
SAMPLE ASSESSMENT: Drama

STARTERS RATING SCALE

The rating scale is an observational device that is analytical, categorical, and very specific in its delineations. The statements included in the following rating scale describes individual and/or group behavioral or situational characteristics. The descriptions are specific and enable the rater to identify clearly the characteristic to be rated. Instead of deciding whether the individual's ability to work in the plan/play/evaluate structure is outstanding or above average, for example, you may find it easier to decide between "Always demonstrates four categories of reflection: spontaneous, leader-led, individual, and group" and "Usually demonstrates three categories of reflection: spontaneous, leader-led, and group."

Rating scales have several limitations. Initially, it may be difficult for the rater to understand precisely what quality is to be evaluated, particularly in terms of his or her own internal thinking processes. Thus a rater may tend to carry a qualitative judgment over from one aspect to another. In other words, the rater may have a tendency to rate a person who has good movement skills as good in other traits, too, such as image retrieval or story-making. Another limitation of rating is the tendency to be too generous. When using rating scales, keep in mind that you should omit the items you cannot observe and observe only for short periods of time. Remember, if in doubt, stop observing or leave it out.

Rating scale for Starters constructed to reflect the desirable outcomes of participating in the Rutgers Imagination Method are found on the next pages.

<i>Imagery</i>	
	Image Retrieval
5. Advanced	<ul style="list-style-type: none">● Always able to recall detailed memory images of a personal nature.● Always able to identify and retrieve personal images within all sensory domains.● Always able to discriminate between vividness of images.
4. Highly Proficient	<ul style="list-style-type: none">● Usually able to recall with some detail memory images of a personal nature.● Usually able to identify and retrieve personal images with two or three sensory domains.● Usually able to discriminate vividness of personal images.

3. Proficient	<ul style="list-style-type: none"> ● Sometimes able to recall with some detail memory images of a personal nature. ● Describes retrieved images that seem equally balanced: half detailed and half not detailed.
2. Partially Proficient	<ul style="list-style-type: none"> ● Acknowledges existence of a variety of sensory images, but sometimes has difficulty distinguishing among them. ● Usually classifies own images as always very vivid, or not vivid at all. ● Rarely able to retrieve personal images. ● When questioned about personal images, usually describes generic images.
1. Not Proficient	<ul style="list-style-type: none"> ● Rarely demonstrates fluency in imagery. ● Never able to retrieve memory images. ● Fails to acknowledge existence of personal images. ● Never demonstrates fluency in imagery.

Holding Images	
-----------------------	--

5. Advanced	<ul style="list-style-type: none"> ● Always demonstrates success in holding images within all sensory domains. ● Always retains images from class to class. ● Always able to take up the drama from where it was left, even if the elapsed time was a week.
4. Highly Proficient	<ul style="list-style-type: none"> ● Almost always demonstrates success in holding images in three or four sensory domains. ● Retain some images from class to class.
3. Proficient	<ul style="list-style-type: none"> ● Usually demonstrates success in holding images in two or three domains (visual and/or auditory). ● Usually retains images from beginning of drama session until the end. ● Occasionally holds images from one week until the next.
2. Partially Proficient	<ul style="list-style-type: none"> ● Rarely able to hold images, except in visual domain. ● Rarely able to retain images within the drama session.
1. Not Proficient	<ul style="list-style-type: none"> ● Never able to hold images, except for some in visual domain. ● Unable to hold images within the drama session.

Manipulation of Images	
-------------------------------	--

5. Advanced	<ul style="list-style-type: none"> ● Verbalizes that always has controllability of imagery strategies in all five domains. ● Always able to utilize a particular strategy in imagery manipulation of all five sensory domains. ● Always able to combine images from all five domains within one activity.
4. Highly Proficient	<ul style="list-style-type: none"> ● Verbalizes that almost always has controllability of imagery in three or four sensory domains. ● Almost always able to utilize a particular strategy in imagery manipulation in at least three or four domains.
3. Proficient	<ul style="list-style-type: none"> ● Usually able to combine images from three or four domains within one activity. ● Verbalizes that sometimes has controllability of imagery in two or three sensory domains. ● Usually able to utilize a particular strategy in imagery manipulation in two or three domains.
2. Partially Proficient	<ul style="list-style-type: none"> ● Sometimes able to combine images from two or three domains within one activity. ● Verbalizes that rarely has controllability of imagery in two or three sensory domains. ● Rarely able to utilize a particular strategy in imagery manipulation in two or three domains. ● Rarely able to combine images from two or three domains within one activity.
1. Not Proficient	<ul style="list-style-type: none"> ● Does not verbalize about controllability of image. Almost never able to manipulate images.

Dramatic Behavior	
--------------------------	--

Use of Space/Body Movement	
-----------------------------------	--

5. Advanced	<ul style="list-style-type: none"> ● Always uses whole body freely. ● Always able to imitate movements of leader or other group member. ● Always adapts movement to available space. ● Effectively able to work with concepts of movement: space, force, body, time. ● Always attempts and demonstrates success in pantomime.
-------------	--

4. Highly Proficient	<ul style="list-style-type: none"> ● Often uses whole body freely. ● Often able to imitate leader and others. ● Often able to adapt movement to available space. ● Often able to work with concepts of movement: space, force, body, time. ● Often demonstrates success in pantomime
3. Proficient	<ul style="list-style-type: none"> ● Sometimes uses whole body freely ● Sometimes able to imitate leader and others. ● Sometimes able to adapt movement to available space. ● Sometimes able to work with concepts of movement: space, force, body, time. ● Sometimes demonstrates success in pantomime.
2. Partially Proficient	<ul style="list-style-type: none"> ● Rarely uses whole body freely-just moves arms and legs. ● Rarely able to imitate leader and others. ● Demonstrates little variety of space, force, body, time. ● Pantomime activities that are difficult for viewer to discern.
1. Not Proficient	<ul style="list-style-type: none"> ● Sits or stands in same spot for duration of an activity that encourages movement-shows little locomotion. ● Almost never attempts pantomime. ● Demonstrates much habituated small arm, leg, or head movements.

	Use of Objects
5. Advanced	<ul style="list-style-type: none"> ● Always uses here-and-now objects. ● Always attempts to use objects in diverse ways. ● Always uses objects to assist in communicating dramatic elements, such as character or dramatic locale. ● Often searches out interesting objects.
4. Highly Proficient	<ul style="list-style-type: none"> ● Usually uses here-and-now objects. ● Usually attempts to use objects in diverse ways. ● Usually uses objects to assist in communicating dramatic elements, such as character or dramatic locale. ● Occasionally searches out interesting objects.
3. Proficient	<ul style="list-style-type: none"> ● Sometimes uses here-and-now objects. ● Sometimes attempts to use objects in diverse ways. ● Sometimes uses objects to assist in communicating dramatic elements, such as character or dramatic locale. ● Sometimes searches out interesting objects.
2. Partially Proficient	<ul style="list-style-type: none"> ● Rarely uses here-and-now objects. ● Rarely attempts to use objects in diverse ways. ● Rarely uses objects to assist in communicating dramatic elements, such as character or dramatic locale.
1. Not Proficient	<ul style="list-style-type: none"> ● Fails to use here-and-now objects. ● Ignores the existence of objects.

	Verbal/Vocal Expression
5. Advanced	<ul style="list-style-type: none"> ● Always demonstrates variety in volume, tone, pitch, and voice quality. ● Always describes activities with appropriate and colorful vocabulary. ● Always likes to communicate. ● Always communicates easily.
4. Highly Proficient	<ul style="list-style-type: none"> ● Usually demonstrates variety in volume, tone, pitch, and voice quality. ● Usually describes activities with appropriate and colorful vocabulary. ● Usually likes to communicate. ● Usually communicates easily.
3. Proficient	<ul style="list-style-type: none"> ● Sometimes demonstrates variety in volume, tone, pitch, and voice quality. ● Sometimes describes activities with appropriate and colorful vocabulary. ● Sometimes likes to communicate. ● Sometimes communicates easily.
2. Partially Proficient	<ul style="list-style-type: none"> ● Mumbles. ● Speaks without variety in tone, pitch, and voice quality. ● Uses little appropriate vocabulary when describing activities.
1. Not Proficient	<ul style="list-style-type: none"> ● Little or no verbal or vocal response.

	Story-Making
5. Advanced	<ul style="list-style-type: none"> ● Always recalls and repeats events in a sequence. ● Always eager to relate story to others. ● Always comprehends implication of events in sequence.
4. Highly Proficient	<ul style="list-style-type: none"> ● Usually recalls and repeats events in a sequence. ● Usually eager to relate story to others. ● Usually comprehends implication of events in sequence.

3. Proficient	<ul style="list-style-type: none"> ● Sometimes recalls and repeats events in a sequence. ● Sometimes eager to relate story to others. ● Sometimes comprehends implication of events in sequence.
2. Partially Proficient	<ul style="list-style-type: none"> ● Rarely recalls and repeats events in a sequence. ● Rarely eager to relate story to others. ● Rarely comprehends implication of events in sequence.
1. Not Proficient	<ul style="list-style-type: none"> ● Fails to remember sequences. ● Fails to understand implication of before and after or cause and effect.

Connection Of Ideas To Action

	Focus on Images and Action
5. Advanced	<ul style="list-style-type: none"> ● Consistently engrossed in activity and/or imaging. ● Questions leader only when real clarification is needed. ● Rarely imitates others.
4. Highly Proficient	<ul style="list-style-type: none"> ● Almost always engrossed in activity and/or imaging. ● Questions to leader are seeking attention as well as asking for clarification is needed. ● Occasionally imitates others.
3. Proficient	<ul style="list-style-type: none"> ● Moves in and out of action and/or imaging-more in than out. ● Questions to leader are seeking attention as well as asking for clarification is needed. ● Imitates others more often than not.
2. Partially Proficient	<ul style="list-style-type: none"> ● Rarely engrossed in activity and/or imaging. ● Questions to leader are usually for attention rather than for clarification. ● Almost always imitates others.
1. Not Proficient	<ul style="list-style-type: none"> ● Never engrossed in activity and/or imaging.. ● Questions to leader are only for attention and never for clarification. ● Always imitates others.

adapted from Creative Drama and Imagination: Transforming Ideas into Action, Helene S. Rosenberg, NY: Holt, Rinehart, and Winston, 1987.

ASSESSMENT RUBRIC FOR THEATRE - UPPER ELEMENTARY/MIDDLE LEVEL

<p>Performance Objective: Demonstrate how the theatre reflects culture.</p> <p>Activity: After reading the play Romeo and Juliet, learners stage their own production that relates the play to events of today. Then, learners view a professional performance or videotape of Romeo and Juliet and discuss and rework their own production.</p> <p>Rubric Development:</p> <p><i>First,</i> develop criteria for the assessment of the performance objective.</p> <p><i>Second,</i> list criteria in the first vertical column of the rubric grid.</p> <p><i>Third,</i> write an exemplary performance and record this description in the advanced column for each criterion.</p> <p><i>Fourth,</i> develop indicators for the other levels of achievement</p>
--

CRITERIA	4 - Advanced	3 - Proficient	2 - Basic	1 - In Progress
Has the learner demonstrated an understanding of the historical and cultural aspects of this play?	Learner has analyzed how the elements of the play exemplify the time period.	Learner has explained how the culture and history of the time affect the play.	Learner has described the cultural/historical aspects of the play.	Learner has identified the time period in the play.
Has the learner demonstrated an understanding of the development of a theatrical production?	Learner has conceptualized contrasting productions (to the learner created production) using the components of theatre.	Learner has analyzed how the components of theatre are used in this learner-created production.	Learner has understood how the components of theatre are used in this learner-created theatrical production.	Learner has identified the components of theatre that are used in this learner-created theatrical production.
Can the learner demonstrate an understanding of the creative and collaborative processes used in his/her performance?	Learner has evaluated the effectiveness of his/her performance choices and the choices of others.	Learner has articulated his/her performance choices and related these to other's choices in the production.	Learner has described his/her performance in the production.	Learner has performed in the production.
Has the learner constructed meaning from the theatrical production?	Learner has described and analyzed the meaning of the theatrical production and articulated how it connects to his/her life.	Learner has described and analyzed the meaning of the theatrical production.	Learner has described issues which the theatrical production presents.	Learner has described the theatrical production.
Has the learner related the situations in "Romeo and Juliet" to events of today?	Learner evaluates and analyzes situations in "Romeo and Juliet" by relating them to the improvisations based on similar situations found today.	Learner identifies how situations in "Romeo and Juliet" relate to today and develops scenarios that are used improvisationally to illustrate this relationship.	Learner identifies situations in "Romeo and Juliet" which relate to events of today.	Learner identifies situations in "Romeo and Juliet"

Adapted from Jean Delefsen, Columbus (Nebraska High) School

Acting Evaluation					
Complete one form for each actor in a scene.					
Name _____		Month _____			
General Observations					
	Poor	Good		Excellent	
	1	2	3	4	5
1. Physical characteristics					
2. Blocking and movement					
3. Vocal characterization					
4. Projection and emphasis					
5. Articulation and diction					
6. Poise and concentration					
7. Coordination and ensemble					
8. Rhythm and tempo					
9. Believability					
10. Variety					
11. Sense of Drama					
12. Memorization, preparation					
13. Overall evaluation					
14. Grade for Scene _____					
15. Grade for Actor _____					
Additional comments and considerations:					

adapted from A Guide to Curriculum Planning in Classroom