

## Lincoln Public Schools Drama Rubric- Grade 5

Standard	Beginning (1)	Progressing (2)	Achieving (3)	Exceeding (4)
<p><b>Performance:</b> uses dialogue, voice, face and body to portray characters.</p>	<p>Communicates simple actions and basic dialogue with limited use of body, face or voice.</p>	<p>Some character and/or emotion are evident. Uses at least two of face, body and voice in characterization.</p>	<p>Portrays character's emotion and personality using face, body and voice. Demonstrates understanding of character's viewpoint.</p>	<p>Makes specific and detailed choices as to use of face, body and voice to show character's personality and emotion. Demonstrates understanding and empathy.</p>
<p><b>Playmaking:</b> develops dialogue and scenes through improvisation and discussion to explore dramatic conflicts and characters.</p>	<p>Improvises basic dialogue for a given character and situation with teacher support.</p>	<p>Improvises or plans appropriate scenarios and simple dialogue appropriate to character and situation. Works with limited teacher support.</p>	<p>Creates scenes and dialogue demonstrating understanding of dramatic conflict and dramatic structure. Ideas have some detail and begin to explore straightforward conflicts.</p>	<p>Contributes to the development of dramatic stories and situations in and out of role. Identifies conflicts, structures scenes, and improvises appropriate dialogue. Suggests possible resolutions to dramatic conflicts through improvisation and in discussion.</p>
<p><b>Critical Response:</b> responds appropriately and thoughtfully to works of drama during rehearsals and to theatrical presentations.</p>	<p>Identifies basic strengths or weaknesses in writing or in discussion with significant teacher support.</p>	<p>Accurately identifies straightforward strengths or weaknesses. Presents ideas and opinions in an appropriate manner. Makes basic changes in rehearsal in response to constructive criticism and reflection.</p>	<p>Identifies strengths and weaknesses with some justification. Offers constructive criticism that is appropriate and helpful. Adapts and revises drama work in rehearsal in response to constructive criticism and reflection.</p>	<p>Identifies strengths and weaknesses in both form and content with justification. Offers supportive and specific praise and constructive criticism. Analyzes and reflects on practical work throughout the creative process, and uses reflection to revise, refine and improve practical work.</p>
<p><b>Effort:</b> participates collaboratively, asks for clarification, attends to work and perseveres when challenged.</p>	<p>Follows classroom rules with significant teacher support. Limited participation in discussions and practical drama work.</p>	<p>Follows classroom rules and procedures with some support. Usually listens actively. Participates in practical work and sometimes in discussion. Works cooperatively with others much of the time</p>	<p>Follows classroom rules and procedures with minimal teacher support. Listens and participates actively during discussions and practical drama work. Perseveres when challenged. Works cooperatively and uses time well.</p>	<p>Always listens and participates actively, energetically, and thoughtfully. Demonstrates leadership, cooperation, awareness of others, motivation and self-discipline.</p>