

Student name _____

Arts Integration Rubric:

Date:	3+ Exceeds Standard	3 Meets Standard	2 Progressing to meeting standard	1 Does not meet standard
Overall Interpretation	Student continually put himself into the character's role.	Student consistently put himself into the character's role.	Student often put himself into the character's role or misinterpretation was present.	Student was not able to put himself into the character's role.
Tableau	Student needed no assistance from teacher when collaborating with peers to create/direct a tableau displaying with no movement, facial expressions, and 3 levels (high, middle, low)	Student needed little assistance from teacher when collaborating with peers to create/direct a tableau displaying with no movement, facial expressions, and 3 levels (high, middle, low)	Student often needed assistance from teacher when collaborating with peers to create/direct a tableau. At least one of the following factors was missing (no movement, facial expressions, and 3 levels)	Student was rarely or unable to collaborate with peers to create/direct a tableau.
Hot Seat	Student was continually able to answer questions as if he were the character. It felt as if the student had become the character based on tone, behavior, voice, expression, etc. Student asked deeper level thinking questions when part of the audience.	Student was constantly able to answer questions as if he were the character. Student asked deeper level thinking questions when part of the audience.	Student was able to answer most questions as if he were the character with little help from the teacher. Student asked questions when part of the audience.	Student was unable to answer questions as if he were the character, even when given assistance. Student asked questions that were off topic when part of the audience.
Technology	Student was continually able to operate iPads when using all apps, while successfully collaborating.	Student able to operate iPads when using apps, with minimal help from partner or teacher. Student successfully collaborated with others.	Student able to operate iPads when using apps, with consistent help from partner or teacher. Student collaborated with others.	Student was unable to operate iPads when using apps, even with consistent help from partner or teacher. Student was unable to successfully collaborate with others.