

"Dialogue Poems"

Multitrait Rubric for Assessment

This rubric can be used by the teacher and peers to assess the students' poems. Each reader is assigned a score (1, 2, 3, or 4) for each of the three categories. The maximum score is 12.

| | Dialogue Reading of the Poem | Language Control | Content/Reflection of Distinct Perspectives |
|----------|--|--|---|
| 4 | Pronunciation and intonation are level-appropriate and reflect subtle nuances suggested by the language; smooth and fluent speech; evident that readers rehearsed sufficiently before reading. | Excellent control of language; includes a wide range of well-chosen vocabulary; first person singular form is used accurately with multiple verb tenses. | Poem reflects distinct perspective quite well; it is clear that students put a lot of thought and effort into portraying the distinct perspectives based on the information gathered. |
| 3 | Always intelligible, though one is aware of definite accent and lapses in intonation; some of the intonation seems to be lacking; speech mostly smooth; some hesitation and unevenness; some evidence that readers rehearsed before reading. | Good control of language; good range of relatively well-chosen vocabulary; some accurate use of first person singular form with several verb tenses. | Poem reflects distinct perspectives somewhat; it is clear that students put some thought and effort into portraying distinct perspectives based on information gathered. |
| 2 | Pronunciation problems partially impede comprehensibility; speech is hesitant and jerky; appropriate intonation is lacking; rehearsal on the part of the readers not very evident. | Adequate control of language; limited vocabulary range; little accurate use of first person singular form with a limited number of verb tenses. | Poem does not reflect distinct perspectives very well, although it is evident that students made some attempts to portray the distinct perspectives based on information gathered. |
| 1 | Very difficult to understand because of pronunciation problems, speech is slow with many pauses; no attention to intonation; no evidence of rehearsal prior to reading. | Weak control of language; basic vocabulary choice with some words clearly lacking; inconsistent use of first person singular form with just one or two verb tenses | Poem does not reflect distinct perspectives at all; no apparent attempts to portray the distinct perspectives based on information gathered. |

Readers: _____

Total Score _____