

## DRAMA STUDENT WORK HABITS / PROFESSIONALISM RUBRIC

Student Name	Student #	Class /Grade	Teacher				
<b>INSTRUCTIONS:</b> Please evaluate your work habits / professionalism based on the following criteria and tally in the appropriate column on the right.							
CRITERIA	3 Fully Meeting Expectations	2 Meeting Expectations	1 Meets Minimal Expectations	0 Not Yet Within Expectations	INTERIM	MIDTERM	FINAL
<b>D</b> <b>DEMONSTRATES RESPONSIBILITY</b>	Asks lots of questions. Rehearses and catches up on missed work outside of class time. Completes all assignments on time to the best of student ability. Respects learning environment by handing equipment with care and ensuring the physical and emotional safety of others.	Asks questions and seeks help when needed. Sometimes rehearses outside of class time. One assignment handed in late. Respects learning environment.	Rarely asks questions / seeks help when needed. Rarely rehearses outside of class time. Has a few outstanding or late assignments. Respects learning environment.	Does not seek help when needed. Lacks rehearsal outside of class time and performance is negatively affected. Assignments are not yet handed in or completed. Does not respect learning environment. Mistreats equipment and jeopardizes the safety of others.			
<b>R</b> <b>REGULAR ATTENDANCE</b>	Always in attendance. Always on time. Arrives to class everyday prepared with course material (scripts / binder and journal).	Has had 1-2 unexcused absences / lates. Occasionally forgets course materials (scripts / binder and journal).	Had 3 unexcused absences / lates. Often forgets course materials (scripts / binder and journal).	Has had 4+ unexcused absences / lates. Frequently arrives to class without course materials (scripts / binder and journal).			
<b>A</b> <b>ACTIVE PARTICIPATION</b>	Eagerly participates and is fully engaged in all class activities. Shows pride in student work. Shows enthusiasm and positivity! Attentive, engaged and takes appropriate risks. Shows strong determination in the face of challenging tasks.	Participates fully in class activities. Usually takes risks and shows enthusiasm. Usually shows pride in student work. Open to attempt challenging tasks. Approaches class with positivity.	Shows minimal effort and enthusiasm to participate in class. Shows some pride in student work. Rarely takes risks & shows enthusiasm. Needs encouragement to take on challenging tasks.	Lacks effort and motivation to participate in class activities. Does not show pride in student work Responds to instruction with negative energy. Easily gives up when faced with a challenging task.			
<b>M</b> <b>MEMBER OF OUR CLASS COMMUNITY</b>	Respects the rights, opinions & contributions of others. Works well with others & open to work with peers despite varying skill levels. Is supportive and encouraging. Works wells with others.	Usually respects the rights, opinions & contributions of others. Sometimes hesitates to work with others. Is often encouraging and supportive.	Rarely respects the rights, opinions & contributions of others. Hesitates to work with others. Rarely encouraging and supportive of peers.	Does not respect the rights, opinions & contributions of others. Not open to working with peers with varying skill levels. Does not work well with others. Discourages peers.			
<b>A</b> <b>AUDIENCE ETIQUETTE</b>	Listens to directions, accepts instruction & takes action immediately. Listens quietly and watches attentively while others are talking/presenting. Uses class time to rehearse fully and accurately.	Frequently listens and watches attentively when others are speaking & presenting. Actively engaged in all tasks. Rarely disruptive.	Usually listens and watches attentively when others are speaking & presenting. Sometimes needs reminders to stay on task.	Frequently disruptive in class or does not listen to others. Frequently off task; needs constant reminders to stay on task.			
<b>TOTAL (out of 15)</b>							

**Good = 11-15**

**Satisfactory =7-10**

**Needs Improvement = 0-6**



## DRAMA CURRICULAR COMPETENCY & LEARNING STANDARDS RUBRIC

Curricular Competencies	E EXCELLING	A ACHEIVING	D DEVELOPING	B BEGINNING
<b>EXPLORE &amp; CREATE</b> <i>Grade 8-12</i>	Student participates fully in all creative activities with energy and confidence. Student <b>boldly takes creative risks</b> through dramatization and improvisation. Student makes <b>insightful, expressive, and imaginative choices</b> . Student is comfortable creating and exploring drama both individually and in groups.	Student participates fully in all creative activities. Student <b>makes meaningful choices</b> and takes creative risks through dramatization and improvisation. Student is able to create and explore both individually and in groups.	Student is <b>continually building self-confidence</b> when participating in creative movement activities as an individual and in groups. Student is <b>beginning to make purposeful choices</b> and explore purposeful play (through choreography explorations and improvisation).	With support, student can create dramatic pieces and build appropriate material. Student <b>may still need encouragement to participate fully</b> in class activities and may still be hesitant to take creative risks. Student needs ample support when working individually and/or in groups.
<b>REASON &amp; REFLECT</b> <i>Grade 8-12</i>	Student humbly accepts and applies feedback/corrections. <b>Student offers constructive, insightful, and relevant feedback</b> to self and peers using appropriate theatre vocabulary. Student describes, interprets, and responds to theatre performances in a thoughtful way.	Student accepts, applies, and <b>gives constructive feedback/corrections</b> using appropriate theatre vocabulary. Student describes, interprets and responds to theatre performances.	Student is <b>starting to accept and give constructive feedback using appropriate theatre vocabulary</b> , but is not yet able to apply feedback. Student is beginning to develop their own interpretations and responses to theatre performances.	Student <b>needs guidance when receiving, applying, and giving feedback</b> to self and peers using appropriate theatre vocabulary. Student may need specific prompting when interpreting and responding to theatre performances.
<b>COMMUNICATE &amp; DOCUMENT</b> <i>Grade 8-12</i>	Student <b>excels in dramatic and performance skills</b> . Student adapts and applies technical and performance skills in a variety of ways. Student communicates ideas and dramatic concepts confidently.	Student has <b>refined technical and performance skills</b> . Student is able to adapt and apply technical / performance skills in different ways. Student is able to communicate ideas and dramatic concepts through drama.	Student <b>is beginning to refine and develop technical and performance skills</b> . Student is developing the ability adapt and apply technical / performance skills in different ways. Student is exploring how to communicate ideas through drama.	<b>With support, student can refine technical and performance skills</b> . With support, student can apply technical and performance skills in different ways. Student may need guidance in communicating ideas through drama.
<b>CONNECT &amp; EXPAND</b> <i>Grade 9-12</i>	Student <b>excels at creating relationships that connect</b> theatrical vocabulary, performance skills, and other dramatic concepts learned to date. Student excels at collaborating with peers during creative processes. Student excels at creating personally meaningful bodies of artistic work that demonstrates an understanding and appreciation of social, cultural, environmental, and/or historical contexts.	Students <b>create relationships that connect</b> theatrical vocabulary, performance skills, and other dramatic concepts learned to date. Student is collaborating with peers during creative processes. Student is creating personally meaningful bodies of artistic work that demonstrates an understanding and appreciation of social, cultural, environmental, and/or historical contexts.	Students <b>create relationships that make some connections</b> to theatrical vocabulary, performance skills, and other dramatic concepts learned to date. Student is developing the skills to collaborate with peers during creative processes. Student is developing the skills to create personally meaningful bodies of artistic work that demonstrates an understanding and appreciation of social, cultural, environmental, and/or historical contexts.	<b>With support, students create relationships that attempt to connect</b> theatrical vocabulary, performance skills, and other dramatic concepts learned to date. Student is beginning to collaborate with peers during creative processes. Student is making some effort to create personally meaningful bodies of artistic work that attempts to demonstrate an understanding and appreciation of social, cultural, environmental, and/or historical contexts.

Excelling = A (86-100%) Achieving = B (73-85%) Developing = C (59-72%) Beginning = C- (50-59%)

**DRAMA LEARNING STANDARDS STUDENT & TEACHER ASSESSMENT**

<b>Student Name</b>		<b>Student #</b>		<b>Class /Grade</b>		<b>Teacher</b>	
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**INSTRUCTIONS**

Evaluate your **CREATIVE PROCESSES** in this course based on the following learning standards.  
 Under the **STUDENT ASSESSMENT** column give yourself an Excelling, Achieving, Developing or Beginning rating on the following curricular competencies.

<b>Curricular Competencies</b>	<b>INTERM</b> Student Assessment	<b>INTERM</b> Teacher Assessment	<b>MIDTERM</b> Student Assessment	<b>MIDTERM</b> Teacher Assessment	<b>FINAL</b> Student Assessment	<b>FINAL</b> Teacher Assessment
<b>EXPLORE &amp; CREATE</b> Grade 8-12						
<b>REASON &amp; REFLECT</b> Grade 8-12						
<b>COMMUNICATE &amp; DOCUMENT</b> Grade 8-12						
<b>CONNECT &amp; EXPAND</b> Grade 9-12						

Excelling = A (86-100%) Achieving = B (73-85%) Developing = C (50-72%) Beginning = C- (50-59%)

**INTERIM ASSESSMENT NOTES & HIGHLIGHTS OF LEARNING:**

**MIDTERM ASSESSMENT NOTES & HIGHLIGHTS OF LEARNING:**

## FINAL REFLECTION QUESTIONS - DRAMA STUDENT SELF-ASSESSMENT

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Throughout the course of the term, our class engaged in several theatrical / dramatic activities, class discussions, projects / assignments and performances that have contributed to your development and success in this course. On a separate piece of paper (printed or typed) choose at least one question under each curricular competency to answer with specific references to these learning experiences. Mention the experiences / achievements that you feel are the “highlights” of your learning.

### 1. EXPLORING & CREATING

- How has your creativity as a performer and theatre artist grown throughout this course?
- Describe your attitude towards learning new ideas and concepts through this semester. How have these activities improved your skills as an artist?
- In what ways, did you take creative risks?

### 2. REASONING & REFLECTING

- Recall some of the constructive feedback you have received throughout the course. In what way did this feedback help you to improve your skills as a performer / writer / director?
- How has your ability to describe, interpret and evaluate theatrical performances grown throughout this course?
- In what ways has analyzing drama performances improved your own drama skills?

### 3. COMMUNICATING & DOCUMENTING

- How has your collaboration and performance skills grown throughout this course?
- In what ways, were you able to adapt and apply your technical/performance skills to adjust to a change in circumstances (ie. new performance spaces, different genres / styles of theatre, a change group members / partners, performers missing at the time of performance, mistakes made onstage etc)?

### 4. CONNECTING & EXPANDING

- In what capacity have you connected the course content to your performance work?
- In what ways did you demonstrate your understanding and appreciation of social, cultural, environmental and/or historical contexts?
- In what ways were you able to successfully and effectively collaborate with your peers?

# FINAL EVALUATION: DRAMA STUDENT SELF-ASSESSMENT

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Circle the letter grade that you feel you have earned in this class. Consider your creative process, personal achievements, feedback from your peers / teacher and your own self-assessment.	<b>A</b> Excelling (86-100%)	<b>B</b> Achieving (73-85%)	<b>C</b> Developing (60-72%)	<b>C-</b> Beginning (50-59%)
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In the space provided explain why you believe you have earned this letter grade. Consider the attitude you have in class, the personal goals you've reached, the level of engagement/participation you put in all class activities, the skills you have developed, the achievements you have made, and the performances/projects you are most-proud of.

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## DRAMA FINAL EVALUATION

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**Student Name:**

**Student No:**

**Class/Grade:**

**FINAL LETTER GRADE:**

**FINAL PERCENTAGE:**

*Highlights of Learning*