

Drama Performance Rubric for Secondary Students (Ages 12-15)

Rúbrica Analítica | Lengua Extranjera | 4 niveles

Descripción

This rubric evaluates student performances in theatrical presentations based on fluency, creativity, voice level, eye contact, pronunciation, memorization, and teamwork. Each criterion is assessed individually to provide a detailed overview of strengths and areas for improvement.

Rúbrica

Drama Performance Rubric for Secondary Students (Ages 12-15)

This rubric evaluates student performances in theatrical presentations based on fluency, creativity, voice level, eye contact, pronunciation, memorization, and teamwork. Each criterion is assessed individually to provide a detailed overview of strengths and areas for improvement.

Criteria	Excellent (4)	Good (3)	Acceptable (2)	Low (1)
Fluency	Speaks smoothly with natural flow; no pauses or hesitations.	Speaks mostly smoothly; minor pauses but maintains flow.	Occasional hesitations or pauses that slightly disrupt flow.	Frequent pauses and hesitations that disrupt understanding.
Creativity	Demonstrates outstanding originality and imaginative expression.	Shows good creativity with some original ideas and expressions.	Displays limited creativity; mostly follows standard expressions.	Shows little to no creativity; performance is mechanical or unoriginal.
Level of Voice	Voice is clear, loud, and appropriately varied for the scene.	Voice is generally clear and loud enough; some variation in tone.	Voice is sometimes too soft or monotone, affecting clarity.	Voice is consistently too soft or unclear to be understood.
Eye Contact	Maintains strong, confident eye contact with audience throughout.	Maintains eye contact most of the time with minor lapses.	Occasional eye contact but often looks away or at script.	Rarely or never makes eye contact; reads directly from script.

Criteria	Excellent (4)	Good (3)	Acceptable (2)	Low (1)
Pronunciation	Pronounces all words clearly and accurately with natural intonation.	Pronunciation is mostly clear with minor errors that do not affect understanding.	Pronunciation errors occur frequently and sometimes affect understanding.	Pronunciation is unclear and makes comprehension difficult.
Memorization	Has completely memorized lines; no prompts needed.	Mostly memorized lines; occasional prompts required.	Relies on script or prompts frequently but attempts to memorize.	Depends heavily on script or prompts; little memorization evident.
Teamwork	Works exceptionally well with others; supports and collaborates effectively.	Works well with others; cooperates and participates appropriately.	Some difficulties working with others; limited cooperation.	Does not cooperate or work well with team members.