

Grading Scale for DREAMS Culminating Project 2011

If you don't have your rubric pack on presentation day, you will earn a ZERO.

If you are absent on presentation day, you earn a ZERO regardless of the reason for the absence.

| | Points Available | Points Earned | Comments |
|---|------------------|---------------|---|
| Student Completed Rubrics | | | |
| Student completes pages 3 – 6; teacher completes this front page | | | |
| Rate Your Group Rubric | 28 | | |
| Rate Individual Members of Your Group Rubric <i>(one for each member of your group)</i> | 24 | | |
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| Rate Individual Members of Your Group Rubric <i>(one for each member of your group)</i> | | | If the group has more than four members, the lowest score from your group members will be dropped. It will NOT figure into your final grade for this project. Total points for this section _____ out of 100 |
| Teacher Completed Rubrics | | | |
| Teacher's individual rating of group member <i>(I will use the same rubric, but I will rate each member individually)</i> | 24 | | |
| Playbill Rubric | 96 | | |
| Poster Rubric | 80 | | |
| Script rubric | 56 | | |
| Broadway Production Rubric | 64 | | |
| Presentation Rubric | 56 | | |
| Daily Work Rubric | 30 | | |
| Total Points | 506 | | |

There MUST be at least four members in your group!

Do NOT ask me about your final project grade until ALL presentations are complete and graded.

What is DREAMS? How do they define and shape our opinions and beliefs? Performance Task

In the culminating performance task, students will create their own reader's theatre production of their own unique version of *Death of a Salesman* or *The Metamorphosis*. Their assignment will include a script, theatrical production, props, costumes, playbill, and poster.

Students will divide into groups, at least 4 must be in a group. Each group will present on a different day. Each group has one class period present their playbill, present their poster, and put on their reader's theatre presentation. Presentations will be the week of **Monday, May 16, 2011 through Friday, May 20, 2011**. If you are absent, you earn a zero.

- By what criteria will student products and performances be evaluated? Students will
- Choose either *The Death of a Salesman* or *The Metamorphosis* for the basis of the project
 - Create and present a playbill for your Broadway production
 - Create and present a poster for your Broadway production
 - Write an original reader's theatre script
 - Stage your Broadway Reader's Theatre Production complete with costumes and props.

Rubrics

1. Student completed Rubrics
 - a. Rate Your Group Rubric
 - b. Rate Individual Members of Your Group Rubric
2. Teacher Completed Rubrics
 - a. Playbill rubric
 - b. Poster Rubric
 - c. Script Rubric
 - d. Broadway Production Rubric
 - e. Presentation Rubric
 - f. Daily work rubric
 - g. Group member rating rubric

WORD OF CAUTION

CHOOSE YOUR GROUP MEMBERS WISELY.

This is a group project. Most of this project grade is determined on a group basis. If one member of your group leaves something at home, the entire group loses all of the points for that section.

BEHAVIOR:

Be on your best behavior during ALL presentations, or you and your group will lose points from your total score (even if you have already presented.)

DREAMS Group Project Grading Rubric (Rate the Whole Group)
(complete BEFORE you submit for grading)

Name _____ Date of Evaluation: _____

Part I: Evaluate the group as a whole with this section of the evaluation tool. Write the score in the score box. Complete this BEFORE your group presents or points will be deducted, and the teacher will determine your grade.

| Category | 1 | 2 | 3 | 4 |
|--|--|--|--|---|
| Group Cooperation | We did most of the work by ourselves, we talked a little among our group members | We worked together most of the time, sharing information regularly | We worked together so that everyone contributed to the final project | Everyone worked together using his or her abilities and knowledge to make the project come together |
| Distribution of Group Tasks | Some group members did not complete any of the work | Everyone had a job to do but some jobs were incomplete | We divided up and completed the work equally | Work was shared fairly according to the abilities and interests of the members |
| Group Leadership | We had no leader so we just did our own thing | No one person was a leader so we usually helped each other get the job done | One or more persons took a leadership role and gave good directions that kept us going | We had a leader who helped us organize and stay on task until the job was complete |
| Communication among group members | We only talked when we thought we needed to, but received little feedback | We talked about what we were doing | We usually asked each other for help and showed our work to each other | We talked all the time and shared our work for group feedback |
| Individual Participation | A few people tried very hard, but most didn't do much | Each person did some work and tried to do a fair share | We all seemed to find our place and do what was needed | Everyone did a great job, I would work with these people again |
| Listening to other points of view | We usually listened to what others were saying but some either did not share ideas or argued | We usually listened to each other and tried to use what they said in the project | We listened while others talked, we learned about different viewpoints, and used some of that information in the project | Everyone listened to each other a lot, and used what we heard to improve our work and the whole project |
| Showing respect | No one was courteous and opinions were not valued | Some were courteous and some opinions were valued | Most were courteous and most opinions were valued | All were courteous and valued each other's opinions |
| Group Total Score out of 28 | | | | |

| | | | | |
|---|---------------------------|--|--|--|
| Rate your experience of this group project | I would rather work alone | I learned that group work can sometimes be helpful | I like learning this way and would probably try it again | It was a valuable and realistic way to learn. My group was great |
|---|---------------------------|--|--|--|

I require a notation of what each person did in the group, the goal of the group, how close--in your estimation--the group came to achieving results, and evidence to support your estimation. Write a paragraph summary of the good, the bad, and the ugly. Write on the back if necessary or on another sheet of paper. Without this notation, your score will be reduced.

DREAMS Group Project Grading Rubric: Rate Individual Group Members
(complete BEFORE you submit for grading)

Part II. Use the following section to evaluate each member of your group. Your evaluation should be honest. Complete one of these for each member of your group. Complete this BEFORE your group presents or points will be deducted, and the teacher will determine the grade.

Group Member Name: _____ Your name: _____

| Category | 1 | 2 | 3 | 4 |
|---|--|--|---|---|
| Source of Conflict | Participated in regular conflict that interfered with group progress. The conflict was discussed outside of the group. | Was the source of conflict within the group. The group sought assistance in resolution from the instructor. | Was minimally involved in either starting or solving conflicts. | Worked to minimize conflict and was effective at solving personal issues within the group. |
| Assistance | Contributions were insignificant or nonexistent | Contributed some toward the project | Contributed significantly but other members clearly contributed more | Completed an equal share of work and strived to maintain equity throughout the project |
| Effectiveness | Work performed was ineffective and mostly useless toward the final project | Work performed was incomplete and contributions were less than expected | Work performed was useful and contributed to the final project | Work performed was very useful and contributed significantly to the final project |
| Attitude | Rarely had a positive attitude toward the group and project | Usually had a positive attitude toward the group and project | Often had a positive attitude toward the group and the project | Always had a positive attitude toward the group and the project |
| Attendance & Readiness | Rarely attended group meetings, rarely brought needed materials, and was rarely ready to work | Sometimes attended group meetings, sometimes brought needed materials, and was sometimes ready to work | Almost always attended group meetings, almost always brought needed materials, and was almost always ready to work | Always attended group meetings, always brought needed materials, and was always ready to work |
| Focus on the task | Rarely focused on the task and what needed to be done. Let others do the work. | Focused on the task and what needed to be done some of the time. Other group members sometimes had to nag, prod, and remind to keep this member on task. | Focused on the task and what needed to be done most of the time. Other group members could count on this person most of the time. | Consistently stayed focused on the task and what needed to be done. Other group members could count on this person all of the time. |
| Group Member Total Score out of 24 | | | | |

Be honest in your evaluation, or the teacher will complete this rubric and issue the points. Giving each member of your group the highest grade (in an attempt to earn the most points) will result in the teacher determining the grade for each group member.

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Name: _____

Playbill Rubric - 8 pages: cover page, inside front cover, 1st inside page, 2nd inside page, 3rd inside page, 4th inside page, inside back cover, works cited page. 8.5 by 11 size paper folded in half like a greeting card.

| Category | 3 or less pts | 6-4 pts | 9-7 pts | 12-10 pts |
|---|--|---|--|--|
| Cover Page <ul style="list-style-type: none"> Name of play author of play (group member names) Theatre's name graphic relevant to play correct grammar correct punctuation complete use of space appropriate font size creativity, color, eye catching, unique Colors, pictures, and use of fonts enhance the play's meaning | Three or more elements/ are missing/ ineffective/ weak | Two elements are missing/ ineffective/ weak | One element missing/ ineffective/ weak | One element missing/ ineffective/ weak |
| Inside Front Cover <ul style="list-style-type: none"> repeat title of play director's name producer's name drawing of play's set correct grammar correct punctuation complete use of space appropriate font size creativity, color, eye catching, unique Colors, pictures, and use of fonts enhance the play's meaning | Three or more elements/ are missing/ ineffective/ weak | Two elements are missing/ ineffective/ weak | One element missing/ ineffective/ weak | One element missing/ ineffective/ weak |
| First Inside Page <ul style="list-style-type: none"> list of characters (in alphabetical order OR order of appearance) short character description Name of group member playing each character House rules for the theater (at least five rules) correct grammar correct punctuation complete use of space appropriate font size creativity, color, eye catching, unique Colors, pictures, and use of fonts enhance the play's meaning | Three or more elements/ are missing/ ineffective/ weak | Two elements are missing/ ineffective/ weak | One element missing/ ineffective/ weak | One element missing/ ineffective/ weak |
| Second Inside Page - Act One Page <ul style="list-style-type: none"> Setting of play Act One Summary Summary is descriptive and creatively omits the climax of the plot correct grammar correct punctuation complete use of space appropriate font size creativity, color, eye catching, unique Colors, pictures, and use of fonts enhance the play's meaning | Three or more elements/ are missing/ ineffective/ weak | Two elements are missing/ ineffective/ weak | One element missing/ ineffective/ weak | One element missing/ ineffective/ weak |
| Third Inside Page - Act Two Page <ul style="list-style-type: none"> Setting of play Act Two Summary Summary is descriptive and creatively omits the climax of the plot correct grammar correct punctuation complete use of space appropriate font size creativity, color, eye catching, unique Colors, pictures, and use of fonts enhance the play's meaning | Three or more elements/ are missing/ ineffective/ weak | Two elements are missing/ ineffective/ weak | One element missing/ ineffective/ weak | One element missing/ ineffective/ weak |

| | | | | |
|--|--|---|--|--|
| Fourth Inside Page <ul style="list-style-type: none"> Advertisements/ sponsors page create at least four ads for products or services; separate ads; they need to look like real ads advertisements do not contradict the play products are school appropriate and legal for your age correct grammar correct punctuation complete use of space appropriate font size creativity, color, eye catching, unique Colors, pictures, and use of fonts enhance the play's meaning | Three or more elements/ are missing/ ineffective/ weak | Two elements are missing/ ineffective/ weak | One element missing/ ineffective/ weak | One element missing/ ineffective/ weak |
| Inside Back Cover - Upcoming events page <ul style="list-style-type: none"> advertise four plays that will be coming to your theatre this Broadway season Name of play author of play graphic relevant to play correct grammar correct punctuation complete use of space appropriate font size creativity, color, eye catching, unique Colors, pictures, and use of fonts enhance the play's meaning | Three or more elements/ are missing/ ineffective/ weak | Two elements are missing/ ineffective/ weak | One element missing/ ineffective/ weak | One element missing/ ineffective/ weak |
| Works Cited Page <ul style="list-style-type: none"> Follow MLA citation format alphabetical order at least five sources (graphics need to be cited too) correct grammar correct punctuation complete use of space appropriate font size creativity, color, eye catching, unique Colors, pictures, and use of fonts enhance the play's meaning | Three or more elements/ are missing/ ineffective/ weak | Two elements are missing/ ineffective/ weak | One element missing/ ineffective/ weak | One element missing/ ineffective/ weak |
| Total points _____ out of 96 | | | | |

Broadway Show Poster Rubric

Design a Broadway show poster to encourage patrons to watch your Broadway Play.

Name: _____

| Criteria | 1 | 2 | 3 | 4 | |
|---|---|---|--|------------------------|------------------------|
| Title / Author <ul style="list-style-type: none"> Title capitalized correctly Author's name Group member names on back Neat Legible Tagline/ Catch phrase (not one of the 5 quotes) Font style relates to play include the rating of the novel (plays are NOT rated like movies) Ask about this | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet | ____ (x 3.5) = _____ |
| Quotes/ characters <ul style="list-style-type: none"> Five quotes are on poster Quotes add interest Quotes "tease" viewers into attending performance At least three characters included Font style relates to play Audience targeting | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet | ____ (x 3.5) = _____ |
| Literary Elements <ul style="list-style-type: none"> Symbol included Picture of at least characters Imagery "Tease" viewers into attending performance Don't give away the ending Logical Colors relate to play in some way Font style relates to novel Audience targeting Themes/ conflicts | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet | ____ (x 3.5) = _____ |
| Grammar/ Mechanics/ Spelling <ul style="list-style-type: none"> No capitalization errors No grammatical errors No punctuation errors No spelling errors | 5 or more errors present | 3-4 errors present | 1-2 errors present | No errors made | ____ (x 3.5) = _____ |
| Organization/ Layout/ Appearance <ul style="list-style-type: none"> Correct size (14 1/2 x 22 inches min and 36 by 48 inches max) Appropriate graphics Appropriate line styles Appropriate arrangement Appropriate font Layout enhances meaning Attractive and/or creative All white space is filled Appropriate use of color Looks like a Broadway Play poster Creative materials should be used Neatness | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet | ____ (x8) = _____ |
| Total | | | | | _____ out of 80 |

Script Rubric

(a written copy must be turned in BEFORE your group presents)

Name: _____

| Category | 2 | 4 | 6 | 8 |
|---|---|---|--|------------------------|
| Originality/ Creativity <ul style="list-style-type: none"> Original work; (shares some common element with <i>Death of a Salesman</i> or <i>Metamorphosis</i>) creative details and/or descriptions that contribute to the reader's enjoyment group used imagination; thought of everything | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Story line <ul style="list-style-type: none"> Strong Well-developed holds audience's attention contains plot elements (conflict, climax, and resolution) contains a theme story flows makes sense; must have a point contains conflict, progression, and status changes | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Characters <ul style="list-style-type: none"> Each group member has a speaking part Each members has an equal amount of stage/ speaking time character's are complex and original each character should have his own personality (word choice, dialect, etc) interesting; innovative should drive action of play | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Stage directions <ul style="list-style-type: none"> Are included in script Clear, precise, and easy to understand Setting information is included in detail | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Grammar & Usage <ul style="list-style-type: none"> No grammatical errors No spelling errors No subject-verb agreement errors etc | 5 or more errors present | 3-4 errors present | 1-2 errors present | All elements were meet |
| Mechanics & Punctuation <ul style="list-style-type: none"> No capitalization errors No punctuation errors etc | 5 or more errors present | 3-4 errors present | 1-2 errors present | All elements were meet |
| Format <ul style="list-style-type: none"> One inch margin; must be typed Double spaced character name should be above lines, all caps cover page is included (title, group members, characters, actors, etc) use act numbers and scene numbers action/ stage directions are on right side of page page number centered at bottom of page follows sample script dialogue is centered | 5 or more errors present | 3-4 errors present | 1-2 errors present | All elements were meet |
| Total _____ out of 56 | | | | |

Broadway Production Rubric

Using props and costumes, perform your original Broadway play.

Name: _____

| Category | 2 | 4 | 6 | 8 |
|---|---|---|--|------------------------|
| Originality/ Creativity <ul style="list-style-type: none"> completely original work creative details and/or descriptions that contribute to the audience's enjoyment cast used imagination demonstrates effort to produce the best play ever! | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Costumes and Props <ul style="list-style-type: none"> all members were obviously in costume (wearing regular clothes is <i>not</i> obvious) several relevant props were used time and effort demonstrated; members supplied their own props (no last minute selections) costumes and props show work/ creativity enhance performance (are not distracting) costumes and props are clearly visible and accurately fit role and play | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Preparedness <ul style="list-style-type: none"> each member is completely prepared each member has obviously rehearsed each member has full knowledge of script (more than required) each member is aware of content each member stayed in character through play | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Time <ul style="list-style-type: none"> Play is between 8 and 10 minutes in length cast wastes no time in setting up no errands have to be run cast came to class dressed and ready to go | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Behavior (while performing and while watching) <ul style="list-style-type: none"> supportive of other characters respectful of audience and cast focus on visual and auditory cues pays attention stays on topic/ follows script no laughing/giggling/ sighing when inappropriate no complaining/ arguing with audience or cast do not be distracting | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Posture and Eye Contact <ul style="list-style-type: none"> sit/ stand up straight look confident be enthusiastic no fidgeting (stand still, etc) good eye contact with characters and audience maintains eye contact refers to script minimally | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Group Participation <ul style="list-style-type: none"> all members follow the same script all members are prepared all members have rehearsed all members show an effort to do their best | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Mechanics and Elocution <ul style="list-style-type: none"> no mumbling or no gum chewing (even if characters calls for it) no grammatical errors and no vocalized pauses (uh, well, um, and) correct, precise pronunciation voices show expression and emotion volume is loud enough for back of room to hear clear voice entire performance no difficulties pronouncing words | Three or more elements missing/ ineffective/ weak | Two elements missing/ ineffective/ weak | One element missing/ ineffective/ weak | All elements were meet |
| Total | | | | out of 64 |

Presentation Rubric

(of playbill and poster)

Name: _____

| Category | 2 | 4 | 6 | 8 |
|--------------------------|--|--|---|--|
| Organization | Audience cannot understand presentation because there is no sequence of information. No mention of topic or title. | Audience has difficulty following presentation because organization is disjointed. | Student presents information in logical sequence which audience can follow. Vaguely reference to topic and/ or title | Student presents information in logical, interesting sequence which audience can follow. Student/ group states topic and title. |
| Subject Knowledge | Student does not have grasp of information; student cannot answer questions with thoughtful, supported answers | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |
| Behavior | Student laughs, giggles, complains, or is otherwise distracting during his or others presentations three or more times | Student laughs, giggles, complains, or is otherwise distracting during his or others presentations two times | Student laughs, giggles, complains, or is otherwise distracting during his or others presentations one time | Student is supportive, interested, quiet, and respectful of his group and others presentations |
| Readiness | So much time was wasted that both teacher and students were complaining and read to begin. | Students were not read to present. They wasted lots of time. They were not in costume. | Students had to go change, retrieve something, etc. They wasted a little time. | Students are ready to present ASAP. No time is wasted. |
| Mechanics | Student's presentation has four or more grammatical errors. | Presentation has three grammatical errors. | Presentation has no more than two grammatical errors. | Presentation has or grammatical errors. |
| Eye Contact | Student reads everything with no eye contact. | Student occasionally uses eye contact, but still reads most of work | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. |
| Elocution | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear; contains vocalized pauses | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation; contains vocalized pauses | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation; contains vocalized pauses | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Vocalized pauses (uh, well, um, and) are not present. |

Total Points _____ **out of 56**

Daily Project Work Rubric
6 work days at 5 points per day

| <p align="center">0 Oops!</p> | <p align="center">1 So-So</p> | <p align="center">3 Wow!</p> | <p align="center">4 Outstanding!</p> | <p align="center">5 Super Amazing! Way to Go!</p> |
|---|---|---|---|---|
| <ul style="list-style-type: none"> • You wasted precious time • You changed work spots frequently • You did not have enough sources/ work to accomplish your task • You played the pretend game • You did not respect the students around you • You did disturb students and teacher • You did not work quietly! • You made little progress on the project • You were off task • You were slacking in your work effort. • You talked about topics irrelevant to the project • You lied, tricked, or tried to dupe the teacher into believing excuses for your lack of dedication • You were redirected by the teacher two or more times. | <ul style="list-style-type: none"> • You worked <i>some</i> of the time • You changed work spots • You had some sources/ work to accomplish your task • You <i>sort of</i> worked on the project • You made some progress on the project • You were redirected by the teacher one time. | <ul style="list-style-type: none"> • You worked hard <i>most</i> of the class period • You stayed in one spot the whole class • You had enough sources/ work to accomplish your task (No pretend game) • You were working so hard you were lost in the work • You respected the students around you • You didn't disturb anyone else • You worked quietly! Shhh! • You made progress on the project • You had a plan for your work | <ul style="list-style-type: none"> • You worked hard the <i>entire</i> class period • You stayed in one spot the whole class • You had enough sources/ work to accomplish your task (No pretend game) • You working so hard you were lost in the work • You respected the students around you • You didn't disturb anyone else • You worked quietly! Shhh! • You made progress on the project • You had a plan for your work | <ul style="list-style-type: none"> • You meet every requirement for an Outstanding rating • PLUS you worked so hard, "you were in the zone" • You came to class prepared with questions and materials • You were ahead of suggested checkpoints in the project • You were serious and focused every second of class. |
| <div style="border: 1px solid black; padding: 5px; display: inline-block;">There is no 2 point category. This was intentional.</div> | | | | |
| 0 points | 1 point | 3 points | 4 points | 5 points |

total points _____ out of 30