

INTEGRATED ASSESSMENT

RUBRIC

STANDARD	4	3	2	1
Significant Ideas in Literature	<ul style="list-style-type: none"> • Demonstrates a thoughtful comprehensive grasp of the significant ideas in the text. 	<ul style="list-style-type: none"> • Demonstrates an adequate grasp of the significant ideas in the text. 	<ul style="list-style-type: none"> • Demonstrates a limited grasp of the significant ideas in the text. 	<ul style="list-style-type: none"> • Fails to grasp the significant ideas in the literary work.
Evidence and Details in Literature	<ul style="list-style-type: none"> • Effectively supports important ideas and viewpoints through accurate and detailed references to the text. 	<ul style="list-style-type: none"> • Supports important ideas and viewpoints through references to the text. 	<ul style="list-style-type: none"> • Supports a few important ideas and viewpoints with limited reference to the text. 	<ul style="list-style-type: none"> • Provides brief support of the ideas and viewpoints.
Acting: Improvising Characters	<ul style="list-style-type: none"> • Consistently uses face, body and voice, dialogue and movement to create detailed, specific, believable character portrayals. • Maintains role through the scene and performs with commitment. 	<ul style="list-style-type: none"> • Makes effective choices as to use of face, body and voice to show character's personality and emotion. • Demonstrates some attention to detail in character portrayals. • Maintains character and performs with focus. 	<ul style="list-style-type: none"> • Portrays character's emotion and personality using only one of the following: face, body or voice. • Demonstrates basic understanding of character's viewpoint. • Sense of character is evident, but characterization may not be sustained or consistent. • Struggles to maintain focus. 	<ul style="list-style-type: none"> • Fails to communicate an understanding of the character. • Fails to use facial and/or vocal expression, the personality or character is not yet clear.
Collaboration	<ul style="list-style-type: none"> • Listens and relates to other actors in role throughout the entire scene. • Gives and takes focus in the scene without guidance. 	<ul style="list-style-type: none"> • Listens and relates to the other actors in role for most of the scene. • Gives and takes focus with minimal side coaching. 	<ul style="list-style-type: none"> • Listens and relates to the other actors for some of the scene. • Gives and takes focus with significant coaching. 	<ul style="list-style-type: none"> • Does not listen or relate to the other actors in the scene. • Takes focus from the other players.
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. 	<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 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 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.

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Continumn Peer Review for Sharing

PERFORMER'S NAME: _____

YOUR NAME: _____

How well did the actor use the following in their performance?

Mark an X on the line where their skills fall:

VOICE:

SOFT AND UNCLEAR

LOUD AND CLEAR

THEIR OWN VOICE

CREATED A CHARACTER VOICE

BODY:

NO USE OF BODY

WHOLE BODY

LITTLE CHARACTER

CREATED A CHARACTER'S BODY

IMAGINATION:

VERY LITTLE IMAGINATION

LOTS of IMAGINATION

KNOWLEDGE:

USED 1 DETAIL ABOUT THE CHARACTER AND STORY

USED 5 or MORE THINGSTHE CHARACTER AND STORY

COMMENTS: