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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** | **Interviewer role** | As an interviewer, you understand your role very clearly. You gather important and unique information through engaging questions. You explore multiple aspects of the character you are interviewing and recognize your role to inform and engage. | As an interviewer, you obtain important information and prepare questions that explore character and conflict. You analyze situations and character from a scene, event or story. | With some help, as an interviewer, you are approaching aspects of your role. Continue to think about how you can ask highly engaging and interesting questions, to gather information you wouldn’t otherwise know. Remember, you have to balance information gathering with entertainment and engagement with your character. | You are having trouble with your role as an interviewer. What are you trying to discover? How can you prepare yourself? How can you engage the person you are interviewing so they want to speak openly? Who is your audience? |
| **Language choice and conventions** | **Tactful wording** | You have a well-developed grasp of the art of tactful wording. Even when in opposition or responding to challenging questions, you remain respectful. | Your interview or dramatization reflects careful and tactful wording. You balance being “in character” and speaking respectfully. | With some reminders, your interview or dramatization reflects mostly careful and tactful wording. When is it hardest to be tactful? Can you anticipate challenging moments and practice? | You are having trouble with tactful wording. This might be linked to difficulty being in role. How can you prepare yourself for the unexpected? For the challenging questions and responses? |
| **Stay in character** | You are able to stay in character and bring your character to life. You have a clear ability to get “into the head” of your character, regardless of the questions asked. You engage in complex thinking from another viewpoint. | You are able to stay in character and bring your literary character to life. | With some help, you can mostly stay in character and bring your character to life. What are some strategies you can use when you find a question to be unexpected? How can you develop your character’s thoughts and ideas? | You are having trouble staying in character and bringing your character to life. First identify your challenges? Are you embarrassed? Do you know enough about your character? Practice with a trusted person to begin with. |

 **Dramatization or Role Play Interview – Specific Criteria Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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 thesis** | Your message is clearly on one topic with a thesis message that resonates with the audience and aligns clearly with the purpose. | You independently and clearly represent a central, strong thesis. | With help your message is mostly clear and on topic. Spend time in the pre-writing stage, developing your focus fully. Review your purpose and audience. | Even with help you struggle to present a thesis that is strong and central. Always keep your main idea in mind and build onto it. Your pre-writing should focus on this. Establish your audience and purpose before beginning. |
| **Logical points to support message, provide unity, coherence and emphasis** | You support your message with numerous logical and insightful details that serve to expand and develop the thesis in an interesting way. You show strong unity and coherence and thought-provoking emphasis. | You support your message with logical details (visual, written, auditory) to achieve unity, coherence and appropriate emphasis. | 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? Details should clarify the message, provide unity and coherence and give emphasis to certain aspects. | With much help you support your message with a few details. Think about how you can prove your point using images, details and examples from other sources. Think visual, written and auditory when appropriate. What do you want to emphasize? How can you do this? |
| **Style, 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 consistently clear about why you are creating the representation and for whom. | 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** | **Logical and effective structures** | The organization of your representation enhances the desired effect on your audience, and clarifies the purpose and context of your creation. You show a strong grasp of the elements and principles of design. | Your representation is clearly organized in a manner that is logical to its audience, purpose and context. You are utilizing the elements and principles of design. | With help you create a representation that is somewhat organized to suit audience, purpose and context. Review that ways representations could be organized. What additional elements or principles of design can you apply? | You are having trouble creating a representation that is organized to suit its audience, purpose and context. Use a visual organizer to help you plan your representation. Think about the elements and principles of design. |
| **Logical sequence** | Your representation is introduced in manner that immediate captivates and hooks the audience. The sequence consistently engages and informs. | The representation presents your message in a logical sequence. | With help you introduce your representation in a manner that mostly informs and engages the audience and your sequence is mostly logical. How can you be more clear and interesting? | With much help you follow a sequence in your representation. Look at other works and think about why they captivate you. How can representation be introduced? What kind of representation are you doing? How might you order/ organize it? |
| **Valid and justifiable conclusion** | 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. |
| **Information documented** | You use a rich variety of relevant and reliable sources and confidently and accurately document them within your message. | You independently use and accurately cite a variety of current reliable sources. | With help you use and accurately cite a variety of current reliable sources. Would a graphic organizer help you do this more independently? | You are having trouble using and accurately citing some current reliable sources. Use a graphic organizer and keep track as you go! |
| **Language choice and conventions** | **Smooth transitions** | Your topic 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. | 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 representations to get new ideas. |
| **Variety of forms and technologies** | A rich variety of forms and technologies are effectively used to enhance your representation. You willingly took risks and tried something new. | You use a variety of forms and technologies to enhance your representation. | With help you somewhat vary forms and technologies to add interest to your representation. Explore options and think more about what will make your message stronger. | With much help you try a few forms and technologies to add interest to your representation. Think about how variety increases interest and attention to a topic. Explore all your options. You might need to learn some new technologies. |
| **Apply and adapt principles of composition** | You utilize the principles of composition to great advantage in order to enhance and develop your message. The integration of images, text, graphics, music and sound effects are polished and thought-provoking. | You can apply and adapt the principles of composition that vary among cultures and traditions to create coherent media products that have effective images, text, graphics, music and sound effects. | With some help, you can apply some principles of composition in order to develop your message and supporting details. Once you have completed your first draft, ask for feedback about images, text, graphics, music and sound effects and how they all work together to create a certain effect. | You are having trouble applying principles of composition to your representations. Think about things like use of space, focus and balance. Consider your message and how to organize your work to enhance that message. |

Feedback: