

GENERAL ASSESSMENT: DRAMA PERFORMANCE

Criteria	Level 1	Level 2	Level 3	Level 4
KNOWLEDGE & UNDERSTANDING Elements of Drama • ROLE/ CHARACTER • RELATIONSHIP • TIME AND PLACE • TENSION • FOCUS AND EMPHASIS:	The student exhibited a limited understanding of the elements of drama. They required prompting and direct support to demonstrate them in the story drama exploration.	The student exhibited some understanding of the elements of drama. They required some prompting and support to demonstrate them in the story drama exploration.	The student exhibited a good understanding of the elements of drama. They incorporated them into the story drama exploration with considerable confidence.	The student exhibited an excellent understanding of the elements of drama. They thoroughly explained and incorporated most of the elements into the presentation with ease.
COMMUNICATION Expression and ideas in a written task or performance Use of conventions Understanding your audience Critiquing and reviewing others	The student expressed their ideas either in writing or orally with limited effectiveness. The audience did not appear to be considered in the creation of this presentation. With prompting, the student reluctantly provided positive or constructive feedback on others' dramatic processes.	The student expressed their ideas either in writing or orally with some effectiveness. The performance was mostly suitable for the audience. With prompting, the student provided positive or constructive feedback on their own and others' dramatic process.	The student expressed their ideas both in writing and orally with considerable effectiveness. The performance was suitable for the audience. The student comfortably provides positive and constructive feedback on their own and others' dramatic process.	The student expressed their ideas both in writing and orally with a high degree of effectiveness. The performance was carefully planned and very suitable for the audience. The student confidently provided positive and constructive feedback on their own and others' dramatic process.
APPLICATION Performance Skills, Choreography, Soundscapes,	The student demonstrated a few performance skills using some use of the stage. More time could have been spent on vocal techniques including expression, volume, gestures, and fluency. The incorporation of audio or visual aids to enhance their performance was lacking.	The student demonstrated some effective performance skills. They occasionally used vocal techniques, good use of the stage. There was some audio or visual aids to enhance their performance but more would have improved the performance.	The student demonstrated considerable performance skills. They used creativity, vocal techniques, good use of the stage, and deliberate audio or visual aids to enhance their performance.	The student demonstrated impressive performance skills. They used creativity, vocal techniques, interesting use of the stage, and deliberate audio and visual aids to enhance their performance. The student took creative risks during this performance



THINKING Design and Planning in a group - collaboration Planning during the rehearsal process Creating the script and generating ideas	The student had some difficulty working collaboratively with classmates. They required reminders to engage respectfully when sharing ideas and listening to others. They were frequently distracted by other students in the class and often off task. With direct support and redirection, the writing was somewhat clear, and offered a persuasive technique to convince others that their energy source should be preferred. The student made some productive use of their in-class time. They required regular reminders to bring the necessary materials to complete their tasks. There was some evidence of brainstorming.	The student mostly worked collaboratively with classmates, occasionally acting respectfully by sharing ideas. They are encouraged to be willing to try others' ideas as well. With support, the writing was somewhat clear, and offered a persuasive technique to convince others that their energy source should be preferred. The student made some productive use of their in-class time. They required some reminders to bring the necessary materials to complete their tasks. There was some evidence of brainstorming and idea generation.	The student worked collaboratively with classmates, acting respectfully by sharing ideas and listening to and trying others' ideas as well. The writing was clear, made sense, and offered a variety of persuasive techniques. The student made productive use of their in-class time and had the necessary materials to complete their tasks Brainstorming and idea generation was documented and clear	The student worked collaboratively with a high degree of effectiveness by acting respectfully and patiently when sharing ideas and happily trying others' ideas as well. The writing was very clear, made sense, and offered a variety of persuasive techniques. The student incorporated more than the necessary vocabulary in their script. The student included drama language beyond just dialogue in the script, they used stage directions too. The student made productive use of their in-class time and was always prepared for class with the necessary materials. Brainstorming and idea generation was well documented and clear
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