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Evaluation Rubric - Elementary - DRAMA: C1 - To invent short scenes C2 - To interpret short scenes

Criteria Ψ	5 - Advanced	4 - Thorough	3 - Acceptable	2 - Partial	1 - Minimal
Effective use of knowledge	Uses highly relevant	Uses all relevant elements of	Uses most of the relevant	Uses some of the relevant	Uses elements of dramatic
related to dramatic	elements of dramatic	dramatic language covered	elements of dramatic	elements of dramatic	language, but not
language	language, even that which	in class. Scene contains	language covered in class.	language covered in class.	necessarily in a relevant
 Relevance of elements of 	was not covered in class.	consistent and relevant	Scene contains relevant	Scene contains some	way. Scene contains few
dramatic language	Scene contains inspired	dramatic actions by one or	dramatic actions by at least	dramatic actions by at least	dramatic actions by the
 Presence of dramatic 	dramatic actions by one or	more characters in the	one character in the scene.	one character in the scene.	characters in the scene.
actions of one or more	more characters in the	scene.			
characters in the fable	scene.				
Effective use of knowledge	Mixes performance	Uses all the relevant	Uses many relevant	Uses some relevant	Uses random performance
related to elements of	techniques and elements of	performance techniques	performance techniques	performance techniques	techniques and elements of
techniques and elements or	drama according to the style	and elements of drama	and elements of drama	and elements of drama	drama, but not necessarily
drama	of theatre featured in the	according to the style of	according to the style of	according to the style of	according to the style of
Relevance of performance	production, in a unique and	theatre featured in the	theatre featured in the	theatre featured in the	theatre featured in the
techniques, styles of	inspired way.	production, as covered in	production, as covered in	production, as covered in	production.
theatre and elements of		class.	class.	class.	
drama					
Coherent organization of	There is a clear link between	There is a clear link between	There is a link between the	There is a partial link	There is a minimal link
elements (of drama)	the stimulus for creation	the stimulus for creation	stimulus for creation and	between the stimulus for	between the stimulus for
Linking of dramatic actions	and the production. The	and the production. The	the production. The	creation and the production.	creation and the production.
Relationship between the	production is organized in a	production flows clearly and	production flows with some	The production flows with	The production is somewhat
production and the stimulus for creation	unique way that adds to the	with intention.	clarity and intention.	partial clarity and intention.	random and disjointed.
	overall clarity and intention.	Desire the sectors are	Desire the conference	Desire the conference	Desired the sections
Respect for the	During the performance,	During the performance,	During the performance,	During the performance,	During the performance,
characteristics of the	respects all performance	respects most performance	respects many performance	respects some performance	respects very few
dramatic sequence	directions and uses	directions and uses many	directions and uses some	directions and uses at least	performance directions and
 Response to the established performance 	established expressive elements related to the	expressive elements related	expressive elements related	one expressive element	uses no relevant element
directions	seguence and character,	to the sequence and character, while maintaining	to the sequence and	related to the sequence and	related to the sequence and character. Is not able to
Presence of elements	while consistently	a high level of focus.	character, while maintaining an acceptable level of focus.	character, while having difficulty maintaining focus.	maintain focus.
related to the expressive	•	a flight level of focus.	an acceptable level of focus.	unnealty maintaining rocus.	maintain rocus.
nature of the dramatic	maintaining a high level of focus.				
sequence	locus.				
Accurate reflection*	Describes and evaluates the	Identifies and describes the	Identifies and describes	Identifies and describes	Describes important steps
 Description of important 	important steps in the	important steps in the	most of the important steps	some of the important steps	when they are provided, and
steps in the process	process using subject-	process using subject-	in the process using subject-	in the process when	with one-on-one prompts.
	specific vocabulary covered	specific vocabulary covered	specific vocabulary covered	prompted.	
	in class.	in class.	in class.		