

## Individual Summative Assessment Rubric for Dramatic Reading

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	Above Standard	At Standard	Approaching Standard	Below Standard
PITCH	Student demonstrates a HIGH PITCHED AND LOW PITCHED voice during different times in the dramatic reading to enhance meaning and build character variety.	Student demonstrates a HIGH PITCHED AND LOW PITCHED voice during the dramatic reading to support meaning.	Student demonstrates one of either a HIGH or LOW PITCHED voice during the dramatic reading (instead of both), or both are attempted but they lack purpose in the piece.	Student does not appear to attempt changing pitches when working with the text for their performance or they severely struggle in their attempt.
PACE	Student demonstrates a bold variety of FAST AND SLOW PACED speaking during different times in the dramatic reading providing variety and enhancing mood or meaning.	Student demonstrates a bold variety of FAST AND SLOW PACED speaking during different times in the dramatic reading.	Student uses one noticeable change of pace with only minimal impact on the needed mood or emotional transition in the performance.	Student does not appear to attempt any changing of pace when delivering the text during their performance.
PAUSES	Student establishes multiple moments with SILENT ACTIVE PAUSES during the piece, including at least one pregnant pause, to create mood, express subtext, and build dramatic tension, or comedic timing.	Student establishes multiple moments with SILENT ACTIVE PAUSES during the piece to create mood, express subtext, and build dramatic tension, or comedic timing.	Student attempts a SILENT ACTIVE PAUSE or two during the piece with limited success. The pause attempts were not long enough – lacking confidence and/or misplaced in the script.	Student does not appear to attempt taking pauses when working with the text for their performance.
TONE	Student creates a variety of EFFECTIVE SHIFTS IN TONE during the piece to create beat changes and set mood or express different feelings.	Student creates an EFFECTIVE SHIFT IN TONE during the piece to create mood or express feelings.	Student creates a neutral tone and is not fully EFFECTIVE SHIFTING TONE during the piece.	Student creates a neutral tone and is not effective in shifting tone during the piece – no attempt to shift tone is observed.
STRESS	Student STRESSES MULTIPLE WORDS OR PHRASES throughout the duration of the dramatic reading, creating emphasis and making a nuanced and enhanced meaning.	Student STRESSES MULTIPLE WORDS OR PHRASES throughout the duration of the dramatic reading in order to create emphasis.	Student STRESSES a WORD OR PHRASE or two in the dramatic reading in order to create emphasis.	Student struggles to stress words or phrases in the dramatic reading. The attempt(s) do not create emphasis or provide meaning.
VOLUME	Student demonstrates bold, and well thought out, choices of HIGH AND LOW VOLUME speaking during different times in the dramatic reading to provide variety and to enhance mood or meaning.	Student demonstrates bold, and well thought out, choices of HIGH AND LOW VOLUME speaking during different times in the dramatic reading.	Student inconsistently demonstrates bold choices of HIGH AND LOW VOLUME speaking during different times in the dramatic reading. The choices that are made seem random and do not help the artistic integrity of the piece.	Student struggles to change speaking volume during different times in the dramatic reading. Instead of variety, they use a single medium level of volume, or they are too quiet at times, or scream at random.