

## Classy Classification of Artsy Animals

### Playing with Animals



#### TASK A: Writing a play about animals

| Task  | 4   | 3  | 2  | 1   |
|---|---|--|--|---|
| <b>Writes a script that includes 6 parts: Zookeeper, mammal, bird, reptile, amphibian, fish (Optional: 7 parts – adjust rubric if needed)</b> | All necessary parts were included and integral to the play.   | Most of the necessary parts were included and mostly integral to the play  | Some of the necessary parts were included but only a few parts were important to the play.             | Minimal parts and minimal connection of the characters to the play.   |
| <b>Script includes at least three accurate characteristics of the animal group.</b>   | Students include at least three accurate characteristics of the animal in their script.                                       | Students include at least two accurate characteristics of the animal in their script.                                  | Students include at least one accurate characteristic of the animal in their script.                   | The script does not include accurate characteristics of the animal.   |
| <b>Writing process</b>  | Students devote a great deal of time and effort to the writing process and work hard to make their script the best it can be. | Students devote sufficient time and effort to the writing process and attempt to make their script the best it can be. | Students devote some time and effort to the writing process and complete their script.                 | Students devote little time and effort to the writing process and do not work hard to make their script the best it can be. |
| <b>Works collaboratively</b>  | Students do all three of the following: Work collaboratively, stay on task, complete the assignment on time.                  | Students do two of the following: Work collaboratively, stay on task, complete the assignment on time.                 | Students do one of the following: Work collaboratively, stay on task, complete the assignment on time. | Students do none of the following: Work collaboratively, stay on task, complete the assignment on time.                     |

**TASK B: Creating an animal mask**

| Task  | 4   | 3  | 2   | 1   |
|---|---|--|---|---|
| <b>Includes materials that accurately represent the animal sub group</b>      | Students include at least three accurate characteristics of the animal on their mask.   | Students include at least two accurate characteristics of the animal on their mask.  | Students include at least one accurate characteristic of the animal on their mask.  | The mask does not include accurate characteristics of the animal.   |
| <b>Uses materials wisely and follows artistic process</b>                     | Students devote a great deal of time and effort to the artistic process and work hard to make their mask the best it can be.  | Students devote sufficient time and effort to the artistic process and attempt to make their mask the best it can be.  | Students put some time and effort into the artistic process and complete their masks.   | Students devote little time and effort to the artistic process and do not work hard to make their mask the best it can be.  |
| <b>Mask design and completion accurately demonstrates Scientific concepts</b> | <p>Mask design clearly and creatively reflects the key physical attributes of the chosen animal group (e.g., sharp teeth for predators, camouflage patterns, etc).</p> <p>Design incorporates unique features that distinguish the chosen animal within its group (e.g., specific markings, size variations).</p> <p>Design and final product show evidence of research and understanding of the animal's behavior and habitat.</p> | <p>Mask design accurately reflects some of the key physical attributes of the chosen animal group.</p> <p>Design may include some basic features that distinguish the animal within its group.</p> <p>Some evidence of research into the animal's characteristics is visible</p> | <p>Mask design reflects some general animal characteristics but may lack specific details related to the chosen animal group.</p> <p>Design may be simplistic or generic, lacking unique features.</p> <p>Limited evidence of research or understanding of the animal's characteristics</p> | <p>Mask design does not clearly reflect any specific attributes of the chosen animal group.</p> <p>Design may be unrelated to the animal or may be incomplete.</p> <p>No evidence of research or understanding of the animal's characteristics.</p> |

**TASK C: Dramatizing the Play**

| Task                           | 4   | 3  | 2   | 1  |
|--------------------------------|---|--|---|--|
| <b>Acting/Dialogue</b>         | The students use consistent voices and movements to accurately show the animals' characteristics. | The students often use voices and movements to accurately show the animals' characteristics. | The students try to use voices and movements to accurately show the animals' characteristics. | The students tell the story but do not use voices or movement to accurately show the animals' characteristics. |
| <b>Character Concentration</b> | Character completely reflects characteristics of the animal throughout the play.                  | Character often reflects characteristics of the animal throughout the play.                  | Character often reflects characteristics of the animal through parts of the play.             | Character seldomly reflects characteristics of the animal throughout the play.                                 |
| <b>Preparedness</b>            | Students are completely prepared and have obviously rehearsed and worked well together as a cast. | Students seem mostly prepared but could have benefited from a few more rehearsals.           | The students are somewhat prepared, but it is clear that rehearsal is lacking.                | Students seem minimally prepared to present.   |