

Name: _____

Group: _____

Evaluation Grid - Elementary - DRAMA

5 Advanced	4 Thorough	3 Acceptable	2 Partial		1 Minimal
Competencies	Learning and Evaluation Situations →	L.E.S. #1	L.E.S. #2	L.E.S. #3	L.E.S. #4
	Criteria↓				
C. 1 To invent short scenes & C. 2 To interpret short scenes 70%	Effective use of knowledge related to dramatic language <ul style="list-style-type: none"> • Relevance of elements of dramatic language • Presence of dramatic actions of one or more characters in the fable 				
	Effective use of knowledge related to elements of techniques and elements or drama <ul style="list-style-type: none"> • Relevance of elements of performance techniques, styles of theatre and elements of drama (according to cycle) 				
	Coherent organization of elements (of dramaturgy) <ul style="list-style-type: none"> • Linking of dramatic actions • Relationship between the production and the stimulus for creation 				
	Respect for the characteristics of the dramatic sequence <ul style="list-style-type: none"> • Response to the established performance directions • Presence of elements related to the expressive nature of the dramatic sequence 				
	Accurate reflection* <ul style="list-style-type: none"> • Description of important steps in the process 				
C. 3 To appreciate dramatic works, personal productions and those of classmates 30%	Relevant appreciation <ul style="list-style-type: none"> • Appreciation based on relevant elements: <ul style="list-style-type: none"> ○ connections between aspects of the work and the effects felt ○ connections between aspects of the work and sociocultural aspects <i>(Cycles Two and Three)</i> • Appropriate use of subject-specific vocabulary 				

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.