 **Dramatization – Specific Criteria 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)** |
| **Organization** | **Narrator used appropriately** | You use your narrator to move the story along, provide suspense and clarity and guide the viewer. You have the right balance of narrative elements. | You understand the purpose of a narrator and use your narrator to guide the plot and fill in details quickly. | With help, you use a narrator appropriately in much of your dramatization. Review the purposes of a narrator. How can you ensure the narrator’s contribution is balanced at all times? | You are having trouble using a narrator in your dramatization. Are there place where a narrator could speed your plot up? Provide clarity about details? Set up action? Contribute to suspense? |
| **Logical sequence with interesting action** | Your dramatization is introduced in manner that immediate captivates and hooks the audience. The sequence continues to engage and inform through highly engaging action. | Your dramatization progresses logically and provides the audience with interesting action. It both begins and ends with clarity. | With help your dramatization follows a logical sequence with parts that contain interesting action. How can you tighten things up in place so suspense is maintained? Are there place where you can add some action? | You are having trouble with sequencing and action. Go back to your message and purpose. Use a graphic organizer to plan your plot delivery and make sure that there is plenty of action to keep the audience interested. |
| **Dramatic features** | Your careful attention to all aspects of a dramatization increases audience engagement. You clearly understand how these features contribute to enhancing the overall message. Your stage directions provide clear guidance to the actors. | Your dramatization contains dramatic features such as background, props, music, sound effects and costuming in order to clarify your message. You have included stage directions. | With help you create a dramatization that contains some dramatic features. Spend a little more time on this aspect f your drama. How do things like setting, costumes, music and props add to the message? How are stage directions structured and why do they exist? Work on this until you become more confident. | You are having trouble creating a dramatization that attends to dramatic features. Did you run out of time? What was challenging for you. How can you think about setting, props, costumes and music in the pre-stage of creation so they aren’t missed? What do stage directions look like? |
| **Language choice and conventions** | **Dialogue** | You are highly skilled in your use of dialogue. You carefully consider how each character would feel and speak and this is reflected in the words of your characters. You consistently attend to the appropriate tone and speech patterns of each character. | You understand the important role of dialogue in a dramatization. You advance the action through dialogue. Your message is clear through the words of characters. | With some help, you use dialogue to advance your plot. Continue to explore “getting into the heads” of your characters so your dialogue can show more variety and interest. | You are having trouble with dialogue. Remember, it is through dialogue and actions in a dramatization that the message is revealed. Study the language of people. How does what they say and how they say it communicate feelings, values and thoughts? Work on small chunks of dialogue before working on the whole dramatization. |
| **Language retains intent and tone of original text** | You show an exceptional understanding of how to interpret the intent and tone of the original text. There is no doubt of the author’s purpose and message and your interpretation enhances this message in unique and consistent ways. | You are able to reflect the intent and tone of the original text through your dramatization. You understood the author’s purpose and message clearly. | There is some attention to the intent and tone of the original text. Revisit the original text and review why the author created the text and what they were hoping to communicate. Work on refining your dramatization to honour this. | You are having trouble retaining the intent and tone of the original text. Why did the author create the original text? What was their purpose? How can you reflect this through your own interpretation? How does your voice and language impact this? |

**General Representing Criteria**

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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** | **Central, strong message with believable conflict** | Your message is clearly on one topic with a conflict or problem that resonates with the audience. | You independently represent a clear central message in your representation that focuses on a believable conflict or problem. |  With help your message is mostly believable and focused. Spend time in the pre-writing stage, developing your focus fully and ensuring your conflict is believable. | Even with help you struggle to present a message that is clear and on topic and a conflict that is believable. Always keep your main idea in mind and build onto it. Your pre-writing should focus on this. |
| **Logical details to support message** | You intuitively support your message with numerous logical and insightful details within your representation. | You support your message with logical details within your representation. | With help you use some logical details to support your message. Once you decide on your message, how can you add details to support it? | With much help you support your message with a few details. Think about how you can deliver your message using props, costuming, setting and dialogue. |
| **Style and voice appropriate to audience and purpose** | The style and voice of your representation resonate with your intended audience and purpose. You are willing to take some risks.  | The style and voice of your representation suit your intended audience and purpose. | With help you create a representation with a style and voice that suit your intended audience and purpose. Be sure you are clear about why you are creating the representation. | You are having trouble creating a representation with a style and voice that suits your intended audience and purpose. As you work on your representation, check with others to be sure it is making sense. |
| **Organization and Coherence** | **Logical structures and organization according to audience, purpose and context** | The organization of your representation enhances the desired effect on your audience, and clarifies the purpose and context of your creation. You both engage and inform. | Your representation is clearly and logically organized in a manner that is logical to its audience, purpose and context. | With help you deliver an representation that is somewhat organized to suit audience, purpose and context. Review that ways representations could be organized. How can you use structures that are more engaging? | You are having trouble creating an representation that is organized to suit audience, purpose and context. Use a visual organizer to help you plan your representation. Think about what is unique about this form of representing. |
| **Logical and convincing conclusions** | Your conclusion clearly and succinctly ties the parts of your representation together and strengths your message. | Your conclusion wraps up your ideas in a logical and convincing way.  | With help your conclusion mostly wraps up your ideas in a logical way. How can you leave your viewers with a strong sense of closure? | You are having trouble bringing closure to your ideas in a logical and convincing way. Examine conclusions in other works to see how they are made logical and convincing. |
| **Language choice and conventions** | **Smooth transitions** | Your representation flows eloquently from one part to the next enhancing the overall enjoyment of the representation. You have used engaging transitions. | Your representation smoothly flows from one part to the next. You have used appropriate transitions. | With help you attempt smooth movement from one part of your representation to the next. Explore other ways to connect one idea to the next within a play. | With much help you create some flow from one part of your representation to the next. Include your plans for transition in your map. View other similar representations to get new ideas.  |
| **Enhance appeal and accuracy through a variety of elements, techniques and features** | A rich variety of techniques and features are used to create a compelling representation. You enhanced the appeal and accuracy immensely and took some risks. | The appeal and accuracy of your representation is enhanced by the use of a variety of techniques and features. | With help you add some techniques and features to your representation that enhance its appeal and accuracy. Explore some new techniques and features. Consider how they will impact your message. | With much help you added a few techniques and features that begin to increase the appeal of your representation. Plan for these special techniques and features before creating your text. |

Feedback: