** Grade 1: Representing Drama Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/Meaning** | Message | Your dramatization makes sense. It has a clear problem and solution. | Your dramatization makes sense. It has a clear problem and solution. | You only have 1 of the following:  -problem  -solution | What is the problem in your story?  How do the characters solve the problem? |
| Details | Wow! You really understand how the details make an effective dramatization. | You have added details to your drama to develop the story. | You are beginning to understand how the details make your drama more effective. | What details can you add to your dramatization to make your story more effective?  How can you add details to your character or setting? |
| **Organization and**  **Coherence** | Logical Sequence  B\*M\*E\* | Your story is presented in a logical format and was easy to follow. | Your story has a beginning, middle, and end. | Your story was all there. Try putting it in a different order. | What did you forget? Beginning, middle, end. |
| **Style and**  **Language Choice** | Cues &  Conventions | Wow? Great expression. We could really hear you and enjoyed watching you. | You used simple gestures, volume and tone of voice to communicate ideas. | You might have missed a couple of these:  Gestures  Volume  Tone of Voice | Let’s work on being more expressive and louder. |

**Feedback:**