NATIONAL CORE ARTS STANDARDS

Model Cornerstone Assessment

OVERVIEW

Title: Acting Through Spoken Poetry

Artistic Discipline: Theatre

Grade Level: High School Advanced

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Artistic Processes: Creating, Performing, Reflecting, Connecting

Task Description: Students will work in pairs to create a poetry recitation presentation of a chosen poem and will be assessed for physicality, vocal interpretation, dramatic investment, and mastery of the work.

Evidence of Student Learning Collected: Student recitation presentations

About Model Cornerstone Assessments: MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and, rigorous, by sharing a glimpse into one teacher's classroom. The MCAs on this website come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction.

View the full MCA as a guide for re-creating this unit and assessment customized for your classroom.

ASSESSMENT TOOLS

Poetry Out Loud Scoring Rubric:

The scoring rubric is meant to provide a consistent measure against which to evaluate recitations. It is not intended to be comprehensive but serves as a companion to the evaluation criteria. We suggest you review it before the competition to get a sense of what you should look for in individual performances.

	Weak	Below Average	Average	Good	Excellent	Outstanding
Physical Presence	Stiff or agitated; lacks connection with audience; appears uncomfortable	Timid; unsure; body language reflects nervousness	Body language is at times unsure, at times confident	Comfortable; confident body language	Poised; body language reveals strong stage presence	Authoritative; body language shows compelling stage presence
Voice and Articulation	No projection; slow pace; distracting rhythm; singsong; hurried; mispronunciations	Insufficient or excessive projection; monotone; paced unevenly; affected tone	Clear, adequate intonation, even pacing	Clear, appropriate intonation and pacing	Very clear, crisp, effective use of projection, intonation, rhythm, and pacing	Very clear, crisp, mastery of rhythm and pace, skillful use of projection and intonation
Dramatic Appropriateness	Poem is overshadowed by excessive gestures and expressions; affected accents or inflections; acting out of poem; singing; over-emoting; inappropriate tone	Poem is secondary to style of delivery; includes instances of excessive gestures, expressions, and vocal inflections; inappropriate tone	Poem is neither overwhelmed nor enhanced by style of delivery	Poem is enhanced by style of delivery; any gestures, expressions, and movement are appropriate to poem	Style of delivery reflects precedence of poem; the poem's meaning is well conveyed by delivery and gestures	Style of delivery reflects internalization of poem; all gestures and movements feel essential to poem's success
Evidence of Understanding	Obscures meaning of poem	Doesn't sufficiently communicate meaning of poem	Satisfactorily communicates meaning of poem	Conveys meaning of poem well	Interprets poem very well for audience; nuanced	Masterfully interprets poem for audience, deftly revealing poem's meaning
Overall Performance (Consider poem complexity in this category)	Ineffective or inappropriate; does disservice to poem	Inadequate; lackluster; does disservice to poem	Sufficient; lacks meaningful impact on audience	Enjoyable; successfully delivers poem	Inspired performance shows grasp of recitation skills and enhances audience's experience of the poem	Captivating performance—whole equals "more than the sum of the parts"; shows mastery of recitation skills

*Note that all elements need not be present. Semicolons often represent "or," especially in the negative categories.

Illustrating the Process:
Samples of Student Work

Student 2: TH.HA.S2

Student 6: TH.HA.26