



COURSE NAME: Drama – ADA20	
The Interview	Student's Name:
Teacher: Mr. Victor Gajardo	Date: Friday, November 4th, 2022
Time:	Mark: /% Level:

Categories	Knowledge/ Understanding	Thinking/Inquiry/ Problem Solving	Communication	Application
Symbol	K/U	T/I	C	A
Weight	25 %	25 %	25 %	25 %
Level				
Percentage				
Mark				

Overall Expectations/Specific Expectations:

Overall Expectations:

A. CREATING AND PRESENTING

- A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works.

B. REFLECTING, RESPONDING, AND ANALYSING

- B3. Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts.

C. FOUNDATIONS

- C1. Concepts and Terminology: demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components.

Specific Expectations:

A1.3 use role play and characterization to explore personal and social issues.

B3.1 identify and describe skills, attitudes, and strategies they used in collaborative drama activities.

C1.3 demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works.



Rubric:

CRITERIA	Level 1 4 pts.	Level 2 5 pts.	Level 3 6 - 7 pts.	Level 4 8 pts.	SCORE
Knowledge/ Understanding	Student uses limited or inappropriate movement. Use of script in hand detracts from performance	Student attempts to use gesture, body movement, and facial expression, but execution is weak. Use of script inhibits performance.	Student moves cleanly, using gesture, body movement, and facial expression to illustrate character.	Student moves expressively, using a variety of gesture, body movement, and facial expression to effectively illuminate character.	
Thinking/Inquiry/ Problem Solving	Student lacks concentration and focus resulting in limited collaboration during performance.	Student attempts to collaborate with partner, but concentration and focus are weak during performance.	Student uses concentration and focus to collaborate appropriately with a partner during performance.	Student uses concentration and focus to collaborate seamlessly with partner during performance.	
Communication	Student uses limited or inappropriate enunciation, vocal variety, and volume.	Student attempts to enunciate, using vocal variety and volume, but execution is weak.	Student enunciates clearly, using rate, pitch, and volume to express character.	Student communicates expressively, enunciating and using a variety of rate, pitch, tone, and volume.	
Application	No interpretation of text or evidence of preparation. The student struggles to stay in character during the performance.	Some interpretation of text or evidence of preparation. The student stays in character during half of the performance.	Adequate interpretation and preparation of text. The student stays in character during most of the performance.	Exemplary interpretation of text. The student stays in character during the whole performance.	
FINAL SCORE					