

# INTEGRATED ASSESSMENT

## RUBRIC

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

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