

DRAMA K TO 7 FORMATIVE ASSESSMENT RUBRIC– JANUARY 2011

Competency	Emerging	Developing	Acquired	Accomplished
<p>Exploring and Creating</p>	<ul style="list-style-type: none"> Attempts to explore and express ideas and feelings during drama work; may benefit from additional support to engage in the drama experience Is comfortable observing the contributions of classmates during drama work; may benefit from additional support to actively engage in the experience themselves Sometimes contributes to group and individual reflective activities; may benefit from additional support and prompting 	<ul style="list-style-type: none"> Experiences growing success in exploring and expressing ideas and feelings during drama work; may benefit from occasional support Experiences growing success when contributing to large group, small group, and individual reflective activities during and after drama work (e.g., drawing, writing, conversations with partners, class discussions, reflection in role) 	<ul style="list-style-type: none"> Is frequently and actively engaged in exploring and expressing ideas and feelings while in role within imaginary contexts Often reflects on drama work as part of group activities as well as through personalized reflection (e.g., drawing, writing, conversations with partners, class discussions, reflection in role) 	<ul style="list-style-type: none"> Confidently and easily explores and expresses ideas and feelings during and after drama/role work; fully engages in the work Openly shares and reflects on their drama work through group and individual reflection; probes and inquires for deeper understanding Builds on the contributions of others during drama work and group reflective activities
<p>Drama Forms, Strategies, and Skills</p> <p><small>*Note: Examples of Drama Forms are: -Role Drama -Story Drama -Mime -Puppetry -Choral Speaking -Dance Drama -Improvisation -Script Work -Readers' Theatre</small></p>	<ul style="list-style-type: none"> Sometimes explores and expresses through their voice, movement, or body; may benefit from additional support Sometimes attempts to participate in small group work involving drama forms such as games and tableaux; may benefit from additional support 	<ul style="list-style-type: none"> Experiences growing success in using their voice, movement, and body to explore and express ideas and feelings Is comfortable exploring ideas and feelings using some drama forms that are structured around partners and small group work (e.g., games, tableaux, choral speaking, improvisation) 	<ul style="list-style-type: none"> Confidently uses their voice, movement, and their body to explore and express ideas, feelings, and actions while in role Explores using a variety of drama forms* Engages in large group explorations using story drama and process drama structures 	<ul style="list-style-type: none"> Confidently and easily uses their voice, movement, and their body to explore and express ideas, feelings, actions, and abstract concepts (e.g., friendship, courage) Actively engages in drama work using a wide range of drama forms* and strategies Actively engages in large-group story drama and process drama structures

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Context	<ul style="list-style-type: none"> • Sometimes participates in drama work that explores social issues as well as historical and cultural contexts 	<ul style="list-style-type: none"> • Experiences growing success in exploring social issues as well as historical and cultures contexts through drama • Sometimes contributes their own ideas and responses to drama work 	<ul style="list-style-type: none"> • Explores and reflects about social, historical, cultural contexts through drama; in and out of role • Considers new perspectives during and after drama work 	<ul style="list-style-type: none"> • Explores, reflects critically, and inquires about a variety of contexts including social, historical, cultural, and environmental through drama; in and out of role • Considers alternative perspectives and attempts to understand issues, events, and relationships through the eyes of another (i.e., in role)
Presenting and Performing	<ul style="list-style-type: none"> • Sometimes shares their drama work (e.g., in partners and small groups); may benefit from additional support • Sometimes participates in conversations (e.g., with partner, small group) about responses to others' drama work • Attempts to be a respectful viewer and/or audience member of others' drama work; may benefit from additional support 	<ul style="list-style-type: none"> • Frequently contributes to small group sharing of drama work; "suspends disbelief" and stays focused during most of the sharing • May not be comfortable presenting drama work for others but attempts to do so anyway; willing to takes some risks • Works at being a respectful viewer of others' drama work 	<ul style="list-style-type: none"> • Actively participates in small group sharing of drama work among classmates; stays engaged in role during sharing • Is increasingly comfortable participating in small group sharing of drama work among classmates • Is a respectful and supportive viewer of others' drama work • Responds to drama work by contributing to group reflective activities; in and out of role 	<ul style="list-style-type: none"> • Actively participates in small and large-group sharing of drama work among classmates and for others; stays engaged in role • Confidently presents and performs drama work for/with others • Is always a respectful and supportive viewer of others' drama work • Responds to drama work by actively engaging in reflective activities; inquires deeply and seeks additional information