

**Teacher's Notes**

The following is a list of characteristics found in student work that was submitted for this task and assessed at “below level 1”. (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at “below level 1”. Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

**Knowledge/Understanding**

The student:

- provides little or no information about the characters to explain their behaviour in the script;
- provides irrelevant information about the characters;
- provides information that is contradicted by the actions of the characters.

**Thinking/Inquiry**

The student:

- develops only one-dimensional and/or stereotypical characters;
- fails to develop believable characters;
- does not show characters developing new insights into friendship as the plot unfolds;
- provides characters with only superficial or unwarranted insights;
- ignores the theme of friendship.

**Communication**

The student:

- creates dialogue that is unnatural to the characters in the scene;
- includes unnecessary, misleading, or inappropriate dialogue;
- provides such short and static dialogue that there is no real interaction between the characters;
- provides dialogue that is unclear;

- provides little or no direction for movement onstage;
- fails to provide directions for interaction among characters;
- provides unnecessary stage directions;
- provides stage directions that interfere with the flow of the dialogue.

**Application**

The student:

- writes a narrative rather than a dramatic script;
- includes too many characters for a script of this length;
- fails to provide instructions for staging the scene (e.g., information about the setting, props);
- does not develop escalating tension between the characters in the script;
- does not provide a clear climax;
- does not include a resolution to the crisis;
- provides an obscure or implausible resolution;
- provides an unsatisfactory resolution (e.g., a character changes his or her mind without any particular or apparent reason).

**Comments**

This work is representative of performance that falls below level 1. The student does not understand the requirements of the task. The student is unfamiliar with most or all of the elements of drama and techniques of scriptwriting, including character development, dramatic dialogue, stage movement, tension, climax, and resolution.

**Next Steps**

In order to improve his or her performance, the student needs to:

- review the elements of drama and the techniques of scriptwriting;
- gain experience by reading and discussing already published short scenes;
- develop an original script in steps, with the help of the teacher and fellow students.