

# Performance Rubric

| Performance Criteria                                                                                                                                  | 1<br>Developing                                                                                                                  | 2<br>Progressing                                                                                              | 3<br>Proficient                                                                                                                       | 4<br>Advanced                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Use of Set</b><br>Set is open to the audience and gives visual clues to the location                                                               | Set is not open to the audience and doesn't give enough clues                                                                    | Set is not open to the audience, but does tell them the location                                              | Set is somewhat open to the audience and shows location                                                                               | Set is clearly open to the audience and shows location                                                                             |
| <b>Blocking</b><br>Actors move to a variety of stage areas and levels and depth that is open to the audience                                          | Actors stage the action using the same level and most blocking from the other actors when conducting action open to the audience | Actors move to two stage areas to help tell the story, but not blocking levels, depth and audience visibility | Actors move to two stage areas to help tell the story, but not blocking levels, depth or audience visibility                          | Actors move to three stage areas to tell the story and use a variety of levels and depth that is consistently open to the audience |
| <b>Character</b><br>Actors use movement, voice, reactions and stage business to show who they are, what they are doing and how they feel in the scene | Actors use little to no movement, voice, reactions or stage business                                                             | Actors use some movement, voice, reactions or stage business                                                  | Actors use movement, voice, reactions and stage business that is clearly noticed but not always noticed how they are using their face | Actors use movement, voice, reactions and stage business that is clearly noticed and how they are using their face                 |



# Play Performance Rubric Middle School

**Joe Feldman**



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

*National Standards & Grade-Level Outcomes for K-12 Physical Education* AAHPERD, 2014-03-18 This text presents the new National Standards for K 12 Physical Education It includes new measurable grade level outcomes for elementary middle and high school students All outcomes are written to align with the standards and with the intent of fostering lifelong physical activity

**The Essentials of Teaching Physical Education** SHAPE America - Society of Health and Physical Educators, Mitchell, Stephen, Fisette, Jennifer, 2016-01-19 The Essentials of Teaching Physical Education helps future teachers prepare to use the teaching for learning approach to K 12 physical education In line with SHAPE America Standards and Grade Level Outcomes this text will aid teachers in acquiring the skills and knowledge they need in order to develop physically literate students

*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

**Creative Music Making at Your Fingertips** Gena R. Greher, Suzanne L. Burton, 2021-02-02 This practical guide for music educators collects tried and true strategies for effectively using iPads smartphones and different apps in music classrooms from kindergarten through college to support students creative engagement with music and help them realize their musical potential

*Middle School Journal*, 2002  
**Instructor's Manual for Elementary and Middle School Mathematics** John Van de Walle, 2004 *Mathematics Teaching in the Middle School*, 2009-08

**Elementary and Middle School Mathematics** John A. Van de Walle, 2004 World Windows introduces young learners to essential themes and concepts in Science and Social Studies through National

Geographic photography and content Using non fiction readings World Windows helps to develop young learnerse tm fluency in English and ignites their curiosity about the world around them

**Mathematics Methods for Elementary and Middle School Teachers** Mary M. Hatfield,2004-04-29 An activity based approach to teaching with an emphasis on using manipulatives to build conceptual understanding This invaluable book combines practical teaching ideas video examples updated assessment techniques and the NCTM Assessment Standards to give teachers all the background they need to introduce elementary and middle school students to the wonders of mathematics

**Designing and Using Rubrics for Reading and Language Arts, K-6** Joan F. Groeber,2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of KansasAn excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KSEnhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber s approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance

*Science Instruction in the Middle and Secondary Schools* Eugene L. Chiappetta,Thomas R. Koballa,2006 For science instruction in middle and secondary schools On Reserve for Edu 427

*Measurement and Evaluation in Human Performance* James R. Morrow,2000 This updated edition provides a firm foundation of basic measurement concepts in an interactive and user friendly text The authors present the techniques critical to helping students determine how to measure collect and analyse valid and objective information

**Strategies to Enhance Literacy and Learning in Middle School Content Area Classrooms** Judith L. Irvin,Douglas R. Buehl,Barbara J. Radcliffe,2007 This is the only book on the market that focuses specifically on content area reading for the middle grades The third edition of this unique resource has been thoroughly updated to include the most current research in the field of Middle School Literacy Unlike most texts that ignore the middle school reader this book addresses the issues that affect middle school students and

teachers and their experiences with literacy instruction Readable and teacher friendly Reading and the Middle School Student provides not only a strong research base but also practical teaching strategies for teachers in all of the content areas This book is designed to be a companion book to Rycik and Irvin Teaching Reading in the Middle Grades which focuses on reading in English Language arts classes This book focuses on content area reading instruction Take a Glimpse Inside the Third Edition A wealth of current student examples of strategies for middle grade students for instant use in the classroom New issues and trends facing adolescent literacy including policy and position statements and federal action New ELL emphasis in every chapter outlining specific strategies that can be used by middle school teachers with their English language learners Unique focus on classroom implementation of literacy integrated with content area instruction About Your Authors Judith L Irvin is currently a Professor at Florida State University and serves as the Executive Director of the National Literacy Project She has written and edited numerous books chapters and articles on adolescent literacy Douglas R Buehl is a reading specialist at Madison East High School and District Adolescent Literacy Support Teacher Madison Wisconsin He is Past President of the IRA Secondary Reading Interest Group and has published numerous articles on adolescent literacy Barbara J Radcliffe is an eighth grade reading language arts teacher at Fairview Middle School in Tallahassee Florida Barbara also teaches Teaching English in the Middle School and Teaching Reading in Secondary English at Florida State University

**Teaching English in Middle and Secondary Schools** Rhoda J. Maxwell, Mary Jordan Meiser, 2005 With continuing attention to constructivist theory and reflective practice this book offers a comprehensive realistic integrated approach to teaching English language arts to middle and secondary school learners In this fourth edition content has undergone major reorganization and chapters have been significantly rearranged Individual chapters on specific language arts are linked through a common focus on the reality of the language arts classroom the responsibilities of the language arts teacher and the means to meet these responsibilities through thoughtful reflective holistic teaching For current and pre service middle and secondary school English teachers

*Museum Education for Today's Audiences* Jason L. Porter, Mary Kay Cunningham, 2022-02-15 Today's museum educators are tackling urgent social issues addressing historic inequalities of museum collections innovating for accessibility leveraging technology for new in person and virtual learning experiences and cultivating partnerships with schools businesses elders scientists and other social services to build relationships and be of service to their communities Despite the physical distance the pandemic placed between museums and their visitors museum educators have remained essential sustaining connections with the public through virtual or modified programming content development and conversations that they are uniquely qualified to execute Educators require updated resources to guide their efforts in navigating these new challenges and building upon the opportunities presented by current events and changing audiences This book and its accompanying on line resource share lessons from innovators in the field to support ongoing professional development efforts with essays about current issues Additionally it provides new models and tools to

guide individual or group reflection on how today's museum educators can adapt and thrive in a dynamic and ever changing cultural sector. The additional resources include discussion prompts and adaptable templates to allow readers to customize the content based on current events, institutional discipline, size, budget, and staffing scenario of their organization. The book's essays are divided into three sections: Changing expectations of visitors, inclusion, participation, and technology; Training and preparation for responsive, resourceful educators; Models for the future. While a book can share ideas in the hope of inspiring change, the accompanying online resource [www.EvolveMuseumEd.com](http://www.EvolveMuseumEd.com) provides a more flexible and responsive forum for sharing ongoing and evolving resources to encourage professional development for museum educators as they respond to the changing needs of today's audiences.

**Classroom Assessment** James H. McMillan, 2007 Classroom Assessment Principles and Practice for Effective Standards based Instruction

**Insider's Guide to School Leadership** Mark F. Goldberg, 2006 Containing tips and strategies for managing the day to day operation of the school department or district, this is a practical guide for the busy school principal or district administrator.

**Missouri State Teachers Association Bulletin**, 1993

Early Literacy Assessment as a Catalyst in the Evolution and Function of Shared Leadership and the Execution of Local Reform Lisa Margherita Sensale, 2009

**Project Based Learning Handbook** Thom Markham, John Larmer, Jason Louis Ravitz, 2003

## Embracing the Tune of Appearance: An Psychological Symphony within **Play Performance Rubric Middle School**

In some sort of consumed by monitors and the ceaseless chatter of quick conversation, the melodic beauty and psychological symphony produced by the written term usually diminish in to the background, eclipsed by the constant noise and interruptions that permeate our lives. But, located within the pages of **Play Performance Rubric Middle School** a stunning fictional value full of fresh feelings, lies an immersive symphony waiting to be embraced. Constructed by a wonderful musician of language, that charming masterpiece conducts visitors on a mental trip, well unraveling the hidden melodies and profound affect resonating within each cautiously crafted phrase. Within the depths with this touching evaluation, we will investigate the book is central harmonies, analyze their enthralling writing style, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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