

Grade 5: In or Out
Rubric for Culminating Task

Criteria	Level One	Level Two	Level Three	Level Four
Personal Reflection <i>Evidence of Knowledge and Understanding in Written Response</i>	-limited evidence of understanding or thinking about inclusion and exclusion -answered chosen questions, with limited reference to ideas and learning from previous lessons/resources	-some evidence of understanding or thinking about inclusion and exclusion -answered chosen questions, drawing on some ideas and learning from previous lessons/resources	-considerable evidence of thinking and understanding about inclusion and exclusion -answered chosen questions, drawing on ideas and learning from previous lessons/resources	-high degree of evidence of thinking and understanding about inclusion and exclusion -answered chosen questions thoroughly, drawing on ideas and learning from previous lessons/resources
Creative Process & Group Work <i>Collaboration and Use of Processes</i>	-is beginning to contribute ideas and listen to others to shape and plan work -limited participation in brainstorming, experimenting, and revising/refining	-contributes some ideas and is usually listening to others in shaping and planning -some participation in brainstorming, experimenting, and revising/refining	-contributes effectively and listens to others during the planning and shaping of the work - participates in brainstorming, experimenting, and revising/refining	- contributes effectively, building on and extending the ideas of others ideas - listens attentively to others -motivates others -participates actively and motivates the group to brainstorm, experiment, and revise/refine
Communication <i>Focus & Use of Techniques to Communicate Message</i>	-limited focus and/or participation in tableau, choral speaking and movement techniques -limited use of dance, tableau and choral speaking elements to explore and communicate message about inclusion and exclusion	-some focus and participation in tableau, choral speaking and movement techniques -some use of dance, tableau and choral speaking elements to explore and communicate message about inclusion and exclusion	-considerable focus and participation in tableau, choral speaking and movement techniques - effective use of dance, tableau and choral speaking elements to explore and communicate message about inclusion and exclusion	-high degree of focus and effective participation in tableau, choral speaking and movement techniques -highly effective use of dance, tableau and choral speaking elements to explore and communicate message about inclusion and exclusion