

Drama/Theatre Referral Information

Performance Evaluation Component

Scoring criteria (attached) should be shared with students before the evaluation. Students may receive assistance in staging and rehearsing performances. While there is no required minimum or maximum length of the performances, the performances should be of sufficient length to give the trained individuals rating the performances an adequate opportunity to evaluate the student based on the evaluation criteria.

The ODE rubric (attached) contains evaluation criteria for the performance evaluation. The protocols will include an opportunity for the student to give a prepared or rehearsed performance, either solo or in a small group or ensemble. Younger or less experienced students may need assistance selecting an appropriate work of drama and preparing for this part of the performance evaluation. The protocols will also include other activities designed to afford the rater opportunities to evaluate the student fairly on the criteria on the rubric. An effective protocol is one that allows the rater to observe a student performing to the best of his or her ability on each criterion on the rubric.

Performances may be solo or involve small groups, provided the student (or students) being rated has a significant role that affords the rater adequate opportunities to observe the abilities of the student.

Screening/assessment activities may include (but are not limited to):

- Solo (monologue) or small group performances in formal or informal settings;
- Improvised scenes;
- Improvisation games;
- Structured audition activities;
- Workshop activities observed by the rater; and
- Small group activities.

A performance in a rated competition cannot be used for evaluation purposes. However, the same piece performed and assessed in a different venue may be considered.

Using recorded performances for screening and identification purposes should be avoided whenever possible to prevent the quality of videography from becoming a factor in the evaluation.

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Identification Criteria

To be identified as gifted in the visual and performing arts in the area of drama, a student must receive a qualifying score on an approved behavioral checklist, and score in the “identification” range on the performance evaluation.

Students who score below the “screening” range on the performance evaluation should not be identified as gifted. These students should be considered “screened” in the school district’s gifted screening data.

Students who score within the screening range on the performance evaluation will be given a second opportunity to complete the performance assessment. The second performance assessment may be rated by the same individual who rated the first performance evaluation, or by a different trained individual. The second performance assessment will be conducted utilizing the video during their performance evaluation. This video will be shared with the new rater for this second evaluation.

Nominations in Drama/Theatre typically mean that a student’s work:

- Readily shifts into the role of characters, animals, or objects
- Communicates feelings by means of facial expression, gestures, and bodily movements
- Use voice expressively to convey or enhance meaning
- Easily tells a story or give a vivid account of some experience
- Regularly seeks performance opportunities



**Ohio Department of Education
Rubric for Scoring Drama/Theatre Performance Evaluation**

Student _____ Grade _____ Age _____ Date _____

School District _____ Building _____

CRITERIA	EMERGING (0 Points)	TYPICAL (1 Point each)	ABOVE AVERAGE (2 Points each)	SUPERIOR (3 Points each)
Physical Performance	<input type="checkbox"/> Uses limited physical movement in performance. Voice sometimes difficult to hear or understand.	<input type="checkbox"/> Vocal performance is audible and clear. Occasionally uses body and movement to enhance character.	<input type="checkbox"/> Uses whole body and voice in performance, consistently uses voice and body to enhance character.	<input type="checkbox"/> Consistently commits voice and whole body to create a detailed and realistic performance, shows advanced physical coordination and vocal control.
Imagination	<input type="checkbox"/> Only with considerable assistance invents dramatic situations, original ideas, and unusual solutions	<input type="checkbox"/> With moderate assistance invents dramatic situations, original ideas, and unusual solutions	<input type="checkbox"/> With minimal assistance invents dramatic situations, original ideas, and unusual solutions	<input type="checkbox"/> Without assistance, independently invents dramatic situations, original ideas, and unusual solutions
Improvisation	<input type="checkbox"/> Spontaneously creates an ineffective improvisation as compared to those of students of the same age or experience	<input type="checkbox"/> Spontaneously creates an acceptable improvisation that is typical of students of the same age or experience	<input type="checkbox"/> Spontaneously creates an effective improvisation that is advanced for students of the same age or experience	<input type="checkbox"/> Spontaneously creates a highly effective improvisation that is extremely advanced for students of the same age or experience
Characterization	<input type="checkbox"/> The character lacks clarity, is underdeveloped, and/or not very believable	<input type="checkbox"/> The character has some clarity, is partially developed, and/or is somewhat believable	<input type="checkbox"/> The character is generally clear, developed, and believable	<input type="checkbox"/> The character is exceptionally clear, well-developed, and believable

CRITERIA	EMERGING (0 Points)	TYPICAL (1 Point each)	ABOVE AVERAGE (2 Points each)	SUPERIOR (3 Points each)
Engagement	<input type="checkbox"/> Performs with little energy, focus, and/or commitment	<input type="checkbox"/> Performs with some energy, focus, and commitment	<input type="checkbox"/> Performs with energy, focus and commitment	<input type="checkbox"/> Performs with unusual energy, intensity, focus, and commitment
Technique	<input type="checkbox"/> Technique is typical of students of a younger age or of less training	<input type="checkbox"/> Technique is typical of students of the same age or training	<input type="checkbox"/> Technique is advanced compared to students of the same age or training	<input type="checkbox"/> Technique is superior compared to students of the same age or training
Communication of Meaning	<input type="checkbox"/> Rarely uses voice, facial expression, gesture, and body movement effectively to communicate meaning	<input type="checkbox"/> Sometimes uses voice, facial expression, gesture, and body movement effectively to communicate meaning	<input type="checkbox"/> Generally uses voice, facial expression, gesture, and body movement effectively to communicate meaning	<input type="checkbox"/> Consistently uses voice, facial expression, gesture, and body movement effectively to communicate meaning
Over-All Performance	<input type="checkbox"/> Performance is typical of students of a younger age or students with less training	<input type="checkbox"/> Performance is typical when compared with students of the same age or training	<input type="checkbox"/> Performance is advanced when compared with students of the same age or training	<input type="checkbox"/> Performance is superior when compared with students of the same age or training
	Emerging Total Points	Typical Total Points	Above Average Total Points	Superior Total Points
Scoring:	Total Points			
Screening Range: 16-19 Total Points Identification Range: 20-24 Total Points	Signature: _____ Date: _____			

Rater's Comments	