

## Task Rubric – Drama and Dance, Grade 8: An Immigrant’s Experience in Building the Railroad

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of Concepts</b>				
<b>The student:</b>				
2, 3	<ul style="list-style-type: none"> <li>– demonstrates limited understanding of the elements of drama and dance</li> <li>– demonstrates limited understanding of historical details from the research in writing a letter in role</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates some understanding of the elements of drama and dance</li> <li>– demonstrates some understanding of historical details from the research in writing a letter in role</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates considerable understanding of the elements of drama and dance</li> <li>– demonstrates considerable understanding of historical details from the research in writing a letter in role</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates thorough understanding of the elements of drama and dance</li> <li>– demonstrates thorough understanding of historical details from the research in writing a letter in role</li> </ul>
<b>Critical Analysis and Appreciation</b>				
<b>The student:</b>				
6	<ul style="list-style-type: none"> <li>– analyses and uses primary source material for the drama and dance sequence with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– analyses and uses primary source material for the drama and dance sequence with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– analyses and uses primary source material for the drama and dance sequence with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– analyses and uses primary source material for the drama and dance sequence with a high degree of effectiveness</li> </ul>
<b>Performance and Creative Work</b>				
<b>The student:</b>				
4, 5	<ul style="list-style-type: none"> <li>– creates, with limited effectiveness, a dance composition based on the themes and issues explored in the drama</li> <li>– presents a drama and dance sequence based on improvisational work and primary sources with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– creates, with some effectiveness, a dance composition based on the themes and issues explored in the drama</li> <li>– presents a drama and dance sequence based on improvisational work and primary sources with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– creates, with considerable effectiveness, a dance composition based on the themes and issues explored in the drama</li> <li>– presents a drama and dance sequence based on improvisational work and primary sources with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– creates, with a high degree of effectiveness, a dance composition based on the themes and issues explored in the drama</li> <li>– presents a drama and dance sequence based on improvisational work and primary sources with a high degree of effectiveness and with insight</li> </ul>

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	<b>The student:</b>			
<b>1, 3</b>	<ul style="list-style-type: none"> <li>- communicates ideas and feelings through drama and dance with limited clarity</li> <li>- conveys thoughts and feelings of a character, in writing a letter in role, with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- communicates ideas and feelings through drama and dance with some clarity</li> <li>- conveys thoughts and feelings of a character, in writing a letter in role, with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- communicates ideas and feelings through drama and dance with considerable clarity</li> <li>- conveys thoughts and feelings of a character, in writing a letter in role, with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- communicates ideas and feelings through drama and dance with a high degree of clarity</li> <li>- conveys thoughts and feelings of a character, in writing a letter in role, with a high degree of effectiveness and with insight</li> </ul>

\*The expectations that correspond to the numbers given in this chart are listed on page 94.

*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.