

Group Members:

Date: \_\_\_\_\_

Period: \_\_\_\_\_

Teacher: \_\_\_\_\_

## THEATRICAL PLAY PERFORMANCE RUBRIC

| CATEGORY                             | REQUIREMENTS                                                                                                                                                                                     | POSSIBLE POINTS | POINTS EARNED |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| CREATIVITY                           | The play contains many creative details and/or descriptions that contribute to the viewer's enjoyment. The author has really used his/her imagination.                                           | 10              |               |
| DIALOGUE                             | There is an appropriate amount of dialogue for all members to have a balanced role and to bring characters/ situation to life and it is realistic.                                               | 10              |               |
| ACTION                               | Playwright has incorporated plenty of action to bring the story to life. The play is exciting and realistic. Movements are effectively planned and well placed to add to the action of the play. | 10              |               |
| VOICE                                | Voice was loud and clear; words were easily understood                                                                                                                                           | 10              |               |
| BLOCKING                             | Good use of stage and movement—did not turn back to audience                                                                                                                                     | 10              |               |
| MEMORIZATION/<br>IMPROVISATION       | Script was partially memorized; student improvised in place of lines.                                                                                                                            | 10              |               |
| FACIAL EXPRESSION/<br>BODY LANGUAGE  | Great use of gestures, facial expression and body movement!                                                                                                                                      | 10              |               |
| PROPS                                | Includes at least one prop for each character, reflects a sophisticated understanding of the play.                                                                                               | 5               |               |
| WARDROBE/COSTUME                     | Includes at least one costumes for each character. The costume you should describe what the actor wears during the performance and reflects a sophisticated understanding of the play.           | 10              |               |
| COOPERATION                          | Accepts ideas of others; able to compromise. All members contribute.                                                                                                                             | 5               |               |
| OVERALL PRESENTATION                 | Shows confidence, Informative, Entertaining; engages audience, Speaks loudly and clearly, and Appropriate use of body language.                                                                  | 10              |               |
| TOTAL POSSIBLE POINTS/POINTS EARNED: |                                                                                                                                                                                                  | 100             |               |

# Play Performance Rubric Middle School

**Timothy Brophy**



### **Play Performance Rubric Middle School:**

*Performance-Based Assessment for Middle and High School Physical Education* Jacalyn Lea Lund, Mary Fortman Kirk, 2019-03-21 Performance Based Assessment for Middle and High School Physical Education is a cutting edge book that teachers trust for assessing middle school and high school physical education students Also a highly popular undergraduate text for courses that focus on performance based assessment this new third edition features significant additions enhancements and updates New chapters on effective management and instruction delivery which make it appropriate for PETE instructors using the book for secondary methods courses A new chapter on assessments with various instructional models including Sport Education Teaching Games for Understanding Cooperative Learning Personalized System of Instruction and Teaching Personal and Social Responsibility A new chapter on assessing dance with sample dance units in the web resource A new sample unit on ultimate Frisbee in the chapter on invasion games An expanded section on cognitive assessments with suggestions for writing tests Updated content on rubrics Performance Based Assessment shows readers how to use portfolios to assess fitness and it offers an example of a portfolio assessment for a high school fitness course It also guides readers in using skill tests in physical education Written by two authors with a combined 26 years of experience teaching physical education in public schools the text discusses various assessment formats helping PETE students and in service teachers know both what to assess and how to assess it Readers learn how to develop culminating and progressive assessments as well as plan for continuous performance based assessments and acquire effective teaching strategies for standards based instruction All content is aligned with current SHAPE America national standards and is supported by research from educational assessment giants such as Tom Guskey Richard Stiggins Dylan William Robert Marzano and James Popham The book is organized into four parts with part I introducing readers to performance based assessment issues such as the need for change in the assessment process how assessments can be used to enhance learning the various assessment domains and methods and the use of rubrics in assessments Part II explores aspects of managing and implementing physical education lessons In part III readers learn about the components of performance based assessment and in part IV they delve into issues affecting grading and implementing continuous performance based assessment This groundbreaking text explains the theory behind assessment and through its numerous models shows how to apply that theory in practice The text is filled with practical examples much more so than the typical assessment book And it is supplemented by a web resource that houses forms charts and other material for instructors to use in their performance based assessments Class size skill levels and time factors can make assessments difficult but far from impossible The examples in the book are meant to be modified as needed with the ideas in the book used as starting points Teachers can use the material examples and tools in this book to create assessments that enhance student learning providing them feedback to let them know what they have accomplished and how they can work toward goals of greater competence

**The Essentials of Teaching Physical Education** Stephen

A. Mitchell, Jennifer L. Walton-Fisette, 2022 *The Essentials of Teaching Physical Education* Second Edition delivers the vital information future and current physical educators need to know with a focus on social justice and equity issues. It uses a standards based teaching for learning approach and helps readers develop the skills in planning management teaching and assessment they need to begin successful careers. *Artificial Intelligence in Education* Andrew M. Olney, Irene-Angelica Chounta, Zitao Liu, Olga C. Santos, Ig Ibert Bittencourt, 2024-07-01 This book constitutes the refereed proceedings of the 25th International Conference on Artificial Intelligence in Education AIED 2024 held in Recife Brazil in July 8-12, 2024. Proceedings: The 49 full papers and 27 short papers presented in this book were carefully reviewed and selected from 334 submissions. The papers present results in high quality research on intelligent systems and the cognitive sciences for the improvement and advancement of education. Assessment-Driven Instruction in Physical Education Jacalyn Lea Lund, Mary Lou Veal, 2013-04-10 For the savvy educator assessment can be a powerful tool for informing teaching decisions, improving student learning, and helping students achieve learning standards. Learn how to make the most of assessment with *Assessment Driven Instruction in Physical Education*. With this text and web resource you will learn how to develop assessments and gather information that helps you monitor student progress, structure effective lessons, and make grading more accurate and systematic. *Assessment Driven Instruction in Physical Education: A Standards Based Approach to Promoting and Documenting Learning* shows you how to use standards based assessment to advance and support student learning in middle and high school physical education programs. In this text, authors Lund and Veal, both experienced physical education teachers and teacher educators, help readers not only understand assessment concepts and applications but also develop the skills to implement assessment. *Assessment Driven Instruction in Physical Education* can be used in a methods class, in an assessment class, or for in-service teacher education. It contains numerous examples of assessments and unique practice tasks that help teachers develop assessment skills. Current and future teachers can use these practice tasks to apply their knowledge to specific teaching situations and design their own assessments as they move through the text. Readers will also gain knowledge and strategies for assessing the psychomotor, cognitive, and affective domains based on current assessment research aligned with National Association for Sport and Physical Education (NASPE) standards. To help those new to the assessment process, this text includes chapters on managing assessment, using data to improve learning, and using assessments to assign a fair grade. Information not found in most texts on assessment and measurement. An accompanying web resource contains assessment building practice tasks in a convenient downloadable format, offering an accessible and efficient way to develop knowledge and skills in assessment. With *Assessment Driven Instruction in Physical Education*, teacher candidates and current educators can solidify their knowledge of assessment concepts as they learn to design and use high quality assessments. *Assessment Driven Instruction in Physical Education* can help teachers make assessment a meaningful tool for informing instructional choices, promoting student learning, and documenting learning. Engaging

Musical Practices Suzanne L. Burton, 2021-12-02 Inspire and involve your adolescent students in active music making with this second edition of *Engaging Musical Practices A Sourcebook for Middle School General Music* A practical and accessible resource fourteen chapters lay out pedagogically sound practices for preservice and inservice music teachers Beginning with adolescent development authors outline clear pedagogical steps for the creation of an inclusive curriculum that is age appropriate age relevant and standards based You will find timely chapters on singing and playing instruments such as guitar keyboard ukulele drumming and percussion Other chapters address ways to make music with technology strategies for students with exceptionalities and the construction of instruments Further there are chapters on songwriting interdisciplinary creative projects co creating musicals infusing general music into the choral classroom and standards based assessment The book is full of musical examples sample rubrics and resource lists This second edition of *Engaging Musical Practices A Sourcebook for Middle School General Music* is a necessity for any practitioner who teaches music to adolescent students or as a text for secondary general music methods courses

**Middle School General Music** Elizabeth Ann McAnally, 2016-04-06 Create a viable meaningful program that will motivate your students and have them participating with enthusiasm with *Middle School General Music The Best Part of Your Day* A welcome guidebook for music teachers trying to navigate the sometimes turbulent waters of middle school general music it offers strategies and lessons that have been created in the real world of general music by a practicing teacher Revised and expanded to align with the National Core Arts Standards each section of this second edition is full of tips and lessons to help middle schoolers develop a life long love of music From instructional units to composition projects rhythm games to listening lessons you ll find plenty of ideas for working with young adolescents An appendix of suggested resources steers you to materials appropriate for middle level students Bolster your program with the discussion about why general music is so vital in middle school If your music classes feel like the perfect storm let McAnally make them the best part of your day

*The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 2* Timothy Brophy, 2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music

*Grading for Equity* Joe Feldman, 2023-08-31 Raise standards and improve learning for all students through equitable grading Grading one of the most important responsibilities of teachers with major implications for students academic and life trajectories is ironically also among the most enigmatic and frequently avoided topics in education Although most teachers sense that common grading practices are often ineffective there is limited understanding of how those practices can undermine effective teaching and harm students particularly those historically underserved It is long past due to implement grading practices that are more accurate bias resistant and motivational and which improve student learning empower teachers and transform classrooms as a result In this newly updated edition of the best selling *Grading for Equity* Joe Feldman provides a valuable resource for anyone invested in grading and its impact on students education mental

health and future opportunities Offering a research based alternative to the status quo this practitioner friendly guide provides Extensive revisions that reflect how the pandemic and the Black Lives Matter movement shifted traditional grading systems New data from both academic research and classrooms that demonstrate the benefits of equitable grading for all students Clear approaches to implement equitable grading practices Updated information on several equitable grading practices including proficiency scales A new concluding chapter that explores implementing equitable grading system wide With a down to earth style driven by the author s own curiosity as a teacher principal district administrator and university instructor this book will invite and challenge you to think about how more equitable grading when implemented effectively creates a more rigorous humane and positive school experience for all Instructional Models for Physical Education

Michael Metzler,Gavin T. Colquitt,2021-05-30 No single instructional method can meet all of the student learning needs expressed in the SHAPE America National Standards for Physical Education This new edition provides pedagogical knowledge and resources that support physical education teachers selection and use of instructional models and gives physical educators a plan for incorporating these models into their teaching Presented in two sections Instructional Models for Physical Education 4E first presents the rationale pedagogical knowledge and selection processes for Model Based Instruction MBI MBI is the commitment to use one instructional plan throughout a unit of instruction The second section provides pedagogical knowledge for the selection implementation and assessment of instructional models used in P 12 physical education This edition has been updated to be in alignment with the SHAPE America National Standards for Physical Education It includes new sections on differentiated instruction and practical applications A companion website contains additional examples and information for each model The book includes everything the reader needs for planning implementing and assessing when teaching with instructional models It helps readers incorporate research based practices in their lessons adapt activities and teach to standards This text can be used as the stand alone text for courses on physical education teaching methods at the undergraduate and graduate levels Student-centered Physical Education Timothy K. Smith,Nicholas G. Cestaro,1998 Student Centered Physical Education presents over 100 fun physical activities that not only promote student fitness and skill development but also build the foundation for a physically active life The authors modular approach allows teachers to mix and match activities in order to achieve specific goals creating multiple opportunities within each class period for students to succeed Authors Timothy Smith and Nicholas Cestaro who together have more than 50 years of teaching experience have developed a student centered approach to physical education to replace the outdated subject driven approach By focusing on the needs of the preadolescent student rather than on sports or calisthenics this proven program challenges exclusivity boredom and gender bias Their strategies and activities make physical education relevant to your students and motivate them to participate in physical activity both in the gym and after school Part I A Student Centered Modular Approach helps you develop and organize your classes You ll learn how to assemble modular

lesson plans and how to increase their effectiveness using the teaching strategies presented You ll also find a chapter on authentic assessment which discusses the use of rubrics portfolios and portfolio cards Next Part II Teaching Modules provides you with easy to follow step by step directions for more than 100 fitness related activities including warm ups skill development activities team oriented activities and individual and paired activities Each activity is ready to be inserted into the modular lesson format presented in Part I In addition you ll find 10 detailed health fitness modules one for each month of the school year that will help you present and reinforce key lifestyle concepts in addition to the physical components of physical education

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## **Table of Contents Play Performance Rubric Middle School**

1. Understanding the eBook Play Performance Rubric Middle School
  - The Rise of Digital Reading Play Performance Rubric Middle School
  - Advantages of eBooks Over Traditional Books
2. Identifying Play Performance Rubric Middle School
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Play Performance Rubric Middle School
  - User-Friendly Interface
4. Exploring eBook Recommendations from Play Performance Rubric Middle School
  - Personalized Recommendations
  - Play Performance Rubric Middle School User Reviews and Ratings
  - Play Performance Rubric Middle School and Bestseller Lists
5. Accessing Play Performance Rubric Middle School Free and Paid eBooks
  - Play Performance Rubric Middle School Public Domain eBooks
  - Play Performance Rubric Middle School eBook Subscription Services
  - Play Performance Rubric Middle School Budget-Friendly Options
6. Navigating Play Performance Rubric Middle School eBook Formats

- ePub, PDF, MOBI, and More
- Play Performance Rubric Middle School Compatibility with Devices
- Play Performance Rubric Middle School Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Play Performance Rubric Middle School
  - Highlighting and Note-Taking Play Performance Rubric Middle School
  - Interactive Elements Play Performance Rubric Middle School
- 8. Staying Engaged with Play Performance Rubric Middle School
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Play Performance Rubric Middle School
- 9. Balancing eBooks and Physical Books Play Performance Rubric Middle School
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Play Performance Rubric Middle School
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Play Performance Rubric Middle School
  - Setting Reading Goals Play Performance Rubric Middle School
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Play Performance Rubric Middle School
  - Fact-Checking eBook Content of Play Performance Rubric Middle School
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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