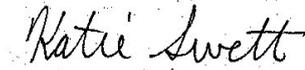
Please follow your teacher's instructions in using this self-assessment. *Be as honest as you can in your answers.* No student's name or information from this rubric will ever be reported or made public.

On behalf of the Ohio Arts Council (the state of Ohio's government agency responsible for supporting the arts) I want to wish you every success as you participate in this groundbreaking event.

Sincerely,



Chiquita Mullins Lee
Arts Learning Program Coordinator
Ohio Arts Council



Katie Swett
Project Coordinator
Ohio's *Poetry Out Loud*

Poetry Out Loud Student Self-Assessment Rubrics

What's a Rubric?

A rubric is a rating scale that you can use to check your progress in getting ready for the *Poetry Out Loud* Competition. Usually a rubric will list one skill with a set of numbers and a description next to each number. Read the descriptions and find the one that most closely matches where you are now, and that is the number you assign to that descriptor.

A sample rubric

4	I consistently use the knowledge/skill/attribute at an advanced level.
3	I am almost there, but just need a little refinement.
2	I understand the importance of this knowledge/skill/attribute, but I am at a beginning level of development in it.
1	I do not recognize or understand the importance of this knowledge/skill/attribute.

The rubrics allow you to rate yourself on the following descriptors:

- **Self-Confidence in Public Speaking**

Your belief that you can succeed, and the role reciting poetry has had in building this belief.

- **Acceptance of Poetry**

Your understanding of the important and useful roles that poetry plays.

- **Connections to My Culture**

Your understanding that poetry is connected to your everyday world.

- **Understanding the Elements of Poetry**

Understanding the technical elements, such as meter and rhyme.

- **Openness to New Forms of Poetry**

Your openness to different forms and genres of poetry.

- **Interpretation of Poetry**

Your ability to understand and express the meaning of a poem.

- **Physical Presence and Posture**

Your effective use of posture, gesture, and eye contact.

- **Voice Projection and Articulation**

Your ability to project and articulate your voice so that everyone hears and understands what you are saying.

- **Dramatic Appropriateness**

Your use of an appropriate level of dramatic voice and gestures.

- **Level of Difficulty**

Your selection of poetry that is appropriately challenging.

- **Evidence of Understanding**

Your ability to demonstrate that you understand the poem.

Finally, you can total your separate scores to get your **Overall Rating**.

Self-Confidence in Public Speaking

4	I am far more confident in public speaking because reciting poetry has given me tools such as expression, projection, and gesture.
3	I am somewhat more confident in public speaking because reciting poetry has given me tools such as expression, projection, and gesture.
2	I am a little more confident in public speaking because of my experiences in reciting poetry.
1	I don't think I will be any more confident in public speaking because of experiences reciting poetry.

Acceptance of Poetry

4	I understand how poetry can be a powerful tool for expressing one's personal feelings and view of the world. I understand why many people have chosen to write and read poetry.
3	I partially understand that poetry is a powerful tool for expression and see why people write and read it.
2	I am beginning to understand the ways in which poetry can be expressive and why people write and read it.
1	I don't find poetry particularly expressive or relevant.

Connections to Popular Culture

4	I see numerous strong connections between poetry and popular culture such as rap, slam, popular music, and other parts of everyday culture.
3	I see some connections between poetry and popular culture such as rap, slam, and popular music.
2	I am beginning to see connections between poetry and popular culture such as rap, slam, and popular music.
1	I can't see much connection between poetry and popular culture such as rap, slam, or popular music.

Understanding the Elements of Poetry

4	I can explain the difference between open and closed form in poetry, discuss the various poetic elements such as meter and rhyme, and explain the reasons for using them in a poem.
3	I am beginning to be able to identify and talk about various poetic elements such as meter and rhyme and why they are important.
2	I'm interested in learning more about poetic elements such as meter and rhyme but don't really know much about them yet.
1	I don't really know about the elements of poetry.

Openness to New Forms of Poetry

4	I understand that various poetic forms support different modes of artistic expression. I'm strongly led to explore poems whose form and structure are unfamiliar and challenging through reading and/or writing them.
3	I am aware that poems are structured to meet different purposes. I've begun to explore poems whose form and structure are unfamiliar and challenging.
2	I realize that poems take a variety of forms, and I'm generally interested in finding out about new and unfamiliar forms.
1	I didn't know there were different structures to poems.

Interpretation of Poetry

4	I understand that reciting poetry is a dynamic process. I can get inside a poem and develop my own individual interpretation of it. I try to convey the feelings of the poem through personal expression.
3	I can generally develop an individual interpretation of most poems, with a little help from others. I feel that most of the time or at least part of the time I can figure out the meaning behind a poem and convey that through recitation.
2	I can sometimes develop an interpretation of a poem with a lot of guidance.
1	I'm generally not able to interpret a poem.

Physical Presence and Posture

4	I consistently use effective posture and appropriate body language, make eye contact with my audience, and look confident.
3	I use effective posture and appropriate body language most of the time.
2	I understand the importance of effective posture and appropriate body language, but I am at a beginning level in using them.
1	I don't understand why posture or body language would be important.

Voice Projection and Articulation

4	I use appropriate volume, projection, speed, voice inflection, articulation, and proper pronunciation. I project to the audience in order to capture the attention of everyone, including the people in the back row. I perform at a natural pace. I know how to pronounce every word in my poem.
3	I sometime use appropriate volume, projection, speed, voice inflection, articulation, and proper pronunciation. I perform at a natural pace. I know how to pronounce every word in my poem.
2	I seldom use appropriate volume, projection, speed, voice inflection, articulation, or proper pronunciation. I perform so slowly that the language sounds unnatural or awkward, or I recite rhymed poems in a sing-song manner. I don't know how to pronounce or sign many of the words in my poem.
1	I don't understand what these terms are about or why this is important.

Appropriateness of Dramatization

4	I give my recitation an appropriate level of dramatization, depending on the poem. I trust that my poem is strong enough to communicate its sounds and messages without over-dramatizing. I let the words of the poem do the work. Depending on the poem, I use some gestures or movement but make sure they aren't overdone.
3	I often use an appropriate level of dramatization, depending on the poem. I sometimes use gestures and some amount of movement and I am not sure how to avoid overdoing them.
2	I'm not sure how to use dramatization or gestures. I will either use monotone recitation or too much enthusiasm. I sometimes use overly theatrical approaches.
1	I don't understand what these terms are about or why this is important.

Level of Difficulty

4	I select poems at a challenging level of difficulty, taking into account length, diction, and density of language. I include poems of various style, time period, and voice.
3	I select some of my poems at different levels of difficulty, taking into account length, diction, and density of language.
2	I select a few poems at different levels of difficulty, though most are easy.
1	I select easy poems that do not challenge me.

Evidence of Understanding

4	I communicate an understanding of the poem in my recitation. I know the meaning and correct pronunciation of every word and line. I pay attention to the messages, meanings, allusions, irony, tones of voice, and other nuances. My interpretation is different for each poem.
3	I know the meaning and correct pronunciation of most words and lines in the poem. I pay some attention to the messages, meanings, allusions, irony, tones of voice, and other nuances in my poem. I try to give each poem a different interpretation.
2	I understand the meaning and pronunciation of some of the words in the poem, but my interpretation is pretty much the same for each poem.
1	I don't understand what these terms are about or why this is important.

Overall Rating

40–44	Most of my ratings in the previous rubrics are “4.” I feel ready!
28–39	My ratings are a mixture of “3” and other numbers. I may need some more work on several areas.
17–27	Most of my ratings are “2.” I have a lot of areas to work on.
11–16	Most of my ratings are “1.” I am new to poetry recitation and will need to get help on just about every area.