

ASSESSMENT

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

ASSESSMENT

Complete one rubric for each Pride after each session.

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

ASSESSMENT

| STANDARD | EXCEEDING STANDARD (4) | MEETING STANDARD (3) | APPROACHING STANDARD (2) | BELOW STANDARD (1) |
|--|--|---|--|--|
| <p>COLLABORATION:</p> <p>Working as a Pride to reach a goal in a positive and successful way.</p> | <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. |
| <p>CREATIVITY:</p> <p>Developing ideas into new and novel solutions.</p> | <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. |

ASSESSMENT

| SKILLS | EXCEEDING STANDARD (4) | MEETING STANDARD (3) | APPROACHING STANDARD (2) | BELOW STANDARD (1) |
|---|---|--|---|--|
| <p>Stage Skills:</p> <p>Learning, applying, and building on domain specific concepts, language, and disciplines.</p> | <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> |
| <p>TOTAL:</p> | | | | |
| <p>COMMENTS:</p> | | | | |

ASSESSMENT

Complete one rubric for each Pride.

| STANDARD | EXCEEDING STANDARD (4) | MEETING STANDARD (3) | APPROACHING STANDARD (2) | BELOW STANDARD (1) |
|--|---|---|---|--|
| <p>CREATING: (Pride Work)</p> <ul style="list-style-type: none"> Students generate and conceptualize artistic ideas and work. Students organize and develop artistic ideas and work. Students refine and complete artistic ideas and 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. |
| <p>PERFORMING: (Share)</p> <ul style="list-style-type: none"> Students analyze and interpret work for presentation. Students develop and refine artistic work for presentation. Students convey meaning through the presentation of artistic work. | <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. |

ASSESSMENT

| STANDARD | EXCEEDING STANDARD (4) | MEETING STANDARD (3) | APPROACHING STANDARD (2) | BELOW STANDARD (1) |
|--|--|--|---|---|
| <p>RESPONDING: (Reflection)</p> <ul style="list-style-type: none"> Students perceive and analyze artistic work. Students interpret intent and meaning in artistic work. Students apply criteria to evaluate artistic work. | <p>The Pride...</p> <p>___ made deep connections to the work and processes of their peers.</p> <p>___ made new and substantial conclusions about theatrical content or artistic processes.</p> <p>___ offered constructive criticism, fluently using theatrical vocabulary and concepts.</p> <p>___ frequently applied ideas and vocabulary from other disciplines to their theatrical work. revised their work.</p> | <p>The Pride...</p> <p>___ made sophisticated connections to the work and processes of their peers.</p> <p>___ made new conclusions about theatrical content or artistic processes.</p> <p>___ offered constructive criticism using some theatrical vocabulary and concepts.</p> <p>___ applied some ideas and vocabulary from other disciplines to their theatrical work.</p> | <p>The Pride...</p> <p>___ made surface level connections to the work and processes of their peers.</p> <p>___ reiterated conclusions about theatrical content or artistic processes.</p> <p>___ offered constructive criticism using non-theatrical vocabulary and concepts.</p> <p>___ applied few ideas and vocabulary from other disciplines to their theatrical work.</p> | <p>The Pride...</p> <p>___ did not make connections to the work and processes of their peers.</p> <p>___ did not make conclusions about theatrical content or artistic processes.</p> <p>___ did not offer constructive criticism or offered unconstructive criticism.</p> <p>___ did not apply ideas and vocabulary from other disciplines to their thoughts on theatrical work.</p> |
| <p>CONNECTING: (Pride Journal)</p> <ul style="list-style-type: none"> Students synthesize and relate knowledge and personal experiences to make art. | <p>___ reflected on the sessions' discoveries and drew deep and meaningful personal connections.</p> <p>___ applied the sessions' skills to create original and innovative art.</p> <p>___ stated they formed deep appreciation of artistic process because of connections to personal experience.</p> <p>___ stated that artistic experiences have positively transformed their lives outside of theatrical learning or <i>The Lion King</i> Experience.</p> | <p>___ reflected on the sessions' discoveries and drew some personal connections.</p> <p>___ applied the sessions' skills to create original art.</p> <p>___ stated they appreciate artistic process more because of connections to personal experience.</p> <p>___ stated that artistic experiences have positively impacted their lives outside of theatrical learning or <i>The Lion King</i> Experience.</p> | <p>___ reflected on the sessions' discoveries and drew few personal connections.</p> <p>___ applied the sessions' skills but created derivative rather than original art.</p> <p>___ adequately connected artistic processes to their personal experiences.</p> <p>___ stated that some artistic experiences have impacted their lives outside of theatrical learning or <i>The Lion King</i> Experience.</p> | <p>___ did not reflect on the sessions' discoveries and made no personal connections.</p> <p>___ did not apply the sessions' skills and did not create art.</p> <p>___ did not connect artistic processes to their personal experiences.</p> <p>___ did not state that theatrical learning or <i>The Lion King</i> Experience impacted them in any way.</p> |
| TOTAL: | | | | |
| COMMENTS: | | | | |