

INTEGRATED ASSESSMENT

RUBRIC

STANDARD	4	3	2	1
Reason with shapes and their attributes.	<ul style="list-style-type: none"> • Demonstrates a thoughtful comprehensive grasp of the specified attributes of the shapes including the given number of angles or a given number of equal faces. 	<ul style="list-style-type: none"> • Demonstrates an adequate grasp of the specified attributes of the shapes including the given number of angles or a given number of equal faces. 	<ul style="list-style-type: none"> • Demonstrates a limited grasp of the specified attributes of the shapes including the given number of angles or a given number of equal faces. 	<ul style="list-style-type: none"> • Fails to grasp the specified attributes of the shapes.
Exploring movement	<ul style="list-style-type: none"> • Effectively uses all dance elements in the dance exploration: whole body, space (levels), energy and time. • Movements match the music. 	<ul style="list-style-type: none"> • Effectively uses two or more dance elements in the dance exploration: whole body, space (levels), energy and time. • Some movements match the music. 	<ul style="list-style-type: none"> • Effectively uses one or more of the dance elements in the dance exploration: whole body, space (levels), energy and time. • Movements match the music with coaching. 	<ul style="list-style-type: none"> • Does not use dance elements in the dance exploration: whole body, space (levels), energy and time. • Movements do not match the music.
Critical Thinking	<ul style="list-style-type: none"> • Consistently uses dance to create detailed, specific, shapes. • Uses the music to inspire their entrances, exits and shape creations. • Expresses many thoughts to the reflection discussion. 	<ul style="list-style-type: none"> • Makes effective dance choices to create the suggestion of the shape with some attention to detail and specifics. • Maintains dance and performs with focus. • Adds one to two thoughts to the reflection discussion. 	<ul style="list-style-type: none"> • Makes choices that do not create a specific shape but adjusts with significant side coaching. • Struggles to maintain focus. • Does not express any ideas in the reflection discussion. 	<ul style="list-style-type: none"> • Fails to communicate an understanding of the shape. • Fails to create the shape. • Does not express any ideas in the reflection discussion.
Collaboration	<ul style="list-style-type: none"> • Student forms the shapes in cooperation with the group. • Student adds their ideas to the group while respecting the ideas of others. • Student follows the plan created by the group consistently. 	<ul style="list-style-type: none"> • Student forms the shapes in cooperation with the group with minimal guidance. • Student adds their ideas to the group while respecting the ideas of others with minimal side coaching. • Student follows the plan created by the group with side coaching. 	<ul style="list-style-type: none"> • Student only forms the shapes in cooperation with the group with significant guidance. • Student adds their ideas to the group while respecting the ideas of others. With significant side coaching. • Student follows the plan created by the group with significant side coaching. 	<ul style="list-style-type: none"> • Does not listen form shapes in cooperation, only wants to use their own ideas. • Takes focus from the other dancers by not following the plan to the point of needing to sit out of the group.

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Effort	<ul style="list-style-type: none">• Listens and participates actively, energetically, and thoughtfully through all stages of lesson.• Consistently follows directions and classroom rules about respecting personal space.	<ul style="list-style-type: none">• Participates actively during most stages of the lesson.• Perseveres when challenged and moves forward with the lesson.• Follows classroom rules and procedures about personal space with one or two reminders.	<ul style="list-style-type: none">• Participates actively in discussions and through most stages of the lesson.• Perseveres when challenged with teacher support.• Follows classroom rules and procedures about personal space with several reminders.	<ul style="list-style-type: none">• Does not participate during most of the lesson.• Struggles or gives up when challenged.• Fails to follow classroom rules and procedures.• Needs to sit out due to disrespect of personal space.
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