

Seasons on Stage Rubric

TASK: Create a dramatization of the seasonal cycle.

| Task | 4 | 3 | 2 | 1 |
|---|---|--|--|--|
| Use all elements of expression, such as body shape, gestures, movement and facial expressions to describe the seasons. | Student uses all elements of expression to describe the seasonal cycle accurately. | Student uses most elements of expression to describe the seasons accurately. | Student uses some elements of expression to describe the seasons accurately. | Student uses one or less elements to describe the seasons. |
| Use personification to explain how the seasons change due to the Earth's tilt during its revolution around the Sun. | Student uses personification to clearly explain how the seasons change. The writing stays on topic the entire script. | Student most of the time uses personification to depict how the seasons change. Most of the time the writing stays on topic. | Student uses personification some of the time to depict how the seasons change. Some of the time the writing stays on topic. | Student did not use personification to depict the changes of the seasons. Rarely does the writing explain the concept. |
| Accuracy of Science Content and Integration of Science Content Vocabulary | All facts presented about the seasonal cycle are complete and correct. A great deal of science vocabulary was integrated effectively. | Most facts presented about the seasonal cycle are complete and correct. Some science vocabulary is integrated. | Most science content is neither complete nor correct. Little science vocabulary is integrated. | None of the science content is complete or correct. No science vocabulary is integrated. |

Total Score: _____