

**PERFORMANCE RUBRIC**

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EXPECTATION	STUDENT COACHING RUBRIC	TASK SPECIFIC CRITERIA	SUPERIOR (DOK 4)	EXCELLENT (DOK 3)	GOOD (DOK 2)	FAIR (DOK 1)
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**CREATION: APPLICATION OF THE CREATIVE PROCESS (DOK 4)**

Demonstrate an understanding of focus in the creation of a drama.	I usually stay 'in character' while role playing.	Perform the role with concentration and focus.	-performs the role with concentration and focus (not talking to peer, speaking or acting out of character, fidgeting)	-breaks concentration once or twice (e.g., talking to peer, speaking or acting out of character, fidgeting)	-interrupts concentration a few times (e.g., talking to peer, speaking or acting out of character, fidgeting)	-disturbs concentration several times (e.g., talking to peer, speaking or acting out of character)
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**CREATION: APPLICATION OF KNOWLEDGE AND SKILLS IN FAMILIAR CONTEXTS (DOK 2)**

Demonstrate an understanding of the control of volume in expressive speech.	I control my voice by using volume changes.	Purposely control volume to suit the character and situation.	-enhances the character's development and audience involvement through an extensive range of volume levels.	-draws upon a range of volume levels which are appropriate to the character in the situation.	-employs a limited range of volume levels which is sometimes appropriate to the character in the situation.	-uses a few volume levels which are sometimes inappropriate to the character in the situation.
Demonstrate an understanding of the control of pitch range in expressive speech.	I control my voice by using pitch range.	Use pitch range to express the character's feelings, thoughts, and attitudes.	-expresses the character with an extensive pitch range.	-draws upon a wide pitch range to convey the character.	-employs a somewhat limited pitch range to convey the character.	-uses narrow pitch range to reflect the character's thoughts, feelings and attitudes.
Demonstrate an understanding of the control of pace in expressive speech.	I control my voice by varying tempo of my voice.	Control tempo to suit the character and situation (e.g., pauses of appropriate duration, tempo appropriate to the character's emotions.)	-enhances the expression of the character's feelings, thoughts and attitudes by manipulating the tempo of speech.	-manages the tempo of speech to suit expression consistent with the character.	-uses some control of the tempo of speech to suit expression of character.	-does not control the tempo of speech to suit expression of character.

**COMMUNICATION: USE OF ARTISTIC LANGUAGE AND SYMBOLS (DOK 3)**

Demonstrate an understanding of movement, gesture, and non-verbal communication, to express ideas in a drama.	I use gestures and non-verbal communication to express what my character is thinking and feeling.	Use gestures and non-verbal communication (e.g., facial expression, posture) to express the character's emotions.	-enhances and adds a new dimension to the thoughts and feelings of the character through unique gestures and non-verbal communication.	-clarifies the thoughts and feelings of the character through gestures appropriate to the character.	-employs some gestures to express thoughts and feelings, most of which are appropriate to the character.	-uses few gestures to express the thoughts and feelings of the character, gestures are sometimes inappropriate to the character.
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**COMMUNICATION: USE OF ARTISTIC LANGUAGE AND SYMBOLS (DOK 2)**

Demonstrate an understanding of the principles and elements of movement.	I use movement and stage positioning to express thoughts and feelings effectively.	Use movement to express thoughts and feelings and engage the audience.	-captivates the audience and clarifies ideas consistently through the management of both stage position and movement.	-Often clarifies thoughts and feelings through stage position or movement which engages the audience.	-sometimes reflects thoughts and feelings through stage position or movement.	-rarely uses stage position or movement to reflect thoughts and feelings.
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**THINKING/INQUIRY: CREATIVE THINKING SKILLS (DOK 4)**

Demonstrate an understanding of their own and others' respective functions in collaborative work on a drama.	I listen to other role players while performing in role.	Listen and verbally respond appropriately in role.	-always creates an appropriate response to input from other characters.	-usually makes appropriate responses to input from other characters.	-sometimes reacts and replies appropriately to input from other characters	-reacts but does not respond appropriately to input from other characters.
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**THEORY: UNDERSTANDING OF RELATIONSHIPS BETWEEN CONCEPTS (DOK 4)**

Demonstrate an understanding of their respective functions in collaborative work on a drama.	I respond to other role players and pick up visual cues from them while performing my role.	Physically respond (e.g., gestures, stage position, actions) to visual cues and adapt stage positioning or action in response to others.	-always adapts stage position, gestures and actions to movement and actions of other players.	-usually adjusts stage position, gestures and actions to movements and actions of other players.	-sometimes responds physically to movement and action cues from other players.	-uses movements and actions unrelated to cues from other players.
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OVERALL RATING: SUPERIOR EXCELLENT GOOD FAIR