

Write a Limerick Rubrics for teachers

adapted from <http://www.heinemann.com/shared/onlineresources/e00278/chapter4.pdf> (page 3 and 4)

Student Name:	Date:		
Criteria	Scales		
Has five lines.	0 Limerick does not have 5 lines.	2 Limerick has 5 lines.	
Tells a funny story.	1 The story that the limerick tells is incomplete <i>and</i> is not funny.	2 The story that the limerick tells is incomplete <i>or</i> is not funny.	3 The story that the limerick tells is complete <i>and</i> funny.
Has correct rhyming pattern.	1 Limerick does not rhyme.	2 Limerick has some rhymes, but the rhyming pattern is not correct.	3 Limerick has correct rhyming pattern (AABBA).
Has correct capitalization.	1 Capitals are not used or are used incorrectly.	2 Capitals are sometimes correctly used.	3 Capitals are correctly used in the poem and title.
Has correct punctuation.	1 Limerick is not punctuated or is punctuated incorrectly.	2 Limerick has some correct punctuation.	3 Limerick is correctly punctuated.
Contains descriptive words.	1 Specific nouns, adjectives, and adverbs to paint a picture for the reader are not used.	2 The selection of specific nouns, adjectives, and adverbs to paint a picture for the reader is attempted.	3 Specific nouns, adjectives, and adverbs to paint a picture for the reader are effectively selected.
Grammar	1 Student shows a limited control of a few simple grammatical structures	2 Student uses some correct simple structures correctly, but systematically makes basic mistakes – for example tends to mix up tense	3 Student shows a high degree of grammatical control. Does not make mistakes which lead to misunderstanding.

Reciting Limericks Rubrics for teachers

adapted from <http://www.sacredheart-boston.org/PDF/poetry%20rubric.pdf>

CATEGORY	4 pts	3 pts	2 pts	1 pt
Knows the Poem	The performer knows the poem well and has obviously practiced reciting the poem several times. There is no need for notes and the performer speaks with confidence.	The performer knows the poem pretty well and has evidently practiced reciting the poem once or twice. Refers to notes once or twice, but the performer is relatively confident.	The performer knows some of the poem, but does not appear to have practiced. Refers to notes 3-4 times, and the performer appears ill-at-ease.	The performer could not say the poem without using a written copy.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces many
Posture and Eye Contact	Uses posture appropriate for the poem, looks relaxed and confident. Establishes eye contact with all members of the audience during the presentation.	Uses posture appropriate for the poem and establishes eye contact with all members of the audience during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at or try to involve audience during presentation.
Volume/Voice	Volume is loud enough to be heard by all audience members throughout the presentation. Performer speaks clearly and paces performance. Is easily understood by all audience members all the time.	Volume is usually loud enough to be heard by all audience members. Performer generally speaks clearly and paces performance. Is easily understood by audience members most of the time.	Volume is usually loud enough to be heard by all audience members. Performer speaks so fast that audience has trouble understanding.	Volume too soft or performer mumbles. Audience often has trouble understanding.
Phonology + Acting	Performer uses correct stress pattern, and weak forms, consistent voice inflection, facial expressions, and movement to make the poem more believable, more entertaining, and more easily understood.	Performer often uses correct stress pattern, and most weak forms. Uses consistent voice inflection, facial expressions, and movement to make the poem more believable, more entertaining, and more easily understood.	Performer tries to use correct stress pattern, and weak forms to make the poem more believable, more entertaining, and more easily understood.	Performer recites the poem, but does not use correct stress pattern, and weak forms) to make the poem more believable, interesting, or clear.