

## YEAR ONE: PRACTICING SELF-REGULATION MASTER ASSESSMENT RUBRIC

| <b>Socio-emotional Goals &amp; Objectives</b>   | Students were able to somewhat meet the lesson's socio-emotional goals and objectives  | Students were able to effectively meet the lesson's socio-emotional goals and objectives  | Students exceeded expectations of the posted lesson's socio-emotional goals and objectives   |
|---|--|---|--|
|   | <b>Developing (1)</b>  | <b>Adequate (2)</b>   | <b>Excellence (3)</b>  |
| Self awareness: Identify emotions   | Students were able to use a generic word to describe their feelings (good or bad)  | Students were able to use a broad feeling word to describe their feelings (ie. happy, sad, mad, excited, scared)  | Students were able to use a specific feeling word to describe their feelings (ie. anxious, exhilarated, confident, hopeful, distrustful)   |
| Self awareness: Understand personal stress response   | Students were able to identify when they are feeling uncomfortable   | Students were able to identify how they feel when they are stressed   | Students were able to identify how they act when they are feeling stressed   |
| Impulse control: Demonstrate calming technique  | Students were able to demonstrate calming technique with prompting from teacher  | Students were able to demonstrate calming technique using strategies demonstrated by the teacher  | Students were able to independently demonstrate calming techniques   |
| Impulse control: Identify personal calming strategy   | Students were able to identify calming techniques  | Students were able to identify calming techniques that work from themselves   | Students were able to develop a calming strategy that identifies which calming techniques they will use when they are feeling stressed   |
| Goal Setting  | Students were able to identify a goal  | Students were able to identify a goal and develop a plan  | Students were able to take steps towards achieving the plan  |
| <b>Artistic Goals &amp; Objectives</b>  | Students were able to somewhat meet the lesson's artistic goals and objectives   | Students were able to effectively meet the lesson's artistic goals and objectives   | Students exceeded expectations of the posted lesson's artistic goals and objectives  |
| <b>GENERAL ARTS</b>   | <b>Developing (1)</b>  | <b>Adequate (2)</b>   | <b>Excellence (3)</b>  |
| <b>Standard - PA 9.1.5.B</b><br>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and           | Students were able to minimally apply the required skills necessary to the project.  | Students were able to apply most of the required skills necessary to the project.   | Students were able to apply all of the required skills necessary to the project.   |
| <b>Standard - PA 9.1.5.E</b><br>Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts. | Students were able to identify the general emotion or meaning behind the work of art -OR- students were able to apply a general sense of emotion or meaning behind their artwork | Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork through description of context clues | Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork and explain how and why the artwork conveys emotions/feelings |
| <b>Standard - PA 9.1.5.H</b><br>Use and maintain materials, equipment and tools safely at work and performance spaces.                                      | Students needed many reminders on how to use materials safely and appropriately  | Students were able to use materials safely and appropriately with little reminding  | Students were able to use materials safely and appropriately with no reminders   |
| <b>DANCE</b>  |  |   |  |
| <b>Standard - PA 9.1.5.A</b><br>Elements of Dance: • energy/force • space • time  | Students were able to successfully mimic the element as demonstrated by the instructor   | Students were able to demonstrate requested elements without supplied example   | Students were able to identify elements within either their own works or works of others   |

|   |  |  |  |
|---|--|--|--|
| Principles of Dance: • choreography • form • genre • improvisation • style • technique  | Students were able to demonstrate a basic understanding and application of the principle | Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson | Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson |
| <b>VISUAL ARTS</b>  |  |  |  |
| <b>Standard - PA 9.1.5.A</b>  |  |  |  |
| Elements of Visual Arts: • color • form/shape • line • space • texture • value  | Students were able to successfully mimic the element as demonstrated by the instructor   | Students were able to demonstrate requested elements without supplied example  | Students were able to identify elements within either their own works or works of others   |
| Principles of Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony  | Students were able to demonstrate a basic understanding and application of the principle | Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson | Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson |
| <b>MUSIC</b>  |  |  |  |
| <b>Standard - PA 9.1.5.A</b>  |  |  |  |
| Elements of Music: • duration • intensity • pitch • timbre  | Students were able to successfully mimic the element as demonstrated by the instructor   | Students were able to demonstrate requested elements without supplied example  | Students were able to identify elements within either their own works or works of others   |
| Principles of Music: • composition • form • genre • harmony • rhythm • texture  | Students were able to demonstrate a basic understanding and application of the principle | Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson | Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson |
| <b>DRAMA</b>  |  |  |  |
| <b>Standard - PA 9.1.5.A</b>  |  |  |  |
| Elements of Theatre: • scenario • script/text • set design  | Students were able to successfully mimic the element as demonstrated by the instructor   | Students were able to demonstrate requested elements without supplied example  | Students were able to identify elements within either their own works or works of others   |
| Principles of Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice  | Students were able to demonstrate a basic understanding and application of the principle | Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson | Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson |
| <b>Academic Goals &amp; Objectives</b>  | Students were able to somewhat meet the lesson's academic goals and objectives           | Students were able to effectively meet the lesson's academic goals and objectives  | Students exceeded expectations of the posted lesson's academic goals and objectives  |
| <b>LANGUAGE ARTS</b>  | <b>Developing (1)</b>  | <b>Adequate (2)</b>  | <b>Excellence (3)</b>  |
| <b>Standard - CC.1.3.1.A</b>  |  |  |  |
| Retell stories, including key details, and demonstrate understanding of their central message or lesson.  | Students were able to retell stories with little to no detail from source                | Students were able to retell stories with adequate and relevant detail from source                                       | Students were able to retell stories with significant and specific detail from source  |
| <b>Standard - CC.1.5.1.B</b>  |  |  |  |
| Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not clear. | Students were able to ask or answer general questions with little to no key details.     | Students were able to ask or answer questions with adequate and relevant detail from source.                             | Students were able to ask or answer questions with significant and specific detail from source.                                  |
| <b>Standard - CC.1.5.1.D</b>  |  |  |  |
| Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.   | Students were able to express ideas with simplistic language                             | Students were able to adequately express ideas with a mix of general and precise language                                | Students were able to effectively express ideas with precise language  |

**MATH**

**Standard - CC.2.3.1.A.1**

Compose and distinguish between two- and three-dimensional shapes based on their attributes.

Students were able to draw OR identify two and three dimensional shapes with prompting from teacher

Students were able to draw OR identify two and three dimensional shapes using strategies demonstrated by the teacher

Students were able to independently draw OR identify two and three dimensional shapes

**Standard - CC.2.3.1.A.2**

Use the understanding of fractions to partition shapes into halves and quarters.

Students were able to partition shapes into halves and quarters with prompting from teacher

Students were able to partition shapes into halves and quarters using strategies demonstrated by the teacher

Students were able to independently partition shapes into halves and quarters

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