

Task Rubric: ENG1P Theatre Education Project – Presentation Component

Expectations	Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge / Understanding					
	The student:				
OC 2.1	Demonstrates a knowledge of <i>A Midsummer Night's Dream</i>	Summarizes one or two elements of <i>A Midsummer Night's Dream</i> with limited accuracy	Summarizes a few elements of <i>A Midsummer Night's Dream</i> with some accuracy.	Summarizes several significant elements of <i>A Midsummer Night's Dream</i> with considerable accuracy	Summarizes several relevant elements of <i>A Midsummer Night's Dream</i> with a high degree of accuracy
OC 2.1	Demonstrates an understanding of the significance of a scene to the entire play	Provides little background to the selected scene	Provides a background to the selected scene and suggests its significance	Provides relevant background to a selected scene and explains its significance	Provides highly relevant background to a selected scene and clearly explains its significance
Thinking					
	The student:				
OC 2.3 W 2.1, 2.2, 2.3	Uses planning skills to prepare a presentation	Prepares a draft of the presentation	Prepares a written outline and draft of the presentation	Prepares a written outline, draft, and final copy of the presentation	Prepares a written outline, two or more drafts, and a final copy of the presentation
Communication					
	The student:				
OC 2.3	Clearly presents information about the play	Presents information that is disorganized	Presents information that is somewhat organized	Presents information clearly and in an organized manner	Presents information clearly and with a sophisticated level of organization
OC 2.4 OC 2.5 MS 3.4	Presents information in a way that is interesting and appropriate for a Gr. 8 audience	Uses few techniques that would appeal to a Gr. 8 audience	Uses some language and techniques that would appeal to a Gr. 8 audience.	Consistently uses appropriate language and techniques to appeal to a Gr. 8 audience	Uses highly appropriate language and techniques to appeal to and engage a Gr. 8 audience
OC 2.7 MS 3.4	Uses a visual aid to enhance the presentation	Uses a visual aid that has little relevance to the presentation	Uses a planned visual aid that somewhat relates to the presentation	Uses a well-designed, appropriate visual aid to enhance the presentation	Uses one or more interesting and relevant visual aids to enhance the presentation
Application					
	The student:				
OC 2.6	Uses eye contact and facial expression to convey meaning	Seldom makes eye contact	Makes occasional eye contact and smiles some	Regularly makes eye contact and smiles	Consistently makes eye contact and smiles
OC 2.6	Presents the information using few notes	Reads the presentation	Speaks with regular references to notes	Speaks fluently with only occasional references to notes	Speaks fluently and easily with very few references to notes
Grading	Knowledge / Understanding /3	Thinking /2	Communication /3	Application /2	TOTAL /10

Task Rubric: ENG1P Theatre Education Project – Original Scene Component

Expectations	Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge / Understanding					
	The student:				
MS 3.4	Demonstrates a knowledge of the vocabulary and phrasing in <i>A Midsummer Night's Dream</i>	Rarely uses difficult vocabulary and phrasing in a way that is consistent with the text	Sometimes uses difficult vocabulary and phrasing in a way that is consistent with the text	Generally uses difficult vocabulary and phrasing in a way that is consistent with the text	Consistently uses difficult vocabulary and phrasing in a way that shows insight into the text
MS 3.4	Demonstrates an understanding of characters in the play	Represents characters in a way that has limited connection to the text	Represents characters in a way that is somewhat consistent with the text	Represents characters in a way that is consistent with the text	Represents characters in a way that shows insight into the text
Thinking					
	The student:				
MS 3.1	Edits the scene to improve its appeal for the intended audience	Deletes lines to create a shorter scene that conveys the main idea of the original to a limited degree	Deletes lines to create a shorter scene that somewhat conveys the main ideas of the original	Deletes lines to create an interesting scene that conveys the same meaning as the original	Deletes lines to create a compelling scene that conveys the same meaning as the original
MS 3.1	Uses the performance worksheet as a planning aid	Completes part of the performance worksheet, giving it to the teacher	Completes some of the worksheet, giving a copy to the company director and the teacher	Completes the worksheet, giving copies to each company member and the teacher	Completes the worksheet in detail, giving copies to each company member and the teacher
Communication					
	The student:				
MS 3.4	Delivers a rehearsed dramatic performance of a scene	Delivers lines with ongoing references to the script	Delivers lines with regular references to the script	Easily delivers lines with some references to the script	Easily delivers lines with occasional references to the script
MS 3.3	Uses blocking to enhance the performance	Performs entrances and exits	Performs planned entrances and exits	Performs planned entrances, exits, placement and movement	Performs smooth entrances, exits, placement and movement
MS 3.3	Uses props and simple costume elements	Uses few props	Uses some props and simple costume elements	Uses props and simple costume elements to enhance the performance	Uses props and simple costume elements to enhance characterization and drama
Application					
	The student:				
OC 2.5 MS 3.3	Uses voice inflection and emphasis to convey meaning	Uses voice inflection and emphasis to convey limited meaning	Uses voice inflection and emphasis to convey some meaning	Uses voice inflection and emphasis to clearly convey meaning	Insightfully uses voice inflection and emphasis to convey meaning
OC 2.6 MS 3.3	Uses facial expression and gesture to convey meaning	Uses facial expression and gesture to convey limited meaning	Uses facial expression and gesture to convey some meaning	Uses facial expression and gesture to clearly convey meaning	Insightfully uses facial expression and gesture to convey meaning
Grading	Knowledge / Understanding /8	Thinking /6	Communication /8	Application /8	TOTAL /30

Task Rubric: ENG1P Theatre Education Project – Paraphrased Scene Component

Expectations	Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge / Understanding					
	The student:				
MS 3.4	Demonstrates a knowledge of the vocabulary and phrasing in <i>A Midsummer Night's Dream</i>	Rarely paraphrases lines in a way that is consistent with the text	Sometimes paraphrases lines in a way that is consistent with the text	Generally paraphrases lines in a way that that is consistent with the text	Consistently paraphrases lines in a way that shows insight into the text
MS 3.4	Demonstrates an understanding of characters in the play	Represents characters in a way that has limited connection to the text	Represents characters in a way that is somewhat consistent with the text	Represents characters in a way that is consistent with the text	Represents characters in a way that shows insight into the text
Thinking					
	The student:				
W 2.7	Uses the editing process to improve the scene script	Revises the script based on teacher comments	Revises the script based on company discussion and teacher comments	Revises and improves the script based on company discussion and teacher comments	Revises the script several times to improve it, incorporating company ideas and teacher comments
MS 3.1	Uses the performance worksheet as a planning aid	Completes part of the performance worksheet, giving it to the teacher	Completes some of the worksheet, giving a copy to the company director and the teacher	Completes the worksheet, giving copies to each company member and the teacher	Completes the worksheet in detail, giving copies to each company member and the teacher
Communication					
	The student:				
W 2.2, 2.3	Creates a script that communicates the essence of the scene	Creates a script with lines for each character	Creates a script with lines for each character and entrance/exit notes	Creates a script with clear lines for characters and entrance/exit/emotion notes	Creates a script with clear, meaningful lines for characters and entrance/exit/emotion notes
MS 3.4	Records a rehearsed dramatic reading of a scene	Records a reading of a scene	Records a planned dramatic reading of a scene	Records a fluent dramatic reading of a scene	Records a fluent, exciting reading of a scene
MS 3.3	Uses sound effects and/or music to enhance the performance	Uses sound effects and/or music to convey the setting of the scene	Uses sound effects and/or music to signal some character movements and setting	Uses sound effects and/or music to effectively signal character movements and setting	Uses sound effects and/or music to effectively signal character movements, setting, and mood
Application					
	The student:				
W 2.1, 2.2	Uses a different genre to create the scene	Uses a different genre to suggest parts of the original scene	Uses a different genre to portray aspects of the original scene	Effectively uses a different genre to recreate a scene	Insightfully uses a different genre to recreate a scene
OC 2.5 MS 3.3	Uses voice inflection and emphasis to convey meaning	Uses voice inflection and emphasis to convey limited meaning	Uses voice inflection and emphasis to convey some meaning	Uses voice inflection and emphasis to clearly convey meaning	Insightfully uses voice inflection and emphasis to convey meaning

Grading	Knowledge / Understanding /8	Thinking /6	Communication /8	Application /8	TOTAL /30