

The Tefilla Project Evaluation Rubric

The rubric below is based on Bloom's taxonomy for levels of thinking.

LEVEL OF THINKING	Expectations			
	Exceeds 4	Meets 3	Approaches 2	Beginning 1
REMEMBERING	מודה אני לפניך			
A. List the names and times for daily prayer	Lists all of the names and times for prayer	Lists most of the names and times for prayer	Lists some of the names and times for prayer	Lists few of the names and times for prayer
B. Recites prayer in original Hebrew	Recites all appropriate prayers in prayer service	Recites most of the appropriate prayers in prayer service	Recites some of the appropriate prayers in prayer service	Recites few or none of the appropriate prayers in prayer service
C. Recites prayer in appropriate respectful manner	Recites all appropriate prayers in prayer service respectfully	Recites most of the appropriate prayers in prayer service respectfully	Recites some of the appropriate prayers in prayer service	Recites few or none of the appropriate prayers in prayer service respectfully
D. Show at least two references to G-d as One	Lists more than two references to G-d as One	Lists two references to G-d as One	Lists one reference to G-d as One	Identifies G-d as One
E. Describe how prayer reminds us that G-d is Master of the Universe	Identifies G-d as Master of the Universe & cites more than two examples in prayer	Identifies G-d as Master of the Universe & cites two examples in prayer	Identifies G-d as Master of the Universe & cites one example in prayer	Identifies G-d as Master of the Universe
UNDERSTANDING	ראשית חכמה יראת ה'			
A. Classifies prayer as praise, request, thanks	Understands category distinctions & correctly assigns prayers to appropriate category	Understands category distinctions & correctly assigns most prayers to appropriate category	Understands category distinctions & correctly assigns some prayers to appropriate category	Understands category distinctions
B. Compares similarities in prayer services	Demonstrates more than three similarities in prayer services	Demonstrates at least three similarities in prayer services	Demonstrates at least two similarities in prayer services	Demonstrates at least one similarity in prayer services
C. Contrasts differences in prayer services	Demonstrates more than three differences in prayer services	Demonstrates at least three differences in prayer services	Demonstrates at least two differences in prayer services	Demonstrates at least one difference in prayer services
D. Can summarize the theme of three selected prayers	Summarizes theme of more than three selected prayers	Summarizes theme of at least three selected prayers	Summarizes theme of at least two selected prayers	Summarizes theme of at least one selected prayer

APPLYING	אשרנו מה טוב חלקנו ומה נעים גורלנו			
A. Using prayer text to provide perspective on life.	Finds more than one specific prayer to provide perspective on life, distinguishes message of each and shows how G-d is Master of the Universe	Finds more than one specific prayer to provide perspective on life and distinguishes message of each	Finds one specific prayer to provide perspective on life	Expresses connection between prayer and life perspective
B. Finding prayer text to reinforce belief in G-d	Finds more than one specific prayer to reinforce belief in G-d and shows how G-d is Master of the Universe	Finds more than one specific prayer to reinforce belief in G-d	Finds one specific prayer to reinforce belief in G-d	Expresses connection between prayer and belief in G-d
C. Using prayer text to guide a personal decision	Finds more than one specific prayer to guide a personal decision and shows how G-d is Master of the Universe	Finds more than one specific prayer to guide a personal decision	Finds one specific prayer to guide a personal decision	Expresses concept that prayer can be a source of assistance in making a personal decision
ANALYZING	מה אנו מה חיינו מה גבורתנו			
A. Relates music to Tefillah motif	Identifies music from more than two different types of services and makes connection to the theme of the day	Identifies music from two different types of services and makes connection to the theme of the day	Identifies music a tefillah service and makes connection to the theme of the day	Can recognize musical mode as being in harmony or discord with prayer service
B. Distinguishes themes of weekday and holiday prayers	Identifies themes from more than two different types of services and makes connection to the message of the day	Identifies themes from two different types of services and makes connection to the message of the day	Identifies theme of a tefillah service and makes connection to the message of the day	Can recognize that there are different themes in tefillah
C. Connects postures of Tefillah to mode and mood of specific prayer	Identifies more than two postures of tefillah and makes connection to the message of the prayer	Identifies two postures of tefillah and makes connection to the message of the prayer	Identifies one posture of tefillah and makes connection to the message of the prayer	Recognizes that there are different postures for prayer and that each conveys a meaning.

EVALUATING	שמע בני מוסר אביך ואל תטש תורת אמך			
A. Measures message of prayer against personal beliefs	Identifies more than two messages of tefillah and applies each to personal belief	Identifies two messages of tefillah and applies each to personal belief	Identifies one message of tefillah personal belief	Articulates concept that prayer can mirror personal beliefs
B. Prioritizes messages of tefillah to harmonize with personal feelings	Organizes thoughts to prioritize selected prayers to express personal feelings	Prioritizes thoughts and finds message in selected prayers to reflect personal feelings	Finds message in selected prayers to reflect personal feelings	Can be directed to find personal meaning in selected prayers
C. Supports personal belief system with prayer text	Turns to prayer in times of joy and crisis	Uses prayer to reinforce personal belief	Can be directed to prayer to reflect range of personal feelings	Can be directed to prayer to find comfort
CREATING	ולעבדו בכל לבבכם ובכל נפשכם...איזו היא עבודה שהיא בלב...זו היא תפילה			
A. Constructs personal prayer space	Creates personal prayer space in random places	Creates personal prayer space in areas designated to prayer	Can be directed to create personal prayer space	Can identify personal prayer space
B. Adapts music to create prayer mood	Applies variety of music to enhance prayer	Uses music to create basic mood	Can be directed to use music to set mood for prayer	Is familiar with music used by community
C. Expresses thoughts using language of prayer	Applies style of prayer text to express personal feelings and emotions	Expresses personal feelings at times of prayer	Can be directed to express personal feelings through prayer	Recognizes power of person to create meaningful prayer experience