|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Mural: Legal Storyline**  **Independent Practice Activity Rubric**  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |  |  |
|  |  |  |  |  |  |  |
| **CATEGORY** | **20** | **15** | **10** |  | **5 or less** | **Score** |
| **Planning/** | Student can describe the | Student has | Student has planned |  | Leaps into |  |
| **organization** | intent and plan to | carefully planned | his/her part of the |  | action |  |
|  | complete mural and how | his/her part of the | mural and can |  | without any |  |
|  | his/her part will | mural and can | describe how s/he |  | evidence of |  |
|  | contribute to the whole. | describe how s/he | will get the work |  | planning or |  |
|  | Works with team to | will get the work | done and a vision for |  | focus. |  |
|  | come up with general | done and a vision | his/her part. Does |  |  |  |
|  | plan of what will be done | for his/her part. | not solicit much |  |  |  |
|  | before beginning. | Gets team input on | group input when |  |  |  |
|  |  | plan for his/her | making plan. |  |  |  |
|  |  | contribution |  |  |  |  |
|  |  | before beginning. |  |  |  |  |
| **Thematic** | The student's portion of | The student's | The student's |  | The |  |
| **Accuracy** | the mural fits the theme | portion of the | portion of the mural |  | student's |  |
|  | of the assignment and all | mural fits the | fits the theme of the |  | portion of |  |
|  | of the team's items are | theme of the | assignment. |  | the mural |  |
|  | accurately placed on the | assignment and |  |  | does not fit |  |
|  | background. Example: | most of the team's |  |  | the theme |  |
|  | Student has drawn a | items are |  |  | of the |  |
|  | dwarf palm and has | accurately placed |  |  | assignment. |  |
|  | placed it in the | on the |  |  |  |  |
|  | understory layer in a | background. |  |  |  |  |
|  | rainforest mural. |  |  |  |  |  |
| **Drawings** | Drawings are | Drawings are | Drawings are |  | Drawn |  |
|  | recognizable, detailed | recognizable and | recognizable and |  | objects are |  |
|  | and colored accurately. | colored accurately. | reasonably accurate. |  | difficult to |  |
|  | Overall, the drawings are | Overall, the | They are copied, |  | recognize |  |
|  | original and skillful. | drawings are | printed or traced |  | and/or not |  |
|  |  | original and done | rather than original. |  | accurate |  |
|  |  | with some skill. |  |  |  |  |
| **Time and** | Class time was used | Class time was | Class time was not |  | Class time |  |
| **Effort** | wisely. Much time and | used wisely, but it | always used wisely, |  | was not |  |
|  | effort went into the | did not appear | but additional work |  | used wisely |  |
|  | planning and creation of | there was much | was done at home |  | and no |  |
|  | the mural. It is clear the | work done outside | or other times |  | additional |  |
|  | students worked at home | of class. | during the day. |  | effort was |  |
|  | as well as at school. |  |  |  | put in at |  |
|  |  |  |  |  | other times |  |
|  |  |  |  |  | or places. |  |

**Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Maximum 100 points)**