

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	Dramatic conventions of drama are barely present during the performance: elements of tableau, mime, voice and improvisation.	Dramatic conventions of drama are present during half of the performance: elements of tableau, mime, voice and improvisation.	Dramatic conventions of drama are present during most of the performance: elements of tableau, mime, voice and improvisation.	Dramatic conventions of drama are present during the whole performance: elements of tableau, mime, voice and improvisation.	
Thinking/ Inquiry/ Problem Solving	The student shows poor or no evidence of working in class for the creative process, analysing and writing the script, rehearsals, and rarely puts forth new ideas to help. Regularly stays off tasks and is somehow dedicated to sharing points of view with their classmates.	The student shows some evidence of working in class for the creative process, analysing and writing the script, rehearsals, and sometimes puts forth new ideas to help. Stays on tasks half of the time and is somehow dedicated to sharing points of view with their classmates.	The student shows evidence of working in class for the creative process, analysing and writing the script, rehearsals, and usually puts forth new ideas to help. Stays on tasks most of the time and is dedicated to sharing points of view with their classmates.	The student shows clear evidence of working in class for the creative process, analysing and writing the script, rehearsals, and puts forth new ideas to help. Stays on tasks and is dedicated to sharing points of view with their classmates.	
Communication	Student uses limited or inappropriate gestures, body movements and facial expressions. Costumes and props do not help to communicate the purpose or are not present. Articulation is not clear: lines can be understood by the	Student sometimes moves expressively, using exaggerated gestures, body movements and facial expressions in half of the performance. Costumes and props are vaguely related to the character	Student moves cleanly, using exaggerated gestures, body movements and facial expressions. Costumes and props help communicate purpose. Articulation is mostly clear: lines can be understood by	Student moves expressively, using exaggerated gestures, body movements and facial expressions. Costumes and props help communicate purpose effectively. Articulation is smooth and	

	audience with difficulty.	performed. Articulation is sometimes clear: lines can be understood by the audience with some struggle.	the audience with little struggle.	clear: lines can be understood without struggle.	
Application	No evidence of preparation, nor interpretation of blocking: moving with poor intention and disorganised movements. The student struggles to stay in character during the performance. Rules of Theatre (stage hands and feet, and no back to audience) are vaguely applied during the performance.	Some evidence of preparation and interpretation of blocking: moving with vague intention and disorganised movements. The student stays in character during half of the performance. Rules of Theatre (stage hands and feet, and no back to audience) are sometimes applied during the performance.	Adequate interpretation of blocking: moving with intention and organised movements. The student stays in character during most of the performance. Rules of Theatre (stage hands and feet, and no back to audience) are applied during most of the performance.	Exemplary interpretation of blocking: moving with intention and organised movements. The student stays in character during the whole performance. Rules of Theatre are effectively applied (stage hands and feet, and no back to audience). Blocking is very effective: no covering up of actors.	
FINAL SCORE					