



# Middle School Speech/Drama

## **Purpose**

The rubrics provide a guide to teachers on how to mark students. This helps with consistency across teachers, although all grading involves some subjectivity. In addition to this broad look, more valuable ongoing assessments are utilized to provide detailed data regarding student progress.

## **Philosophy Statement**

Waukee students will value, analyze, and create performance for effective communication.

## 6<sup>th</sup> Grade Speech/Drama

Statement	Exceeds	Secure	Developing	Beginning
Demonstrates respect for the presenter.	*Pays attention to the presenter AND provides positive feedback to show support for the speaker.	Pays attention to the presenter AND remains quiet AND remains seated.	Needs periodic reminders to pay attention OR remain quiet OR remain seated OR give positive feedback.	Needs multiple reminders to pay attention OR remain quiet OR remain seated.
Presents using appropriate organization.	*Presents a multiple-sentence introduction AND thesis is specific AND three clear reasons are given with transitions and support that includes personal experience AND a multiple-step conclusion.	Presents with a required introduction AND a general thesis AND three main points with personal experience/stories as support AND a required conclusion.	Presents with a yes/no beginning OR a partial thesis (topic with no attitude, weak thesis) OR two main points OR no personal connections OR provides some closure.	Begins with the thesis or no thesis OR lists main points without support OR concludes with an unclear ending.
Presents with appropriate vocal delivery.	*Varies volume level and rate for effect.	Generates volume that fills the space AND rate is appropriate.	Generates volume that is beginning to fill the space OR rate is too fast or too slow.	Presents at a volume level that is difficult for the audience to hear OR presents with long pauses.
Presents with appropriate nonverbal delivery.	*Stands with feet planted throughout the presentation AND makes extended eye contact with the audience.	Presents by beginning in the ready position AND makes eye contact with the audience.	Begins too quickly or with some foot movement AND presents by beginning with only brief eye contact.	Presents without being set in the ready position OR makes no eye contact.
Applies conventions of the theatre.	*Uses a variety of body AND stage positions to enhance the story, always allowing the audience to see the action.	Communicates the beginning and ending of a scene AND demonstrates stage and body positions.	Begins scene before communicating the start or end OR turns back to the audience throughout the performance OR identifies stage or body positions.	Begins scene before communicating the start or end AND turns back to the audience throughout the performance AND cannot demonstrate or identify stage or body positions.

Creates and reacts as a character by using face, body, voice, and environment.	Uses facial expressions, body movements, voice, AND environment to create a character AND react to an acting partner.	Uses facial expressions, body movements, voice, AND environment to create a character.	Uses facial expressions, body movements, voice, OR environment to create a character.	Performs as a neutral, non-descript character.
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*The asterisk (\*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

## 7<sup>th</sup> Grade Speech/Drama

Statement	Exceeds	Secure	Developing	Beginning
Presents using appropriate organization.	Presents a broad-based multiple-sentence introduction that narrows to a specific thesis AND at least 3 main points with advanced transitions and sources and a variety of experiences, knowledge, and stories as support AND a multiple-step conclusion.	Presents a multiple sentence attention getter that uses a basic hook technique AND a general thesis AND 2-3 main points using basic transitions and supported with personal experience and stories AND a two-part conclusion.	Presents a one to two sentence attention getter OR a topic with no attitude OR 2 or fewer main points that lack enough supporting detail OR no transitions OR a one-step conclusion.	Presents by beginning with the thesis or with a yes/no question OR with no thesis OR with only one main point OR with little explanation OR with little or no closure to the speech.
Presents with appropriate vocal delivery.	Some variety in volume is used AND vivid word choice is used AND vocal energy shows wide variety AND no filler words are used AND rate varies appropriately.	Volume fills the space fully AND articulation is clear AND vocal variety is developing AND filler words are rarely used AND rate is appropriate.	Volume is beginning to fill the space OR some articulation is unclear OR vocal energy is mostly one level OR filler words are used often OR rate is too fast or too slow.	Volume is difficult to hear at times OR articulation is unclear OR vocal energy is monotone OR vocal fillers are used constantly OR rate distracts.
Presents with appropriate nonverbal delivery.	Stands with feet planted throughout the presentation AND makes extended eye contact with the audience AND uses appropriate posture, gestures, and platform movement AND meets the required time while keeping the audience engaged.	Presents by beginning in the ready position AND makes eye contact with the audience AND uses appropriate posture and gestures AND meets the required time.	Begins too quickly or with minor distracting behaviors AND presents with only brief eye contact AND has some minor distractions in posture and no gestures AND is slightly under the time limit.	Presents without being set in the ready position or with multiples distracting behaviors OR makes little to no eye contact AND displays several distracting behaviors AND is more that 15 seconds under the time limit.

Applies conventions of the theatre.	Creates a performance that demonstrates use of stage/body positions.	Creates a performance that demonstrates use of stage/body positions.	Does not face the audience or use stage/body positions during one important scene.	Does not face the audience or use stage and body positions appropriate to the scene.
Analyzes character to identify acting goals and invent character behaviors.	Portrays a character with behaviors based upon a character analysis or goal, obstacle, tactic, and expectation AND Evaluates in depth the connection between the acting behaviors and the analysis.	Portrays a character with behaviors based upon a character analysis of goal, obstacle, tactic, and expectation AND Evaluates the connection between the acting behaviors and the analysis.	Portrays a character with behaviors based upon an incomplete character analysis of goal, obstacle, tactic, and expectation OR Evaluates incompletely the connection between the acting behaviors and the analysis.	Portrays a neutral, nondescript character with no connection to the character analysis OR character analysis is not completed.
Creates and reacts as a character by using face, body, voice, and environment.	Uses facial expressions, body movements, voice, AND environment to create a character AND react to an acting partner.	Uses facial expressions, body movements, voice, AND environment to create a character. When performing improvisation, uses the required principles.	Uses facial expressions, body movements, voice, OR environment to create a character. When performing improvisation, uses the majority of improv principles.	Performs as a neutral, non-descript character.
Demonstrates respect for the presenter.	Pays attention to the presenter AND initiates specific, constructive feedback to show support for the speaker.	Pays attention to the presenter AND remains quiet AND remains seated AND provides positive feedback to show support for the speaker when requested.	Needs periodic reminders to pay attention OR remain quiet OR remain seated OR give appropriate feedback.	Needs multiple reminders to pay attention OR remain quiet OR remain seated OR give positive feedback.

*The asterisk (\*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

8<sup>th</sup> Grade Speech/Drama – *coming soon*

Statement	Exceeds	Secure	Developing	Beginning

*The asterisk (\*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*