

ASSESSMENT

As with any rigorous curriculum, assessing your students' progress through *The Lion King* Experience will allow you to track milestones and areas for extra attention among your class. Additionally, assessment can be a useful tool for reporting to your administration, parents, and even to your students.

We have created a series of tools to accompany *The Lion King* Experience to aid your assessment process. Use these tools as written, or create your own assessment protocols customized to your school's needs.

The provided assessment tools for *The Lion King* Experience include:

Teacher Pre- and Post-Evaluation Rubric

In the first and last sessions of *The Lion King* Experience, students work on performing scenes for the class. This structure allows you to track progress over time. Session 1: Introduction provides a base line of your group's theater skills and abilities. By repeating the activity in Session 11: Reflection, you'll see your students' growth.

The Teacher Pre- and Post-Evaluation Rubric tracks theater skills and aligns with the anchor standards set forth in the National Core Arts Standards. Complete one rubric for each Pride during Sessions 1 and 11.

Pride Work Teacher Rubric

One of the many benefits to theater education is its natural ability to cultivate many soft skills critical to success in the 21st century. In each session, *The Lion King* Experience provides students with opportunities to employ and strengthen: critical thinking, communication, collaboration, and creativity in addition to the stage skills explored throughout the activities.

The rubric offers a comprehensive look at each of these skills. If time and resources are lacking, assess only the categories of most use to you. The Pride Work Teacher Rubric can be used after each session to assess your students' development and use of these critical 21st Century Skills in addition to their theater-specific learning.

Pride Work Student Checklist

Because *The Lion King* Experience features student-driven, project-based learning, the included Pride Work Student Checklist is an assessment tool that your Prides can use at the end of each session. Like the Pride Work Teacher Rubric, the Pride Work Student Checklist encourages your students to reflect on their success employing 21st Century Skills in addition to the theater skills explored in *The Lion King* Experience. You can use this assessment tool in addition to, or in place of, the Pride Work Teacher Rubric. Be sure to build in time for your Prides to adequately reflect and complete this form.

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Complete one rubric for each Pride during Sessions 1 and 11.

STANDARD	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)
CREATING: (Pride Work)	<p>The Pride...</p> <ul style="list-style-type: none"> defined their roles during Pride Work. All of the necessary jobs were accounted for (actors, director, stage manager, etc.). Made creative choices to communicate setting and mood in innovative or unusual ways. created specific ways for characters to move and deliberately used staging to convey meaning. used their time for rehearsal successfully and frequently revised their work. 	<p>The Pride...</p> <ul style="list-style-type: none"> defined their roles during Pride Work. Most of the necessary jobs were accounted for (actors, director, stage manager, etc.). Made creative choices to communicate setting and mood in literal ways. created specific ways for characters to move and paid close attention to staging. used their time for rehearsal well and completed their work. 	<p>The Pride...</p> <ul style="list-style-type: none"> did not define their roles during Pride Work, but still managed to perform the scene. understood the setting and mood of the scene, but did not represent it in performance. incorporated minimal character movement and staging in their scene. ran out of time or did not have time for revision. 	<p>The Pride...</p> <ul style="list-style-type: none"> did not define their roles during Pride Work, and did not perform the scene in the time allotted. did not understand the setting or mood of the scene. did not incorporate character movement or staging in their scene. did not rehearse their scene successfully.
PERFORMING: (Share)	<ul style="list-style-type: none"> fully communicated plot, themes, and characters during the share. were fully prepared to present their work, having rehearsed thoroughly. interpreted the scene; and their vision, concepts, and ideas were evident during the share through both performance and non-performance elements. effectively used performance skills (volume, diction, vocal/physical expression) to enhance their performance. 	<ul style="list-style-type: none"> fully understood plot, themes, and characters, and some of these items were evident during the share. were confident during their presentation. had strong ideas regarding their vision, and some ideas were evident during the share through both performance and non-performance elements. used some performance skills (volume, diction, vocal/physical expression) to enhance their performance. 	<ul style="list-style-type: none"> fully understood plot, themes, and/or characters, but these elements were not evident during the share. lacked confidence during their presentation, but could be stronger with more rehearsal time. did not have an overarching vision for their scene, but did include some non-performance elements in their presentation. used few performance skills (volume, diction, vocal/physical expression) to enhance their performance. 	<ul style="list-style-type: none"> did not understand plot, themes, and/or characters, and these elements were not evident during the share. mismanaged their rehearsal time and were not prepared to share. did not have an overarching vision for their scene, and did not include any non-performance elements in their presentation. did not use performance skills (volume, diction, vocal/physical expression) to enhance their performance.

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STANDARD	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)	
RESPONDING: (Reflection)	The Pride... • Students perceive and analyze artistic work. • Students interpret intent and meaning in artistic work. • Students apply criteria to evaluate artistic work.	The Pride... — made deep connections to the work and processes of their peers. — made new and substantial conclusions about theatrical content or artistic processes. — offered constructive criticism, fluently using theatrical vocabulary and concepts. — frequently applied ideas and vocabulary from other disciplines to their theatrical work. revised their work.	The Pride... — made sophisticated connections to the work and processes of their peers. — made new conclusions about theatrical content or artistic processes. — offered constructive criticism using some theatrical vocabulary and concepts. — applied some ideas and vocabulary from other disciplines to their theatrical work.	The Pride... — made surface level connections to the work and processes of their peers. — reiterated conclusions about theatrical content or artistic processes. — offered constructive criticism using non-theatrical vocabulary and concepts. — applied few ideas and vocabulary from other disciplines to their theatrical work.	The Pride... — did not make connections to the work and processes of their peers. — did not make conclusions about theatrical content or artistic processes. — did not offer constructive criticism or offered unconstructive criticism. — did not apply ideas and vocabulary from other disciplines to their thoughts on theatrical work.
Post Only – review the full Pride Journal when completing this portion of the rubric. CONNECTING: (Pride Journal)	reflected on the sessions' discoveries and drew deep and meaningful personal connections. — applied the sessions' skills to create original and innovative art . — stated they formed deep appreciation of artistic process because of connections to personal experience. — stated that artistic experiences have positively transformed their lives outside of theatrical learning or <i>The Lion King</i> Experience. learning or <i>The Lion King</i> Experience.	reflected on the sessions' discoveries and drew some personal connections. — applied the sessions' skills to create original art . — stated they appreciate artistic process more because of connections to personal experience. — stated that artistic experiences have positively impacted their lives outside of theatrical learning or <i>The Lion King</i> Experience.	reflected on the sessions' discoveries and drew few personal connections. — applied the sessions' skills but created derivative rather than original art. — adequately connected artistic processes to their personal experiences. — stated that some artistic experiences have impacted their lives outside of theatrical learning or <i>The Lion King</i> Experience.	did not reflect on the sessions' discoveries and made no personal connections . — did not apply the sessions' skills and did not create art . — did not connect artistic processes to their personal experiences. — did not state that theatrical learning or <i>The Lion King</i> Experience impacted them in any way.	
TOTAL:					
COMMENTS:					

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Complete one rubric for each Pride after each session.

SKILLS	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)
COMMUNICATION: Sharing ideas during brainstorming sessions <i>and</i> with the audience during the share.	<p>The Pride...</p> <ul style="list-style-type: none"> <input type="checkbox"/> generated many ideas as a group. <input type="checkbox"/> identified and embraced challenges and found joy in working toward solutions. <input type="checkbox"/> innovated and built on the opinions of each Pride member. <input type="checkbox"/> formulated an exemplary solution based on the ideas generated. 	<p>The Pride...</p> <ul style="list-style-type: none"> <input type="checkbox"/> generated several ideas as a group. <input type="checkbox"/> identified challenges and worked toward solutions. <input type="checkbox"/> incorporated ideas from multiple Pride members. <input type="checkbox"/> formulated a successful solution based on the ideas generated. 	<p>The Pride...</p> <ul style="list-style-type: none"> <input type="checkbox"/> generated at least one idea as a group. <input type="checkbox"/> identified challenges but struggled to find solutions. <input type="checkbox"/> involved some, but not all, members in the brainstorming. <input type="checkbox"/> formulated a solution with potential based on the ideas generated. 	<p>The Pride...</p> <ul style="list-style-type: none"> <input type="checkbox"/> did not generate any ideas as a group. <input type="checkbox"/> did not identify challenges or saw them as road-blocks to solutions. <input type="checkbox"/> did not brainstorm or did not understand the challenge. <input type="checkbox"/> was unable to complete the Pride Challenge.
COMMUNICATION: Sharing ideas during brainstorming sessions <i>and</i> with the audience during the share.	<ul style="list-style-type: none"> <input type="checkbox"/> listened and responded to ideas <i>and offered helpful advice and opinions</i>. <input type="checkbox"/> stayed on the same page and focused its time on work rather than clarifying misunderstandings. <input type="checkbox"/> used bodies and voices to share ideas with an audience in an engaging and exciting way. <input type="checkbox"/> The Pride Leader listened, responded, and facilitated with respect and attention to all Pride members. 	<ul style="list-style-type: none"> <input type="checkbox"/> listened and responded to ideas. <input type="checkbox"/> communicated with one another while rarely having to clarify misunderstandings. <input type="checkbox"/> used bodies and voices to share its work with an audience. <input type="checkbox"/> The Pride Leader attempted to facilitate with respect and attention to all Pride members. 	<ul style="list-style-type: none"> <input type="checkbox"/> attempted to listen and respond to ideas, but some conflicts arose. <input type="checkbox"/> attempted to work together, but often misunderstood one another and spent time clarifying intentions. <input type="checkbox"/> attempted to use their bodies and voices to share their work with an audience. <input type="checkbox"/> The Pride Leader was not able to facilitate; or the Pride members did not listen to the Pride Leader, but the Pride still accomplished its goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> did not listen and respond to ideas. <input type="checkbox"/> did not understand one another, and made no effort to do so. <input type="checkbox"/> did not use bodies and voices to share ideas. <input type="checkbox"/> was unable to share ideas successfully. <input type="checkbox"/> The Pride Leader mismanaged the group or the Pride members did not listen to the Pride Leader. The Pride did not accomplish its goals.

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STANDARD	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELow STANDARD (1)
COLLABORATION: Working as a Pride to reach a goal in a positive and successful way.	<p>The Pride...</p> <ul style="list-style-type: none"> _____actively included all members and each member had a specific role for the day. _____worked together with no real conflict, and/or disagreements easily led to better ideas and deeper understanding. _____established a “best idea wins” mentality and put the work before individual needs. _____had a successful day of work and the Pride members formed deeper bonds. 	<p>The Pride...</p> <ul style="list-style-type: none"> _____successfully included all members during the work for the day. _____worked together with no real conflict, and/or disagreements eventually led to better ideas and deeper understanding. _____put the work first and piggy-backed on ideas well. _____worked well together and had a successful day of work. 	<p>The Pride...</p> <ul style="list-style-type: none"> _____tried to include all group members; some may have felt left out. _____attempted to work together, but had an unproductive disagreement. _____struggled with building off of each other's ideas, and individual preferences sometimes won out. _____was able to recover from disagreements and keep working. 	<p>The Pride...</p> <ul style="list-style-type: none"> _____was not inclusive of all of its members. _____had an unproductive disagreement, resulting in real conflict. _____did not build off of each other's ideas, or an individual's preferences were exclusively pursued. _____was not able to recover from disagreements and stopped working.
CREATIVITY: Developing ideas into new and novel solutions.	<ul style="list-style-type: none"> _____generated many imaginative and original solutions and successfully developed one into a novel result. _____encouraged all members to express themselves fully and infused their own personalities into their art. _____worked flexibly and nimbly used all limitations or resources to inform their work. _____remained motivated by the task at hand and found joy in creating ideas or art for the Pride members' own fulfillment. 	<ul style="list-style-type: none"> _____generated an imaginative and original solution and successfully developed it into a novel result. _____encouraged many members to creatively express themselves. _____worked flexibly and used some limitations or resources to inform its work. _____remained motivated by the task at hand and certain extrinsic factors. While the Pride members found some joy in creating ideas or art for their own fulfillment, they were also motivated by extrinsic factors. 	<ul style="list-style-type: none"> _____generated a rudimentary solution or replicated an existing idea (example: replicated designs from <i>The Lion King</i> on Broadway) _____encouraged a few members to express themselves during the Pride work or share. _____attempted a solution, but sometimes struggled with flexibility and saw limitations as a road block. _____overcame initial motivation struggles when reminded of academic achievement or audience response. 	<ul style="list-style-type: none"> _____did not generate any solutions or did not understand the Challenge Sheet. _____was not comfortable with self-expression, and no members of the Pride expressed themselves at any point in the session. _____was inflexible; if a limitation or unexpected resource was encountered, the Pride members gave up. _____was unmotivated by both intrinsic and extrinsic factors.

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SKILLS	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)
Stage Skills: Learning, applying, and building on domain specific concepts, language, and disciplines.	<p>The Pride...</p> <p>_____ integrated all new stage skills from the session into their Pride challenge.</p> <p>_____ used many previously learned concepts and skills to inform its Pride work.</p> <p>_____ used new and previously learned theatrical vocabulary during Pride work.</p> <p>_____ easily used stage skills during the share; all members of the Pride used volume and diction during the share.</p>	<p>The Pride...</p> <p>_____ attempted to integrate new stage skills from the session into its Pride challenge.</p> <p>_____ used some previously learned concepts and skills to inform its Pride work.</p> <p>_____ used some new and previously learned theatrical vocabulary during Pride work.</p> <p>_____ used stage skills during the share, but some skills were missing or were weak; a majority of the Pride used volume and diction during the share.</p>	<p>The Pride...</p> <p>_____ attempted to integrate new stage skills from the session into its Pride challenge, but was inconsistent or unsuccessful.</p> <p>_____ used a few previously learned concepts and skills disciplines to inform its Pride work.</p> <p>_____ used little new and previously learned theatrical vocabulary during its Pride work.</p> <p>_____ attempted to use stage skills during the share, but its choices were unclear; the Pride struggled to use volume and diction during the share.</p>	<p>The Pride...</p> <p>_____ did not use new stage skills from the session.</p> <p>_____ did not use previously learned concepts and skills to inform its Pride work.</p> <p>_____ did not use previously learned theatrical vocabulary during Pride work.</p> <p>_____ did not use stage skills during the share; the Pride struggled to use volume and diction during the share.</p>
TOTAL:				
COMMENTS:				

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PRIDE NAME:

SESSION:

PRIDE LEADER:

Directions: Work with your Pride to complete the form. Check "yes" if the sentence is true for your Pride, or check "not today" if the sentence is not true for your Pride.

1. We solved problems by brainstorming lots of different solutions. We came up with a new and imaginative idea.

Yes Not today

2. We listened to each other's opinions and responded with ideas to improve our work.

Yes Not today

3. We used our bodies and voices to share our work in an exciting way. We used volume and diction.

Yes Not today

4. We solved disagreements by using calm voices and kind words. We compromised.

Yes Not today

5. We used the theater skills we learned during class to the best of our ability.

Yes Not today