

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

Criteria ↓	5 - Advanced	4 - Thorough	3 - Acceptable	2 - Partial	1 - Minimal
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 	Uses highly relevant elements of dramatic language, even that which was not covered in class. Scene contains inspired dramatic actions by one or more characters in the scene.	Uses all relevant elements of dramatic language covered in class. Scene contains consistent and relevant dramatic actions by one or more characters in the scene.	Uses most of the relevant elements of dramatic language covered in class. Scene contains relevant dramatic actions by at least one character in the scene.	Uses some of the relevant elements of dramatic language covered in class. Scene contains some dramatic actions by at least one character in the scene.	Uses elements of dramatic language, but not necessarily in a relevant way. Scene contains few dramatic actions by the characters in the scene.
Effective use of knowledge related to elements of techniques and elements of drama <ul style="list-style-type: none"> Relevance of performance techniques, styles of theatre and elements of drama 	Mixes performance techniques and elements of drama according to the style of theatre featured in the production, in a unique and inspired way.	Uses all the relevant performance techniques and elements of drama according to the style of theatre featured in the production, as covered in class.	Uses many relevant performance techniques and elements of drama according to the style of theatre featured in the production, as covered in class.	Uses some relevant performance techniques and elements of drama according to the style of theatre featured in the production, as covered in class.	Uses random performance techniques and elements of drama, but not necessarily according to the style of theatre featured in the production.
Coherent organization of elements (of drama) <ul style="list-style-type: none"> Linking of dramatic actions Relationship between the production and the stimulus for creation 	There is a clear link between the stimulus for creation and the production. The production is organized in a unique way that adds to the overall clarity and intention.	There is a clear link between the stimulus for creation and the production. The production flows clearly and with intention.	There is a link between the stimulus for creation and the production. The production flows with some clarity and intention.	There is a partial link between the stimulus for creation and the production. The production flows with partial clarity and intention.	There is a minimal link between the stimulus for creation and the production. The production is somewhat random and disjointed.
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 	During the performance, respects all performance directions and uses established expressive elements related to the sequence and character, while consistently maintaining a high level of focus.	During the performance, respects most performance directions and uses many expressive elements related to the sequence and character, while maintaining a high level of focus.	During the performance, respects many performance directions and uses some expressive elements related to the sequence and character, while maintaining an acceptable level of focus.	During the performance, respects some performance directions and uses at least one expressive element related to the sequence and character, while having difficulty maintaining focus.	During the performance, respects very few performance directions and uses no relevant element related to the sequence and character. Is not able to maintain focus.
Accurate reflection* <ul style="list-style-type: none"> Description of important steps in the process 	Describes and evaluates the important steps in the process using subject-specific vocabulary covered in class.	Identifies and describes the important steps in the process using subject-specific vocabulary covered in class.	Identifies and describes most of the important steps in the process using subject-specific vocabulary covered in class.	Identifies and describes some of the important steps in the process when prompted.	Describes important steps when they are provided, and with one-on-one prompts.

**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.*