

Theatre K-12

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

*Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.

DOMAIN: PERFORM

PERFORM: FOUNDATION P1: Select, analyze, and interpret artistic work for performance

STANDARD	1	2	3	4	5	6*	7*
K.T.P1.A	Insufficiently, with prompting and support, identifies characters, setting, and/or plot in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, identifies characters, setting, and/or plot in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, identifies characters, setting, and/or plot in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, identifies characters, setting, and/or plot in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, identifies characters, setting, and/or plot in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.P1.A	Insufficiently describes a story's character and actions through dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently describes a story's character and actions through dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently describes a story's character and actions through dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally describes a story's character and actions through dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully describes a story's character and actions through dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.P1.B	Insufficiently, with prompting and support, uses voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, uses voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, uses voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, uses voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, uses voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.P1.A	Insufficiently interprets story elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently interprets story elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently interprets story elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally interprets story elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully interprets story elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

2.T.P1.B	Insufficiently alters voice and/or body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)	Inconsistently alters voice and/or body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)	Sufficiently alters voice and/or body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)	Exceptionally alters voice and/or body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)	Masterfully alters voice and/or body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.P1.A	Insufficiently applies the elements of dramatic structure to a story and create a theatrical work.	Inconsistently applies the elements of dramatic structure to a story and create a theatrical work.	Sufficiently applies the elements of dramatic structure to a story and create a theatrical work.	Exceptionally applies the elements of dramatic structure to a story and create a theatrical work.	Masterfully applies the elements of dramatic structure to a story and create a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.P1.B	Insufficiently investigates how movement and voice are incorporated into theatrical work.	Inconsistently investigates how movement and voice are incorporated into theatrical work.	Sufficiently investigates how movement and voice are incorporated into theatrical work.	Exceptionally investigates how movement and voice are incorporated into theatrical work.	Masterfully investigates how movement and voice are incorporated into theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.P1.A	Insufficiently modifies the dialogue and action to change the story in a theatrical work.	Inconsistently modifies the dialogue and action to change the story in a theatrical work.	Sufficiently modifies the dialogue and action to change the story in a theatrical work.	Exceptionally modifies the dialogue and action to change the story in a theatrical work.	Masterfully modifies the dialogue and action to change the story in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.P1.B	Insufficiently replicates a character based upon physical attributes presented in a theatrical work.	Inconsistently replicates a character based upon physical attributes presented in a theatrical work.	Sufficiently replicates a character based upon physical attributes presented in a theatrical work.	Exceptionally replicates a character based upon physical attributes presented in a theatrical work.	Masterfully replicates a character based upon physical attributes presented in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.P1.A	Insufficiently describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Inconsistently describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Sufficiently describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Exceptionally describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Masterfully describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

5.T.P1.B	Insufficiently uses physical choices to create meaning in a theatrical work.	Inconsistently uses physical choices to create meaning in a theatrical work.	Sufficiently uses physical choices to create meaning in a theatrical work.	Exceptionally uses physical choices to create meaning in a theatrical work.	Masterfully uses physical choices to create meaning in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.P1.A	Insufficiently describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Inconsistently describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Sufficiently describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Exceptionally describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Masterfully describes the underlying thoughts and emotions that create dialogue and action in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.P1.B	Insufficiently demonstrates physical choices which help create meaning in a theatrical work.	Inconsistently demonstrates physical choices which help create meaning in a theatrical work.	Sufficiently demonstrates physical choices which help create meaning in a theatrical work.	Exceptionally demonstrates physical choices which help create meaning in a theatrical work.	Masterfully demonstrates physical choices which help create meaning in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.P1.A	Insufficiently discusses and justifies various character objectives (choices) in a theatrical work.	Inconsistently discusses and justifies various character objectives (choices) in a theatrical work.	Sufficiently discusses and justifies various character objectives (choices) in a theatrical work.	Exceptionally discusses and justifies various character objectives (choices) in a theatrical work.	Masterfully discusses and justifies various character objectives (choices) in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.P1.B	Insufficiently discusses and justifies various staging choices to enhance the story in a theatrical work.	Inconsistently discusses and justifies various staging choices to enhance the story in a theatrical work.	Sufficiently discusses and justifies various staging choices to enhance the story in a theatrical work.	Exceptionally discusses and justifies various staging choices to enhance the story in a theatrical work.	Masterfully discusses and justifies various staging choices to enhance the story in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.P1.A	Insufficiently demonstrates and justifies various character choices using given circumstances in a theatrical work.	Inconsistently demonstrates and justifies various character choices using given circumstances in a theatrical work.	Sufficiently demonstrates and justifies various character choices using given circumstances in a theatrical work.	Exceptionally demonstrates and justifies various character choices using given circumstances in a theatrical work.	Masterfully demonstrates and justifies various character choices using given circumstances in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.P1.B	Insufficiently describes and justifies how character relationships assist in telling a story of a theatrical work.	Inconsistently describes and justifies how character relationships assist in telling a story of a theatrical work.	Sufficiently describes and justifies how character relationships assist in telling a story of a theatrical work.	Exceptionally describes and justifies how character relationships assist in telling a story of a theatrical work.	Masterfully describes and justifies how character relationships assist in telling a story of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.T.P1.A	Insufficiently performs an improvised theatrical work for an audience.	Inconsistently performs an improvised theatrical work for an audience.	Sufficiently performs an improvised theatrical work for an audience.	Exceptionally performs an improvised theatrical work for an audience.	Masterfully performs an improvised theatrical work for an audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.P1.A	Insufficiently uses researched character objectives and tactics in a theatrical work to overcome an obstacle.	Inconsistently uses researched character objectives and tactics in a theatrical work to overcome an obstacle.	Sufficiently uses researched character objectives and tactics in a theatrical work to overcome an obstacle.	Exceptionally uses researched character objectives and tactics in a theatrical work to overcome an obstacle.	Masterfully uses researched character objectives and tactics in a theatrical work to overcome an obstacle.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.P1.B	Insufficiently explores uses of various pacing techniques to better communicate the story in a theatrical work.	Inconsistently explores uses of various pacing techniques to better communicate the story in a theatrical work.	Sufficiently explores uses of various pacing techniques to better communicate the story in a theatrical work.	Exceptionally explores uses of various pacing techniques to better communicate the story in a theatrical work.	Masterfully explores uses of various pacing techniques to better communicate the story in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.P1.A	Insufficiently analyzes and applies unique choices to create believable and sustainable characters in a theatrical work.	Inconsistently analyzes and applies unique choices to create believable and sustainable characters in a theatrical work.	Sufficiently analyzes and applies unique choices to create believable and sustainable characters in a theatrical work.	Exceptionally analyzes and applies unique choices to create believable and sustainable characters in a theatrical work.	Masterfully analyzes and applies unique choices to create believable and sustainable characters in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.P1.B	Insufficiently identifies essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.	Inconsistently identifies essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.	Sufficiently identifies essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.	Exceptionally identifies essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.	Masterfully identifies essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.P1.A	Insufficiently applies reliable research of directors' styles to influence and makes unique choices for a directorial concept in a theatrical work.	Inconsistently applies reliable research of directors' styles to influence and makes unique choices for a directorial concept in a theatrical work.	Sufficiently applies reliable research of directors' styles to influence and makes unique choices for a directorial concept in a theatrical work.	Exceptionally applies reliable research of directors' styles to influence and makes unique choices for a directorial concept in a theatrical work.	Masterfully applies reliable research of directors' styles to influence and makes unique choices for a directorial concept in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.T.P1.B	Insufficiently applies a variety of researched acting techniques to character choices in a theatrical work.	Inconsistently applies a variety of researched acting techniques to character choices in a theatrical work.	Sufficiently applies a variety of researched acting techniques to character choices in a theatrical work.	Exceptionally applies a variety of researched acting techniques to character choices in a theatrical work.	Masterfully applies a variety of researched acting techniques to character choices in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
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PERFORM: FOUNDATION P2: Develop and refine artistic techniques and work for performance

STANDARD	1	2	3	4	5	6*	7*
K.T.P2.A	Insufficiently, with prompting and support, understands that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, understands that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, understands that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, understands that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, understands that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.T.P2.B	Insufficiently, with prompting and support, explores and experiments with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, explores and experiments with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, explores and experiments with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, explores and experiments with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, explores and experiments with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.P2.A	Insufficiently, with prompting and support, identifies and understands that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, identifies and understands that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, identifies and understands that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, identifies and understands that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, identifies and understands that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

1.T.P2.B	Insufficiently, with prompting and support, identifies technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, identifies technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, identifies technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, identifies technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, identifies technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.P2.A	Insufficiently demonstrates the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently demonstrates the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently demonstrates the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally demonstrates the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully demonstrates the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.P2.B	Insufficiently explores technical elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently explores technical elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently explores technical elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally explores technical elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully explores technical elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.P2.A	Insufficiently participates in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for theatrical work.	Inconsistently participates in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for theatrical work.	Sufficiently participates in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for theatrical work.	Exceptionally participates in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for theatrical work.	Masterfully participates in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.P2.B	Insufficiently identifies the basic technical elements that can be used in theatrical work.	Inconsistently identifies the basic technical elements that can be used in theatrical work.	Sufficiently identifies the basic technical elements that can be used in theatrical work.	Exceptionally identifies the basic technical elements that can be used in theatrical work.	Masterfully identifies the basic technical elements that can be used in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.P2.A	Insufficiently practices selected exercises that can be used in a group setting for theatrical work.	Inconsistently practices selected exercises that can be used in a group setting for theatrical work.	Sufficiently practices selected exercises that can be used in a group setting for theatrical work.	Exceptionally practices selected exercises that can be used in a group setting for theatrical work.	Masterfully practices selected exercises that can be used in a group setting for theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

4.T.P2.B	Insufficiently proposes the use of technical elements in a theatrical work.	Inconsistently proposes the use of technical elements in a theatrical work.	Sufficiently proposes the use of technical elements in a theatrical work.	Exceptionally proposes the use of technical elements in a theatrical work.	Masterfully proposes the use of technical elements in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.P2.A	Insufficiently, with support, chooses acting exercises that can be applied to a theatrical work.	Inconsistently, with support, chooses acting exercises that can be applied to a theatrical work.	Sufficiently, with support, chooses acting exercises that can be applied to a theatrical work.	Exceptionally, with support, chooses acting exercises that can be applied to a theatrical work.	Masterfully, with support, chooses acting exercises that can be applied to a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.P2.B	Insufficiently demonstrates the use of technical elements in a theatrical work.	Inconsistently demonstrates the use of technical elements in a theatrical work.	Sufficiently demonstrates the use of technical elements in a theatrical work.	Exceptionally demonstrates the use of technical elements in a theatrical work.	Masterfully demonstrates the use of technical elements in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.P2.A	Insufficiently participates in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Inconsistently participates in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Sufficiently participates in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Exceptionally participates in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Masterfully participates in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.P2.B	Insufficiently chooses multiple technical elements that can be applied to a design in a theatrical work.	Inconsistently chooses multiple technical elements that can be applied to a design in a theatrical work.	Sufficiently chooses multiple technical elements that can be applied to a design in a theatrical work.	Exceptionally chooses multiple technical elements that can be applied to a design in a theatrical work.	Masterfully chooses multiple technical elements that can be applied to a design in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.P2.A	Insufficiently participates in and/or leads a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Inconsistently participates in and/or leads a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Sufficiently participates in and/or leads a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Exceptionally participates in and/or leads a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Masterfully participates in and/or leads a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.P2.B	Insufficiently demonstrates the use of multiple technical elements in a theatrical work.	Inconsistently demonstrates the use of multiple technical elements in a theatrical work.	Sufficiently demonstrates the use of multiple technical elements in a theatrical work.	Exceptionally demonstrates the use of multiple technical elements in a theatrical work.	Masterfully demonstrates the use of multiple technical elements in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

8.T.P2.A	Insufficiently practices various acting techniques to expand skills in a rehearsal or theatrical performance.	Inconsistently practices various acting techniques to expand skills in a rehearsal or theatrical performance.	Sufficiently practices various acting techniques to expand skills in a rehearsal or theatrical performance.	Exceptionally practices various acting techniques to expand skills in a rehearsal or theatrical performance.	Masterfully practices various acting techniques to expand skills in a rehearsal or theatrical performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.P2.B	Insufficiently uses multiple technical elements to create a design for a rehearsal or theatrical work.	Inconsistently uses multiple technical elements to create a design for a rehearsal or theatrical work.	Sufficiently uses multiple technical elements to create a design for a rehearsal or theatrical work.	Exceptionally uses multiple technical elements to create a design for a rehearsal or theatrical work.	Masterfully uses multiple technical elements to create a design for a rehearsal or theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.P2.A	Insufficiently demonstrates various acting techniques in a rehearsal or scripted theatrical work.	Inconsistently demonstrates various acting techniques in a rehearsal or scripted theatrical work.	Sufficiently demonstrates various acting techniques in a rehearsal or scripted theatrical work.	Exceptionally demonstrates various acting techniques in a rehearsal or scripted theatrical work.	Masterfully demonstrates various acting techniques in a rehearsal or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.P2.B	Insufficiently selects and applies specific technical elements to create a design for a theatrical work.	Inconsistently selects and applies specific technical elements to create a design for a theatrical work.	Sufficiently selects and applies specific technical elements to create a design for a theatrical work.	Exceptionally selects and applies specific technical elements to create a design for a theatrical work.	Masterfully selects and applies specific technical elements to create a design for a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.P2.A	Insufficiently uses a variety of acting techniques to expand skills in a rehearsal or theatrical performance.	Inconsistently uses a variety of acting techniques to expand skills in a rehearsal or theatrical performance.	Sufficiently uses a variety of acting techniques to expand skills in a rehearsal or theatrical performance.	Exceptionally uses a variety of acting techniques to expand skills in a rehearsal or theatrical performance.	Masterfully uses a variety of acting techniques to expand skills in a rehearsal or theatrical performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.P2.B	Insufficiently uses multiple researched technical elements to increase the impact of design in a theatrical work.	Inconsistently uses multiple researched technical elements to increase the impact of design in a theatrical work.	Sufficiently uses multiple researched technical elements to increase the impact of design in a theatrical work.	Exceptionally uses multiple researched technical elements to increase the impact of design in a theatrical work.	Masterfully uses multiple researched technical elements to increase the impact of design in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.P2.A	Insufficiently refines a range of acting skills to build a believable and sustainable character in theatrical work.	Inconsistently refines a range of acting skills to build a believable and sustainable character in theatrical work.	Sufficiently refines a range of acting skills to build a believable and sustainable character in theatrical work.	Exceptionally refines a range of acting skills to build a believable and sustainable character in theatrical work.	Masterfully refines a range of acting skills to build a believable and sustainable character in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.T.P2.B	Insufficiently applies multiple technical elements and research to create a design that communicates the concept and theme of a theatrical work.	Inconsistently applies multiple technical elements and research to create a design that communicates the concept and theme of a theatrical work.	Sufficiently applies multiple technical elements and research to create a design that communicates the concept and theme of a theatrical work.	Exceptionally applies multiple technical elements and research to create a design that communicates the concept and theme of a theatrical work.	Masterfully applies multiple technical elements and research to create a design that communicates the concept and theme of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.P2.A	Insufficiently applies and justifies a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.	Inconsistently applies and justifies a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.	Sufficiently applies and justifies a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.	Exceptionally applies and justifies a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.	Masterfully applies and justifies a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.P2.B	Insufficiently explains and justifies the selection of multiple technical elements used to build a design that communicates the concept of a theatrical work.	Inconsistently explains and justifies the selection of multiple technical elements used to build a design that communicates the concept of a theatrical work.	Sufficiently explains and justifies the selection of multiple technical elements used to build a design that communicates the concept of a theatrical work.	Exceptionally explains and justifies the selection of multiple technical elements used to build a design that communicates the concept of a theatrical work.	Masterfully explains and justifies the selection of multiple technical elements used to build a design that communicates the concept of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

PERFORM: FOUNDATION P3: Express meaning through the performance of artistic work							
STANDARD	1	2	3	4	5	6*	7*
K.T.P3.A	Insufficiently uses body, face, gestures, and /or voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently uses body, face, gestures, and /or voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently uses body, face, gestures, and /or voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally uses body, face, gestures, and /or voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully uses body, face, gestures, and /or voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.P3.A	Insufficiently, with prompting and support, uses movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, uses movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, uses movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, uses movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, uses movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

2.T.P3.A	Insufficiently contributes to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally shares with peers.	Inconsistently contributes to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally shares with peers.	Sufficiently contributes to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally shares with peers.	Exceptionally contributes to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally shares with peers.	Masterfully contributes to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally shares with peers.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.P3.A	Insufficiently practices theatrical work, and shares reflections individually and in small groups.	Inconsistently practices theatrical work, and shares reflections individually and in small groups.	Sufficiently practices theatrical work, and shares reflections individually and in small groups.	Exceptionally practices theatrical work, and shares reflections individually and in small groups.	Masterfully practices theatrical work, and shares reflections individually and in small groups.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.P3.A	Insufficiently shares small-group theatrical work with peers as audience.	Inconsistently shares small-group theatrical work with peers as audience.	Sufficiently shares small-group theatrical work with peers as audience.	Exceptionally shares small-group theatrical work with peers as audience.	Masterfully shares small-group theatrical work with peers as audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.P3.A	Insufficiently presents theatrical work informally to an audience.	Inconsistently presents theatrical work informally to an audience.	Sufficiently presents theatrical work informally to an audience.	Exceptionally presents theatrical work informally to an audience.	Masterfully presents theatrical work informally to an audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.P3.A	Insufficiently incorporates voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently incorporates voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently incorporates voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally incorporates voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully incorporates voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.P3.A	Insufficiently performs in a group-guided or teacher-guided theatrical experience, and presents it informally to an audience.	Inconsistently performs in a group-guided or teacher-guided theatrical experience, and presents it informally to an audience.	Sufficiently performs in a group-guided or teacher-guided theatrical experience, and presents it informally to an audience.	Exceptionally performs in a group-guided or teacher-guided theatrical experience, and presents it informally to an audience.	Masterfully performs in a group-guided or teacher-guided theatrical experience, and presents it informally to an audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

8.T.P3.A	Insufficiently performs a rehearsed theatrical work for an audience.	Inconsistently performs a rehearsed theatrical work for an audience.	Sufficiently performs a rehearsed theatrical work for an audience.	Exceptionally performs a rehearsed theatrical work for an audience.	Masterfully performs a rehearsed theatrical work for an audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.P3.B	Insufficiently performs in a specific stage space (proscenium, thrust, etc.). Acknowledges impact of stage style on the performance.	Inconsistently performs in a specific stage space (proscenium, thrust, etc.). Acknowledges impact of stage style on the performance.	Sufficiently performs in a specific stage space (proscenium, thrust, etc.). Acknowledges impact of stage style on the performance.	Exceptionally performs in a specific stage space (proscenium, thrust, etc.). Acknowledges impact of stage style on the performance.	Masterfully performs in a specific stage space (proscenium, thrust, etc.). Acknowledges impact of stage style on the performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.P3.A	Insufficiently performs a rehearsed theatrical work for an audience.	Inconsistently performs a rehearsed theatrical work for an audience.	Sufficiently performs a rehearsed theatrical work for an audience.	Exceptionally performs a rehearsed theatrical work for an audience.	Masterfully performs a rehearsed theatrical work for an audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.P3.B	Insufficiently adapts performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.	Inconsistently adapts performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.	Sufficiently adapts performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.	Exceptionally adapts performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.	Masterfully adapts performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.P3.A	Insufficiently performs a scripted theatrical work for a specific audience.	Inconsistently performs a scripted theatrical work for a specific audience.	Sufficiently performs a scripted theatrical work for a specific audience.	Exceptionally performs a scripted theatrical work for a specific audience.	Masterfully performs a scripted theatrical work for a specific audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.P3.B	Insufficiently creates performance for a specific stage type (proscenium, thrust, etc.).	Inconsistently creates performance for a specific stage type (proscenium, thrust, etc.).	Sufficiently creates performance for a specific stage type (proscenium, thrust, etc.).	Exceptionally creates performance for a specific stage type (proscenium, thrust, etc.).	Masterfully creates performance for a specific stage type (proscenium, thrust, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.P3.A	Insufficiently presents a theatrical work for a specific audience using creative processes that shape the production.	Inconsistently presents a theatrical work for a specific audience using creative processes that shape the production.	Sufficiently presents a theatrical work for a specific audience using creative processes that shape the production.	Exceptionally presents a theatrical work for a specific audience using creative processes that shape the production.	Masterfully presents a theatrical work for a specific audience using creative processes that shape the production.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.T.P3.B	Insufficiently conducts research to make directorial choices for a production.	Inconsistently conducts research to make directorial choices for a production.	Sufficiently conducts research to make directorial choices for a production.	Exceptionally conducts research to make directorial choices for a production.	Masterfully conducts research to make directorial choices for a production.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.P3.A	Insufficiently presents a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturge.	Inconsistently presents a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturge.	Sufficiently presents a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturge.	Exceptionally presents a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturge.	Masterfully presents a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturge.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

Theatre K-12

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

*Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.

DOMAIN: CREATE

CREATE: FOUNDATION Cr1: Generates and conceptualize artistic ideas and work

STANDARD	1	2	3	4	5	6*	7*
K.T.Cr1.A	Insufficiently, with prompting and support, observes, invents, and inhabits an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, observes, invents, and inhabits an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, observes, invents, and inhabits an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, observes, invents, and inhabits an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, observes, invents, and inhabits an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.T.Cr1.B	Insufficiently, with prompting and support, safely uses materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, safely uses materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, safely uses materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, safely uses materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, safely uses materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.Cr1.A	insufficiently develops a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	inconsistently develops a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently develops a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally develops a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully develops a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.Cr1.B	Insufficiently collaborates with peers to incorporates safe and appropriate use of costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently collaborates with peers to incorporates safe and appropriate use of costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently collaborates with peers to incorporates safe and appropriate use of costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally collaborates with peers to incorporates safe and appropriate use of costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully collaborates with peers to incorporates safe and appropriate use of costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

1.T.Cr1.C	Insufficiently identifies and demonstrates ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Inconsistently identifies and demonstrates ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Sufficiently identifies and demonstrates ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Exceptionally identifies and demonstrates ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Masterfully identifies and demonstrates ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.Cr1.A	Insufficiently proposes potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently proposes potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently proposes potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally proposes potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully proposes potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.Cr1.B	Insufficiently collaborates with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently collaborates with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently collaborates with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally collaborates with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully collaborates with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.Cr1.C	Insufficiently identifies and/or demonstrates ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Inconsistently identifies and/or demonstrates ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Sufficiently identifies and/or demonstrates ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Exceptionally identifies and/or demonstrates ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Masterfully identifies and/or demonstrates ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.Cr1.A	Insufficiently creates roles, imagined worlds, and improvised stories in a theatrical work.	Inconsistently creates roles, imagined worlds, and improvised stories in a theatrical work.	Sufficiently creates roles, imagined worlds, and improvised stories in a theatrical work.	Exceptionally creates roles, imagined worlds, and improvised stories in a theatrical work.	Masterfully creates roles, imagined worlds, and improvised stories in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

3.T.Cr1.B	Insufficiently imagines, articulates, and/or artistically expresses ideas for costumes, props, and sets for the environment and characters in a theatrical work.	Inconsistently imagines, articulates, and/or artistically expresses ideas for costumes, props, and sets for the environment and characters in a theatrical work.	Sufficiently imagines, articulates, and/or artistically expresses ideas for costumes, props, and sets for the environment and characters in a theatrical work.	Exceptionally imagines, articulates, and/or artistically expresses ideas for costumes, props, and sets for the environment and characters in a theatrical work.	Masterfully imagines, articulates, and/or artistically expresses ideas for costumes, props, and sets for the environment and characters in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.Cr1.C	Insufficiently discusses and/or demonstrates how characters might move and speak to support a story.	Inconsistently discusses and/or demonstrates how characters might move and speak to support a story.	Sufficiently discusses and/or demonstrates how characters might move and speak to support a story.	Exceptionally discusses and/or demonstrates how characters might move and speak to support a story.	Masterfully discusses and/or demonstrates how characters might move and speak to support a story.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.Cr1.A	Insufficiently articulates and/or demonstrates the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work.	Inconsistently articulates and/or demonstrates the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work.	Sufficiently articulates and/or demonstrates the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work.	Exceptionally articulates and/or demonstrates the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work.	Masterfully articulates and/or demonstrates the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work..	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.Cr1.B	Insufficiently visualizes and designs technical elements that support the story and given circumstances in a theatrical work.	Inconsistently visualizes and designs technical elements that support the story and given circumstances in a theatrical work.	Sufficiently visualizes and designs technical elements that support the story and given circumstances in a theatrical work.	Exceptionally visualizes and designs technical elements that support the story and given circumstances in a theatrical work.	Masterfully visualizes and designs technical elements that support the story and given circumstances in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.Cr1.C	Insufficiently imagines, articulates, and/or demonstrates how a character might move to support the story and given circumstances in theatre work.	Inconsistently imagines, articulates, and/or demonstrates how a character might move to support the story and given circumstances in theatre work.	Sufficiently imagines, articulates, and/or demonstrates how a character might move to support the story and given circumstances in theatre work.	Exceptionally imagines, articulates, and/or demonstrates how a character might move to support the story and given circumstances in theatre work.	Masterfully imagines, articulates, and/or demonstrates how a character might move to support the story and given circumstances in theatre work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.Cr1.A	Insufficiently identifies physical qualities that might reveal a character's inner traits in the imagined world of a theatrical work.	Inconsistently identifies physical qualities that might reveal a character's inner traits in the imagined world of a theatrical work.	Sufficiently identifies physical qualities that might reveal a character's inner traits in the imagined world of a theatrical work.	Exceptionally identifies physical qualities that might reveal a character's inner traits in the imagined world of a theatrical work.	Masterfully identifies physical qualities that might reveal a character's inner traits in the imagined world of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

5.T.Cr1.B	Insufficiently proposes design ideas that support the story and given circumstances in a theatrical work.	Inconsistently proposes design ideas that support the story and given circumstances in a theatrical work.	Sufficiently proposes design ideas that support the story and given circumstances in a theatrical work.	Exceptionally proposes design ideas that support the story and given circumstances in a theatrical work.	Masterfully proposes design ideas that support the story and given circumstances in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.Cr1.C	Insufficiently imagines and explains how a character's inner thoughts impact the story and given circumstances in a theatrical work.	Inconsistently imagines and explains how a character's inner thoughts impact the story and given circumstances in a theatrical work.	Sufficiently imagines and explains how a character's inner thoughts impact the story and given circumstances in a theatrical work.	Exceptionally imagines and explains how a character's inner thoughts impact the story and given circumstances in a theatrical work.	Masterfully imagines and explains how a character's inner thoughts impact the story and given circumstances in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cr1.A	Insufficiently identifies solutions to staging challenges in a theatrical work.	Inconsistently identifies solutions to staging challenges in a theatrical work.	Sufficiently identifies solutions to staging challenges in a theatrical work.	Exceptionally identifies solutions to staging challenges in a theatrical work.	Masterfully identifies solutions to staging challenges in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cr1.B	Insufficiently identifies solutions to design challenges in a theatrical work.	Inconsistently identifies solutions to design challenges in a theatrical work.	Sufficiently identifies solutions to design challenges in a theatrical work.	Exceptionally identifies solutions to design challenges in a theatrical work.	Masterfully identifies solutions to design challenges in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cr1.C	Insufficiently explores a scripted or improvised character by imagining possible given circumstances in a theatrical work.	Inconsistently explores a scripted or improvised character by imagining possible given circumstances in a theatrical work.	Sufficiently explores a scripted or improvised character by imagining possible given circumstances in a theatrical work.	Exceptionally explores a scripted or improvised character by imagining possible given circumstances in a theatrical work.	Masterfully explores a scripted or improvised character by imagining possible given circumstances in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.Cr1.A	Insufficiently investigates multiple perspectives and solutions to staging challenges in a theatrical work.	Inconsistently investigates multiple perspectives and solutions to staging challenges in a theatrical work.	Sufficiently investigates multiple perspectives and solutions to staging challenges in a theatrical work.	Exceptionally investigates multiple perspectives and solutions to staging challenges in a theatrical work.	Masterfully investigates multiple perspectives and solutions to staging challenges in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.Cr1.B	Insufficiently presents and explains solutions to design challenges in a theatrical work.	Inconsistently presents and explains solutions to design challenges in a theatrical work.	Sufficiently presents and explains solutions to design challenges in a theatrical work.	Exceptionally presents and explains solutions to design challenges in a theatrical work.	Masterfully presents and explains solutions to design challenges in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.T.Cr1.C	Insufficiently envisions and describes a scripted or improvised character's inner thoughts and objectives in a theatrical work.	Inconsistently envisions and describes a scripted or improvised character's inner thoughts and objectives in a theatrical work.	Sufficiently envisions and describes a scripted or improvised character's inner thoughts and objectives in a theatrical work.	Exceptionally envisions and describes a scripted or improvised character's inner thoughts and objectives in a theatrical work.	Masterfully envisions and describes a scripted or improvised character's inner thoughts and objectives in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.Cr1.A	Insufficiently investigates and justifies multiple perspectives and solutions to staging problems in a theatrical work.	Inconsistently investigates and justifies multiple perspectives and solutions to staging problems in a theatrical work.	Sufficiently investigates and justifies multiple perspectives and solutions to staging problems in a theatrical work.	Exceptionally investigates and justifies multiple perspectives and solutions to staging problems in a theatrical work.	Masterfully investigates and justifies multiple perspectives and solutions to staging problems in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.Cr1.B	Insufficiently discusses and justifies solutions to design challenges of a performance space for a theatrical work.	Inconsistently discusses and justifies solutions to design challenges of a performance space for a theatrical work.	Sufficiently discusses and justifies solutions to design challenges of a performance space for a theatrical work.	Exceptionally discusses and justifies solutions to design challenges of a performance space for a theatrical work.	Masterfully discusses and justifies solutions to design challenges of a performance space for a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.Cr1.C	Insufficiently develops a scripted or improvised character by discussing and demonstrating the character's inner thoughts, objectives, and motivations in a theatrical work.	Inconsistently develops a scripted or improvised character by discussing and demonstrating the character's inner thoughts, objectives, and motivations in a theatrical work.	Sufficiently develops a scripted or improvised character by discussing and demonstrating the character's inner thoughts, objectives, and motivations in a theatrical work.	Exceptionally develops a scripted or improvised character by discussing and demonstrating the character's inner thoughts, objectives, and motivations in a theatrical work.	Masterfully develops a scripted or improvised character by discussing and demonstrating the character's inner thoughts, objectives, and motivations in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cr1.A	Insufficiently creates roles, imagined worlds, and improvised stories in a theatrical work.	Inconsistently creates roles, imagined worlds, and improvised stories in a theatrical work.	Sufficiently creates roles, imagined worlds, and improvised stories in a theatrical work.	Exceptionally creates roles, imagined worlds, and improvised stories in a theatrical work.	Masterfully creates roles, imagined worlds, and improvised stories in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cr1.B	Insufficiently applies basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work.	Inconsistently applies basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work.	Sufficiently applies basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work.	Exceptionally applies basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work.	Masterfully applies basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.T.Cr1.C	Insufficiently uses script analysis to generate ideas about a character that is believable and authentic in a theatrical work.	Inconsistently uses script analysis to generate ideas about a character that is believable and authentic in a theatrical work.	Sufficiently uses script analysis to generate ideas about a character that is believable and authentic in a theatrical work.	Exceptionally uses script analysis to generate ideas about a character that is believable and authentic in a theatrical work.	Masterfully uses script analysis to generate ideas about a character that is believable and authentic in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cr1.A	Insufficiently investigates historical and/or cultural conventions and their impact on the visual composition of a theatrical work.	Inconsistently investigates historical and/or cultural conventions and their impact on the visual composition of a theatrical work.	Sufficiently investigates historical and/or cultural conventions and their impact on the visual composition of a theatrical work.	Exceptionally investigates historical and/or cultural conventions and their impact on the visual composition of a theatrical work.	Masterfully investigates historical and/or cultural conventions and their impact on the visual composition of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cr1.B	Insufficiently creates and justifies technical design choices which support the story and emotional impact of a theatrical work and which incorporate multiple elements of technology.	Inconsistently creates and justifies technical design choices which support the story and emotional impact of a theatrical work and which incorporate multiple elements of technology.	Sufficiently creates and justifies technical design choices which support the story and emotional impact of a theatrical work and which incorporate multiple elements of technology.	Exceptionally creates and justifies technical design choices which support the story and emotional impact of a theatrical work and which incorporate multiple elements of technology.	Masterfully creates and justifies technical design choices which support the story and emotional impact of a theatrical work and which incorporate multiple elements of technology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cr1.C	Insufficiently uses personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work.	Inconsistently uses personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work.	Sufficiently uses personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work.	Exceptionally uses personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work.	Masterfully uses personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.Cr1.A	Insufficiently conducts and applies basic research to construct ideas about the visual composition of a theatrical work.	Inconsistently conducts and applies basic research to construct ideas about the visual composition of a theatrical work.	Sufficiently conducts and applies basic research to construct ideas about the visual composition of a theatrical work.	Exceptionally conducts and applies basic research to construct ideas about the visual composition of a theatrical work.	Masterfully conducts and applies basic research to construct ideas about the visual composition of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.Cr1.B	Insufficiently designs and implements a design for a theatrical work that incorporates multiple elements of technology (e.g., lighting, scenery, sound, props, costumes, and makeup).	Inconsistently designs and implements a design for a theatrical work that incorporates multiple elements of technology (e.g., lighting, scenery, sound, props, costumes, and makeup).	Sufficiently designs and implements a design for a theatrical work that incorporates multiple elements of technology (e.g., lighting, scenery, sound, props, costumes, and makeup).	Exceptionally designs and implements a design for a theatrical work that incorporates multiple elements of technology (e.g., lighting, scenery, sound, props, costumes, and makeup).	Masterfully designs and implements a design for a theatrical work that incorporates multiple elements of technology (e.g., lighting, scenery, sound, props, costumes, and makeup).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.T.Cr1.C	Insufficiently integrates cultural and historical contexts with personal experiences to create a character that is believable and authentic in a theatrical work.	Inconsistently integrates cultural and historical contexts with personal experiences to create a character that is believable and authentic in a theatrical work.	Sufficiently integrates cultural and historical contexts with personal experiences to create a character that is believable and authentic in a theatrical work.	Exceptionally integrates cultural and historical contexts with personal experiences to create a character that is believable and authentic in a theatrical work.	Masterfully integrates cultural and historical contexts with personal experiences to create a character that is believable and authentic in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cr1.A	Insufficiently synthesizes knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including rights and royalties to create the visual composition of a theatrical work.	Inconsistently synthesizes knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including rights and royalties to create the visual composition of a theatrical work.	Sufficiently synthesizes knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including rights and royalties to create the visual composition of a theatrical work.	Exceptionally synthesizes knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including rights and royalties to create the visual composition of a theatrical work.	Masterfully synthesizes knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including rights and royalties to create the visual composition of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cr1.B	Insufficiently designs and implements a complete design for a theatrical work that incorporates all elements of technology necessary for a production (e.g., lighting, scenery, sound, props, costumes, makeup, etc.).	Inconsistently designs and implements a complete design for a theatrical work that incorporates all elements of technology necessary for a production (e.g., lighting, scenery, sound, props, costumes, makeup, etc.).	Sufficiently designs and implements a complete design for a theatrical work that incorporates all elements of technology necessary for a production (e.g., lighting, scenery, sound, props, costumes, makeup, etc.).	Exceptionally designs and implements a complete design for a theatrical work that incorporates all elements of technology necessary for a production (e.g., lighting, scenery, sound, props, costumes, makeup, etc.).	Masterfully designs and implements a complete design for a theatrical work that incorporates all elements of technology necessary for a production (e.g., lighting, scenery, sound, props, costumes, makeup, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cr1.C	Insufficiently integrates cultural and historical contexts with personal experiences to create a believable and authentic character in a theatrical work.	Inconsistently integrates cultural and historical contexts with personal experiences to create a believable and authentic character in a theatrical work.	Sufficiently integrates cultural and historical contexts with personal experiences to create a believable and authentic character in a theatrical work.	Exceptionally integrates cultural and historical contexts with personal experiences to create a believable and authentic character in a theatrical work.	Masterfully integrates cultural and historical contexts with personal experiences to create a believable and authentic character in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

CREATE: FOUNDATION Cr2: Organize and develop artistic ideas and work							
STANDARD	1	2	3	4	5	6*	7*
K.T.Cr2.A	Insufficiently, with prompting and support, appropriately interacts with peers and contributes to dramatic play/theatrical work or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, appropriately interacts with peers and contributes to dramatic play/theatrical work or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, appropriately interacts with peers and contributes to dramatic play/theatrical work or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, appropriately interacts with peers and contributes to dramatic play/theatrical work or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, appropriately interacts with peers and contributes to dramatic play/theatrical work or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

K.T.Cr2.B	Insufficiently, with prompting and support, expresses original ideas in dramatic play/theatrical work or a guided drama experience (e.g., creative drama, process drama, story drama, etc.)	Inconsistently, with prompting and support, expresses original ideas in dramatic play/theatrical work or a guided drama experience (e.g., creative drama, process drama, story drama, etc.)	Sufficiently, with prompting and support, expresses original ideas in dramatic play/theatrical work or a guided drama experience (e.g., creative drama, process drama, story drama, etc.)	Exceptionally, with prompting and support, expresses original ideas in dramatic play/theatrical work or a guided drama experience (e.g., creative drama, process drama, story drama, etc.)	Masterfully, with prompting and support, expresses original ideas in dramatic play/theatrical work or a guided drama experience (e.g., creative drama, process drama, story drama, etc.)	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.Cr2.A	Insufficiently recognizes the role of other characters' contributions to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently recognizes the role of other characters' contributions to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently recognizes the role of other characters' contributions to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally recognizes the role of other characters' contributions to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully recognizes the role of other characters' contributions to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.Cr2.B	Insufficiently, with prompting and support, participates in group character decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Insufficiently, with prompting and support, participates in group character decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, participates in group character decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, participates in group character decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, participates in group character decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.Cr2.A	Insufficiently demonstrates basic understanding of setting in order to contributes to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently demonstrates basic understanding of setting in order to contributes to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently demonstrates basic understanding of setting in order to contributes to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally demonstrates basic understanding of setting in order to contributes to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully demonstrates basic understanding of setting in order to contributes to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.Cr2.B	Insufficiently, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

3.T.Cr2.A	Insufficiently demonstrates basic understanding of plot structure in order to contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently demonstrates basic understanding of plot structure in order to contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently demonstrates basic understanding of plot structure in order to contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally demonstrates basic understanding of plot structure in order to contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully demonstrates basic understanding of plot structure in order to contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.Cr2.B	Insufficiently, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, participates in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.Cr2.A	Insufficiently, with peers, contributes to the development of meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with peers, contributes to the development of meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with peers, contributes to the development of meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with peers, contributes to the development of meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with peers, contributes to the development of meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.Cr2.B	Insufficiently contributes ideas and compares ideas with peers to make selections that will enhance and deepen a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Insufficiently contributes ideas and compares ideas with peers to make selections that will enhance and deepen a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently contributes ideas and compares ideas with peers to make selections that will enhance and deepen a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally contributes ideas and compares ideas with peers to make selections that will enhance and deepen a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully contributes ideas and compares ideas with peers to make selections that will enhance and deepen a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.Cr2.A	Insufficiently devises original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances.	Inconsistently devises original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances.	Sufficiently devises original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances.	Exceptionally devises original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances.	Masterfully devises original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

5.T Cr2.B	Insufficiently participates in defined roles required to present a theatrical work informally to an audience.	Inconsistently participates in defined roles required to present a theatrical work informally to an audience.	Sufficiently participates in defined roles required to present a theatrical work informally to an audience.	Exceptionally participates in defined roles required to present a theatrical work informally to an audience.	Masterfully participates in defined roles required to present a theatrical work informally to an audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T Cr2.A	Insufficiently analyzes original ideas and artistic choices, and incorporates the ideas of others to improve, refine, and edit a devised or scripted theatrical work.	Inconsistently analyzes original ideas and artistic choices, and incorporates the ideas of others to improve, refine, and edit a devised or scripted theatrical work.	Sufficiently analyzes original ideas and artistic choices, and incorporates the ideas of others to improve, refine, and edit a devised or scripted theatrical work.	Exceptionally analyzes original ideas and artistic choices, and incorporates the ideas of others to improve, refine, and edit a devised or scripted theatrical work.	Masterfully analyzes original ideas and artistic choices, and incorporates the ideas of others to improve, refine, and edit a devised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T Cr2.B	Insufficiently demonstrates appropriate theatre etiquette during a theatrical work.	Inconsistently demonstrates appropriate theatre etiquette during a theatrical work.	Sufficiently demonstrates appropriate theatre etiquette during a theatrical work.	Exceptionally demonstrates appropriate theatre etiquette during a theatrical work.	Masterfully demonstrates appropriate theatre etiquette during a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T Cr2.A	Insufficiently examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.	Inconsistently examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.	Sufficiently examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.	Exceptionally examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.	Masterfully examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T Cr2.B	Insufficiently demonstrates appropriate theatrical etiquette toward self, others, and their roles in preparing or devising a theatrical work.	Inconsistently demonstrates appropriate theatrical etiquette toward self, others, and their roles in preparing or devising a theatrical work.	Sufficiently demonstrates appropriate theatrical etiquette toward self, others, and their roles in preparing or devising a theatrical work.	Exceptionally demonstrates appropriate theatrical etiquette toward self, others, and their roles in preparing or devising a theatrical work.	Masterfully demonstrates appropriate theatrical etiquette toward self, others, and their roles in preparing or devising a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T Cr2.A	Insufficiently articulates and applies critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.	Inconsistently articulates and applies critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.	Sufficiently articulates and applies critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.	Exceptionally articulates and applies critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.	Masterfully articulates and applies critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

8.T.Cr2.B	Insufficiently shares responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.	Inconsistently shares responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.	Sufficiently shares responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.	Exceptionally shares responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.	Masterfully shares responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cr2.A	Insufficiently collaborates with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work.	Inconsistently collaborates with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work.	Sufficiently collaborates with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work.	Exceptionally collaborates with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work.	Masterfully collaborates with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cr2.B	Insufficiently examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.	Inconsistently examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.	Sufficiently examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.	Exceptionally examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.	Masterfully examines and justifies original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cr2.A	Insufficiently devises and refines a dramatic concept to demonstrate a critical understanding of historical and/or cultural influences of original ideas applied to a theatrical work.	Inconsistently devises and refines a dramatic concept to demonstrate a critical understanding of historical and/or cultural influences of original ideas applied to a theatrical work.	Sufficiently devises and refines a dramatic concept to demonstrate a critical understanding of historical and/or cultural influences of original ideas applied to a theatrical work.	Exceptionally devises and refines a dramatic concept to demonstrate a critical understanding of historical and/or cultural influences of original ideas applied to a theatrical work.	Masterfully devises and refines a dramatic concept to demonstrate a critical understanding of historical and/or cultural influences of original ideas applied to a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cr2.B	Insufficiently cooperates as a creative team to make interpretive choices for a theatrical work.	Inconsistently cooperates as a creative team to make interpretive choices for a theatrical work.	Sufficiently cooperates as a creative team to make interpretive choices for a theatrical work.	Exceptionally cooperates as a creative team to make interpretive choices for a theatrical work.	Masterfully cooperates as a creative team to make interpretive choices for a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.Cr2.A	Insufficiently uses critical analysis of original ideas to explore the function of history and culture in the development of a dramatic concept in a theatrical work.	Inconsistently uses critical analysis of original ideas to explore the function of history and culture in the development of a dramatic concept in a theatrical work.	Sufficiently uses critical analysis of original ideas to explore the function of history and culture in the development of a dramatic concept in a theatrical work.	Exceptionally uses critical analysis of original ideas to explore the function of history and culture in the development of a dramatic concept in a theatrical work.	Masterfully uses critical analysis of original ideas to explore the function of history and culture in the development of a dramatic concept in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.T.Cr2.B	Insufficiently develops and refines a dramatic concept or character to demonstrate a critical understanding of the historical and cultural influences of original ideas applied to a theatrical work.	Inconsistently develops and refines a dramatic concept or character to demonstrate a critical understanding of the historical and cultural influences of original ideas applied to a theatrical work.	Sufficiently develops and refines a dramatic concept or character to demonstrate a critical understanding of the historical and cultural influences of original ideas applied to a theatrical work.	Exceptionally develops and refines a dramatic concept or character to demonstrate a critical understanding of the historical and cultural influences of original ideas applied to a theatrical work.	Masterfully develops and refines a dramatic concept or character to demonstrate a critical understanding of the historical and cultural influences of original ideas applied to a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cr2.A	Insufficiently develops and synthesizes original ideas in a theatrical work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.	Inconsistently develops and synthesizes original ideas in a theatrical work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.	Sufficiently develops and synthesizes original ideas in a theatrical work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.	Exceptionally develops and synthesizes original ideas in a theatrical work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.	Masterfully develops and synthesizes original ideas in a theatrical work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cr2.B	Insufficiently collaborates as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted theatrical work.	Inconsistently collaborates as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted theatrical work.	Sufficiently collaborates as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted theatrical work.	Exceptionally collaborates as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted theatrical work.	Masterfully collaborates as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

CREATE: FOUNDATION Cr3: Refine and complete artistic work							
STANDARD	1	2	3	4	5	6*	7*
K.T.Cr3.A	Insufficiently, with prompting and support, identifies the who, what, and where of a story in order to ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, identifies the who, what, and where of a story in order to ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, identifies the who, what, and where of a story in order to ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, identifies the who, what, and where of a story in order to ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, identifies the who, what, and where of a story in order to ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

1.T.Cr3.A	Insufficiently adapts a character from literature or other source in order to contribute to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently adapts a character from literature or other source in order to contribute to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently adapts a character from literature or other source in order to contribute to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally adapts a character from literature or other source in order to contribute to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully adapts a character from literature or other source in order to contribute to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.Cr3.B	Insufficiently incorporates different appropriate sounds and movements as characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently incorporates different appropriate sounds and movements as characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently incorporates different appropriate sounds and movements as characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally incorporates different appropriate sounds and movements as characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully incorporates different appropriate sounds and movements as characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.Cr3.C	Insufficiently imagines multiple representations of a single object in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Inconsistently imagines multiple representations of a single object in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Sufficiently imagines multiple representations of a single object in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Exceptionally imagines multiple representations of a single object in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Masterfully imagines multiple representations of a single object in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.Cr3.A	Insufficiently demonstrates basic understanding of various settings to the adaptation of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently demonstrates basic understanding of various settings to the adaptation of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently demonstrates basic understanding of various settings to the adaptation of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally demonstrates basic understanding of various settings to the adaptation of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully demonstrates basic understanding of various settings to the adaptation of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

2.T.Cr3.B	Insufficiently incorporates different appropriate sounds and movements to create setting in a guided drama experience (e.g., process drama, story drama, creative drama, etc.). [Note appropriate and safe are developmentally important and reflect current standards.]	Inconsistently incorporates different appropriate sounds and movements to create setting in a guided drama experience (e.g., process drama, story drama, creative drama, etc.). [Note appropriate and safe are developmentally important and reflect current standards.]	Sufficiently incorporates different appropriate sounds and movements to create setting in a guided drama experience (e.g., process drama, story drama, creative drama, etc.). [Note appropriate and safe are developmentally important and reflect current standards.]	Exceptionally incorporates different appropriate sounds and movements to create setting in a guided drama experience (e.g., process drama, story drama, creative drama, etc.). [Note appropriate and safe are developmentally important and reflect current standards.]	Masterfully incorporates different appropriate sounds and movements to create setting in a guided drama experience (e.g., process drama, story drama, creative drama, etc.). [Note appropriate and safe are developmentally important and reflect current standards.]	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.Cr3.C	Insufficiently incorporates a single object through multiple representations in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently incorporates a single object through multiple representations in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently incorporates a single object through multiple representations in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally incorporates a single object through multiple representations in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully incorporates a single object through multiple representations in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.Cr3.A	Insufficiently demonstrates basic understanding of a specific plot in order to contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently demonstrates basic understanding of a specific plot in order to contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently demonstrates basic understanding of a specific plot in order to contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally demonstrates basic understanding of a specific plot in order to contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully demonstrates basic understanding of a specific plot in order to contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.Cr3.B	Insufficiently incorporates different appropriate sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently incorporates different appropriate sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently incorporates different appropriate sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally incorporates different appropriate sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully incorporates different appropriate sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

3.T.Cr3.C	Insufficiently incorporates the use of objects through multiple representations in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Inconsistently incorporates the use of objects through multiple representations in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Sufficiently incorporates the use of objects through multiple representations in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Exceptionally incorporates the use of objects through multiple representations in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Masterfully incorporates the use of objects through multiple representations in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.Cr3.A	Insufficiently contributes to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently contributes to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently contributes to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally contributes to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully contributes to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.Cr3.B	Insufficiently uses and/or adapts sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently uses and/or adapts sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently uses and/or adapts sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally uses and/or adapts sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully uses and/or adapts sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.Cr3.C	Insufficiently independently generates multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently independently generates multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently independently generates multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally independently generates multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully independently generates multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.Cr3.A	Insufficiently revises and improves an improvised or scripted theatre work through repetition and collaborative and/or self-review.	Inconsistently revises and improves an improvised or scripted theatre work through repetition and collaborative and/or self-review.	Sufficiently revises and improves an improvised or scripted theatre work through repetition and collaborative and/or self-review.	Exceptionally revises and improves an improvised or scripted theatre work through repetition and collaborative and/or self-review.	Masterfully revises and improves an improvised or scripted theatre work through repetition and collaborative and/or self-review.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.Cr3.B	Insufficiently participates in and contributes to physical and vocal exercise techniques for an improvised or scripted theatrical work.	Inconsistently participates in and contributes to physical and vocal exercise techniques for an improvised or scripted theatrical work.	Sufficiently participates in and contributes to physical and vocal exercise techniques for an improvised or scripted theatrical work.	Exceptionally participates in and contributes to physical and vocal exercise techniques for an improvised or scripted theatrical work.	Masterfully participates in and contributes to physical and vocal exercise techniques for an improvised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

5.T.Cr3.C	Insufficiently creates innovative solutions to design and resolves technical problems that arise in rehearsal for a theatrical work.	Inconsistently creates innovative solutions to design and resolves technical problems that arise in rehearsal for a theatrical work.	Sufficiently creates innovative solutions to design and resolves technical problems that arise in rehearsal for a theatrical work.	Exceptionally creates innovative solutions to design and resolves technical problems that arise in rehearsal for a theatrical work.	Masterfully creates innovative solutions to design and resolves technical problems that arise in rehearsal for a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cr3.A	Insufficiently discusses and identifies artistic choices in order to refine a devised or scripted theatrical work.	Inconsistently discusses and identifies artistic choices in order to refine a devised or scripted theatrical work.	Sufficiently discusses and identifies artistic choices in order to refine a devised or scripted theatrical work.	Exceptionally discusses and identifies artistic choices in order to refine a devised or scripted theatrical work.	Masterfully discusses and identifies artistic choices in order to refine a devised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cr3.B	Insufficiently identifies the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Inconsistently identifies the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Sufficiently identifies the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Exceptionally identifies the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Masterfully identifies the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cr3.C	Insufficiently explores various physical and vocal techniques for character development in an improvised or scripted theatrical work.	Inconsistently explores various physical and vocal techniques for character development in an improvised or scripted theatrical work.	Sufficiently explores various physical and vocal techniques for character development in an improvised or scripted theatrical work.	Exceptionally explores various physical and vocal techniques for character development in an improvised or scripted theatrical work.	Masterfully explores various physical and vocal techniques for character development in an improvised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.Cr3.A	Insufficiently analyzes and refines artistic choices in a devised or scripted theatrical work.	Inconsistently analyzes and refines artistic choices in a devised or scripted theatrical work.	Sufficiently analyzes and refines artistic choices in a devised or scripted theatrical work.	Exceptionally analyzes and refines artistic choices in a devised or scripted theatrical work.	Masterfully analyzes and refines artistic choices in a devised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.Cr3.B	Insufficiently researches multiple technical design elements for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Inconsistently researches multiple technical design elements for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Sufficiently researches multiple technical design elements for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Exceptionally researches multiple technical design elements for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Masterfully researches multiple technical design elements for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.T.Cr3.C	Insufficiently demonstrates effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Inconsistently demonstrates effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Sufficiently demonstrates effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Exceptionally demonstrates effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Masterfully demonstrates effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.Cr3.A	Insufficiently uses analysis and rehearsal to refine a devised or scripted theatrical work.	Inconsistently uses analysis and rehearsal to refine a devised or scripted theatrical work.	Sufficiently uses analysis and rehearsal to refine a devised or scripted theatrical work.	Exceptionally uses analysis and rehearsal to refine a devised or scripted theatrical work.	Masterfully uses analysis and rehearsal to refine a devised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.Cr3.B	Insufficiently implements a planned technical design using technology for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Inconsistently implements a planned technical design using technology for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Sufficiently implements a planned technical design using technology for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Exceptionally implements a planned technical design using technology for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Masterfully implements a planned technical design using technology for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.Cr3.C	Insufficiently refines effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Inconsistently refines effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Sufficiently refines effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Exceptionally refines effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Masterfully refines effective physical and vocal traits of characters in an improvised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cr3.A	Insufficiently creates and implements design solutions for a theatrical work which support the story and given circumstance.	Inconsistently creates and implements design solutions for a theatrical work which support the story and given circumstance.	Sufficiently creates and implements design solutions for a theatrical work which support the story and given circumstance.	Exceptionally creates and implements design solutions for a theatrical work which support the story and given circumstance.	Masterfully creates and implements design solutions for a theatrical work which support the story and given circumstance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cr3.B	Insufficiently revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Inconsistently revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Sufficiently revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Exceptionally revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Masterfully revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.T.Cr3.C	Insufficiently revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Inconsistently revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Sufficiently revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Exceptionally revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Masterfully revises and improves an improvised or scripted theatrical work through repetition, collaboration, and self-review.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cr3.A	Insufficiently practices and demonstrates a devised or scripted theatrical work using theatrical staging (blocking, movement).	Inconsistently practices and demonstrates a devised or scripted theatrical work using theatrical staging (blocking, movement).	Sufficiently practices and demonstrates a devised or scripted theatrical work using theatrical staging (blocking, movement).	Exceptionally practices and demonstrates a devised or scripted theatrical work using theatrical staging (blocking, movement).	Masterfully practices and demonstrates a devised or scripted theatrical work using theatrical staging (blocking, movement).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cr3.B	Insufficiently devises and refines a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a theatrical work.	Inconsistently devises and refines a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a theatrical work.	Sufficiently devises and refines a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a theatrical work.	Exceptionally devises and refines a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a theatrical work.	Masterfully devises and refines a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cr3.C	Insufficiently cooperates as a creative team to implement and refine a planned technical design using technology during the rehearsal process for devised or scripted theatrical work.	Inconsistently cooperates as a creative team to implement and refine a planned technical design using technology during the rehearsal process for devised or scripted theatrical work.	Sufficiently cooperates as a creative team to implement and refine a planned technical design using technology during the rehearsal process for devised or scripted theatrical work.	Exceptionally cooperates as a creative team to implement and refine a planned technical design using technology during the rehearsal process for devised or scripted theatrical work.	Masterfully cooperates as a creative team to implement and refine a planned technical design using technology during the rehearsal process for devised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.Cr3.A	Insufficiently analyzes and critiques the dramatic concept of a devised or scripted theatrical work.	Inconsistently analyzes and critiques the dramatic concept of a devised or scripted theatrical work.	Sufficiently analyzes and critiques the dramatic concept of a devised or scripted theatrical work.	Exceptionally analyzes and critiques the dramatic concept of a devised or scripted theatrical work.	Masterfully analyzes and critiques the dramatic concept of a devised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.Cr3.B	Insufficiently researches, analyzes, and demonstrates effective physical, vocal and physiological choices to develop a believable, authentic, and relevant performance in a theatrical work.	Inconsistently researches, analyzes, and demonstrates effective physical, vocal and physiological choices to develop a believable, authentic, and relevant performance in a theatrical work.	Sufficiently researches, analyzes, and demonstrates effective physical, vocal and physiological choices to develop a believable, authentic, and relevant performance in a theatrical work.	Exceptionally researches, analyzes, and demonstrates effective physical, vocal and physiological choices to develop a believable, authentic, and relevant performance in a theatrical work.	Masterfully researches, analyzes, and demonstrates effective physical, vocal and physiological choices to develop a believable, authentic, and relevant performance in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.T.Cr3.C	Insufficiently conceptualizes and constructs technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup).	Inconsistently conceptualizes and constructs technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup).	Sufficiently conceptualizes and constructs technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup).	Exceptionally conceptualizes and constructs technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup).	Masterfully conceptualizes and constructs technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cr3.A	Insufficiently uses the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted theatrical work and to refine, transform, and re-imagine a devised or scripted theatrical work to invent or re-imagine style, genre, form, and conventions.	Inconsistently uses the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted theatrical work and to refine, transform, and re-imagine a devised or scripted theatrical work to invent or re-imagine style, genre, form, and conventions.	Sufficiently uses the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted theatrical work and to refine, transform, and re-imagine a devised or scripted theatrical work to invent or re-imagine style, genre, form, and conventions.	Exceptionally uses the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted theatrical work and to refine, transform, and re-imagine a devised or scripted theatrical work to invent or re-imagine style, genre, form, and conventions.	Masterfully uses the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted theatrical work and to refine, transform, and re-imagine a devised or scripted theatrical work to invent or re-imagine style, genre, form, and conventions.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cr3.B	Insufficiently uses research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a theatrical work, as well as to demonstrate a critical understanding of historical and cultural influences.	Inconsistently uses research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a theatrical work, as well as to demonstrate a critical understanding of historical and cultural influences.	Sufficiently uses research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a theatrical work, as well as to demonstrate a critical understanding of historical and cultural influences.	Exceptionally uses research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a theatrical work, as well as to demonstrate a critical understanding of historical and cultural influences.	Masterfully uses research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a theatrical work, as well as to demonstrate a critical understanding of historical and cultural influences.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cr3.C	Insufficiently re-imagines and revises technical design choices and applies a high level of technical proficiencies during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work.	Inconsistently re-imagines and revises technical design choices and applies a high level of technical proficiencies during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work.	Sufficiently re-imagines and revises technical design choices and applies a high level of technical proficiencies during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work.	Exceptionally re-imagines and revises technical design choices and applies a high level of technical proficiencies during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work.	Masterfully re-imagines and revises technical design choices and applies a high level of technical proficiencies during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

Theatre K-12

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

*Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.

DOMAIN: RESPOND

RESPOND: FOUNDATION R1: Perceive and analyze artistic work

STANDARD	1	2	3	4	5	6*	7*
K.T.R1.A	Insufficiently, with prompting and support, expresses an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, expresses an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, expresses an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, expresses an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, expresses an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.R1.A	Insufficiently recalls choices made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently recalls choices made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently recalls choices made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally recalls choices made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully recalls choices made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.R1.A	Insufficiently recognizes when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently recognizes when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently recognizes when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally recognizes when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully recognizes when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.R1.A	Insufficiently understands why artistic choices are made in a theatrical work.	Inconsistently understands why artistic choices are made in a theatrical work.	Sufficiently understands why artistic choices are made in a theatrical work.	Exceptionally understands why artistic choices are made in a theatrical work.	Masterfully understands why artistic choices are made in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.R1.A	Insufficiently identifies artistic choices made in a theatrical work through participation and observation.	Inconsistently identifies artistic choices made in a theatrical work through participation and observation.	Sufficiently identifies artistic choices made in a theatrical work through participation and observation.	Exceptionally identifies artistic choices made in a theatrical work through participation and observation.	Masterfully identifies artistic choices made in a theatrical work through participation and observation.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS2.T.R1.B	Insufficiently responds to and evaluates what is seen, felt, and heard during a theatrical work to develop criteria for artistic choices.	Inconsistently responds to and evaluates what is seen, felt, and heard during a theatrical work to develop criteria for artistic choices.	Sufficiently responds to and evaluates what is seen, felt, and heard during a theatrical work to develop criteria for artistic choices.	Exceptionally responds to and evaluates what is seen, felt, and heard during a theatrical work to develop criteria for artistic choices.	Masterfully responds to and evaluates what is seen, felt, and heard during a theatrical work to develop criteria for artistic choices.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.R1.A	Insufficiently demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Inconsistently demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Sufficiently demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Exceptionally demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Masterfully demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.R1.B	Insufficiently analyzes and assesses peer work using artistic criteria and knowledge of various production and performance elements.	Inconsistently analyzes and assesses peer work using artistic criteria and knowledge of various production and performance elements.	Sufficiently analyzes and assesses peer work using artistic criteria and knowledge of various production and performance elements.	Exceptionally analyzes and assesses peer work using artistic criteria and knowledge of various production and performance elements.	Masterfully analyzes and assesses peer work using artistic criteria and knowledge of various production and performance elements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.R1.A	Insufficiently demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Inconsistently demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Sufficiently demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Exceptionally demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Masterfully demonstrates an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.R1.B	Insufficiently analyzes, assesses, and critiques peer work using artistic criteria and knowledge of various production and performance elements.	Inconsistently analyzes, assesses, and critiques peer work using artistic criteria and knowledge of various production and performance elements.	Sufficiently analyzes, assesses, and critiques peer work using artistic criteria and knowledge of various production and performance elements.	Exceptionally analyzes, assesses, and critiques peer work using artistic criteria and knowledge of various production and performance elements.	Masterfully analyzes, assesses, and critiques peer work using artistic criteria and knowledge of various production and performance elements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

RESPOND: FOUNDATION R2: Interpret intent and meaning in artistic work							
STANDARD	1	2	3	4	5	6*	7*

2.T.R2.A	Insufficiently explains how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) or age-appropriate theatre performance.	Inconsistently explains how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) or age-appropriate theatre performance.	Sufficiently explains how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) or age-appropriate theatre performance.	Exceptionally explains how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) or age-appropriate theatre performance.	Masterfully explains how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) or age-appropriate theatre performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.R2.B	Insufficiently identifies causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama, etc.).	Inconsistently identifies causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama, etc.).	Sufficiently identifies causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama, etc.).	Exceptionally identifies causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama, etc.).	Masterfully identifies causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.R2.C	Insufficiently explains or uses text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently explains or uses text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently explains or uses text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally explains or uses text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully explains or uses text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.R2.A	Insufficiently considers multiple personal experiences when participating in or observing a theatrical work.	Inconsistently considers multiple personal experiences when participating in or observing a theatrical work.	Sufficiently considers multiple personal experiences when participating in or observing a theatrical work.	Exceptionally considers multiple personal experiences when participating in or observing a theatrical work.	Masterfully considers multiple personal experiences when participating in or observing a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

3.T.R2.B	Insufficiently considers multiple ways to develop a character using physical characteristics and prop and/ or costume design choices that reflect cultural perspectives in theatrical work.	Inconsistently considers multiple ways to develop a character using physical characteristics and prop and/ or costume design choices that reflect cultural perspectives in theatrical work.	Sufficiently considers multiple ways to develop a character using physical characteristics and prop and/ or costume design choices that reflect cultural perspectives in theatrical work.	Exceptionally considers multiple ways to develop a character using physical characteristics and prop and/ or costume design choices that reflect cultural perspectives in theatrical work.	Masterfully considers multiple ways to develop a character using physical characteristics and prop and/ or costume design choices that reflect cultural perspectives in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.R2.C	Insufficiently examines how connections are made between oneself and a character's emotions in theatrical work.	Inconsistently examines how connections are made between oneself and a character's emotions in theatrical work.	Sufficiently examines how connections are made between oneself and a character's emotions in theatrical work.	Exceptionally examines how connections are made between oneself and a character's emotions in theatrical work.	Masterfully examines how connections are made between oneself and a character's emotions in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.R2.A	Insufficiently compares and contrasts multiple personal experiences when participating in or observing a theatrical work.	Inconsistently compares and contrasts multiple personal experiences when participating in or observing a theatrical work.	Sufficiently compares and contrasts multiple personal experiences when participating in or observing a theatrical work.	Exceptionally compares and contrasts multiple personal experiences when participating in or observing a theatrical work.	Masterfully compares and contrasts multiple personal experiences when participating in or observing a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.R2.B	Insufficiently compares and contrasts the qualities of characters in a theatrical work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	Inconsistently compares and contrasts the qualities of characters in a theatrical work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	Sufficiently compares and contrasts the qualities of characters in a theatrical work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	Exceptionally compares and contrasts the qualities of characters in a theatrical work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	Masterfully compares and contrasts the qualities of characters in a theatrical work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.R2.C	Insufficiently identifies and discusses physiological changes connected to emotions in theatrical work.	Inconsistently identifies and discusses physiological changes connected to emotions in theatrical work.	Sufficiently identifies and discusses physiological changes connected to emotions in theatrical work.	Exceptionally identifies and discusses physiological changes connected to emotions in theatrical work.	Masterfully identifies and discusses physiological changes connected to emotions in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.R2.A	Insufficiently justifies responses based on personal experiences when participating in or observing a theatrical work.	Inconsistently justifies responses based on personal experiences when participating in or observing a theatrical work.	Sufficiently justifies responses based on personal experiences when participating in or observing a theatrical work.	Exceptionally justifies responses based on personal experiences when participating in or observing a theatrical work.	Masterfully justifies responses based on personal experiences when participating in or observing a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

5.T.R2.B	Insufficiently explains responses to characters based on cultural perspectives when participating in or observing theatrical work.	Inconsistently explains responses to characters based on cultural perspectives when participating in or observing theatrical work.	Sufficiently explains responses to characters based on cultural perspectives when participating in or observing theatrical work.	Exceptionally explains responses to characters based on cultural perspectives when participating in or observing theatrical work.	Masterfully explains responses to characters based on cultural perspectives when participating in or observing theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.R2.C	Insufficiently investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Inconsistently investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Sufficiently investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Exceptionally investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Masterfully investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.R2.A	Insufficiently makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Inconsistently makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Sufficiently makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Exceptionally makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Masterfully makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.R2.B	Insufficiently identifies multiple cultural perspectives that may influence a theatrical work.	Inconsistently identifies multiple cultural perspectives that may influence a theatrical work.	Sufficiently identifies multiple cultural perspectives that may influence a theatrical work.	Exceptionally identifies multiple cultural perspectives that may influence a theatrical work.	Masterfully identifies multiple cultural perspectives that may influence a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.R2.C	Insufficiently identifies and discusses personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.	Inconsistently identifies and discusses personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.	Sufficiently identifies and discusses personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.	Exceptionally identifies and discusses personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.	Masterfully identifies and discusses personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.R2.A	Insufficiently discusses how personal experiences may influence other artists' character choices in a theatrical work.	Inconsistently discusses how personal experiences may influence other artists' character choices in a theatrical work.	Sufficiently discusses how personal experiences may influence other artists' character choices in a theatrical work.	Exceptionally discusses how personal experiences may influence other artists' character choices in a theatrical work.	Masterfully discusses how personal experiences may influence other artists' character choices in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.R2.B	Insufficiently describes how specific cultural perspectives can influence a theatrical work.	Inconsistently describes how specific cultural perspectives can influence a theatrical work.	Sufficiently describes how specific cultural perspectives can influence a theatrical work.	Exceptionally describes how specific cultural perspectives can influence a theatrical work.	Masterfully describes how specific cultural perspectives can influence a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.T.R2.C	Insufficiently interprets and discusses how personal aesthetics, preferences, and beliefs are used in a theatrical work.	Inconsistently interprets and discusses how personal aesthetics, preferences, and beliefs are used in a theatrical work.	Sufficiently interprets and discusses how personal aesthetics, preferences, and beliefs are used in a theatrical work.	Exceptionally interprets and discusses how personal aesthetics, preferences, and beliefs are used in a theatrical work.	Masterfully interprets and discusses how personal aesthetics, preferences, and beliefs are used in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.R2.A	Insufficiently makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Inconsistently makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Sufficiently makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Exceptionally makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Masterfully makes personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.R2.B	Insufficiently analyzes how perspectives (e.g., social, cultural, historical, etc.) influence the evaluation of a theatrical work.	Inconsistently analyzes how perspectives (e.g., social, cultural, historical, etc.) influence the evaluation of a theatrical work.	Sufficiently analyzes how perspectives (e.g., social, cultural, historical, etc.) influence the evaluation of a theatrical work.	Exceptionally analyzes how perspectives (e.g., social, cultural, historical, etc.) influence the evaluation of a theatrical work.	Masterfully analyzes how perspectives (e.g., social, cultural, historical, etc.) influence the evaluation of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.R2.C	Insufficiently applies personal aesthetics, preferences, and beliefs to evaluate a theatrical work.	Inconsistently applies personal aesthetics, preferences, and beliefs to evaluate a theatrical work.	Sufficiently applies personal aesthetics, preferences, and beliefs to evaluate a theatrical work.	Exceptionally applies personal aesthetics, preferences, and beliefs to evaluate a theatrical work.	Masterfully applies personal aesthetics, preferences, and beliefs to evaluate a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.R2.A	Insufficiently considers multiple ways to develops a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work.	Inconsistently considers multiple ways to develops a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work.	Sufficiently considers multiple ways to develops a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work.	Exceptionally considers multiple ways to develops a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work.	Masterfully considers multiple ways to develops a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.R2.B	Insufficiently identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work.	Inconsistently identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work.	Sufficiently identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work.	Exceptionally identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work.	Masterfully identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.T.R2.C	Insufficiently recognizes and shares ideas about artistic choices when participating in and/or observing a theatrical work.	Inconsistently recognizes and shares ideas about artistic choices when participating in and/or observing a theatrical work.	Sufficiently recognizes and shares ideas about artistic choices when participating in and/or observing a theatrical work.	Exceptionally recognizes and shares ideas about artistic choices when participating in and/or observing a theatrical work.	Masterfully recognizes and shares ideas about artistic choices when participating in and/or observing a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.R2.A	Insufficiently investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Inconsistently investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Sufficiently investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Exceptionally investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Masterfully investigates the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.R2.B	Insufficiently analyzes, compares, and contrasts artistic choices developed from personal experiences in multiple theatrical works.	Inconsistently analyzes, compares, and contrasts artistic choices developed from personal experiences in multiple theatrical works.	Sufficiently analyzes, compares, and contrasts artistic choices developed from personal experiences in multiple theatrical works.	Exceptionally analyzes, compares, and contrasts artistic choices developed from personal experiences in multiple theatrical works.	Masterfully analyzes, compares, and contrasts artistic choices developed from personal experiences in multiple theatrical works.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.R2.A	Insufficiently develops detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing a theatrical work.	Inconsistently develops detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing a theatrical work.	Sufficiently develops detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing a theatrical work.	Exceptionally develops detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing a theatrical work.	Masterfully develops detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.R2.B	Insufficiently applies concepts from a theatrical work for personal realization about cultural perspectives and understanding of those perspectives.	Inconsistently applies concepts from a theatrical work for personal realization about cultural perspectives and understanding of those perspectives.	Sufficiently applies concepts from a theatrical work for personal realization about cultural perspectives and understanding of those perspectives.	Exceptionally applies concepts from a theatrical work for personal realization about cultural perspectives and understanding of those perspectives.	Masterfully applies concepts from a theatrical work for personal realization about cultural perspectives and understanding of those perspectives.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.R2.C	Insufficiently debates and distinguishes between multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.	Inconsistently debates and distinguishes between multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.	Sufficiently debates and distinguishes between multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.	Exceptionally debates and distinguishes between multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.	Masterfully debates and distinguishes between multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.T.R2.A	Insufficiently uses detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work.	Inconsistently uses detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work.	Sufficiently uses detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work.	Exceptionally uses detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work.	Masterfully uses detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.R2.B	Insufficiently uses new understandings of cultures and contexts to shape personal responses to theatrical work.	Inconsistently uses new understandings of cultures and contexts to shape personal responses to theatrical work.	Sufficiently uses new understandings of cultures and contexts to shape personal responses to theatrical work.	Exceptionally uses new understandings of cultures and contexts to shape personal responses to theatrical work.	Masterfully uses new understandings of cultures and contexts to shape personal responses to theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.R2.C	Insufficiently supports and explains aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.	Inconsistently supports and explains aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.	Sufficiently supports and explains aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.	Exceptionally supports and explains aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.	Masterfully supports and explains aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

RESPOND: FOUNDATION R3: Applies criteria to evaluate artistic work							
STANDARD	1	2	3	4	5	6*	7*
K.T.R3.A	Insufficiently, with prompting and support, actively engages with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, actively engages with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, actively engages with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, actively engages with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, actively engages with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.R3.A	Insufficiently builds on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently builds on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently builds on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally builds on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully builds on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

1.T.R3.B	Insufficiently identifies props and/or costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently identifies props and/or costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently identifies props and/or costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally identifies props and/or costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully identifies props and/or costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.R3.C	Insufficiently compares and contrasts the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently compares and contrasts the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently compares and contrasts the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally compares and contrasts the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully compares and contrasts the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.R3.A	Insufficiently contributes to a scene in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently contributes to a scene in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently contributes to a scene in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally contributes to a scene in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully contributes to a scene in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.R3.B	Insufficiently uses a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) to describe characters, settings, or events.	Inconsistently uses a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) to describe characters, settings, or events.	Sufficiently uses a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) to describe characters, settings, or events.	Exceptionally uses a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) to describe characters, settings, or events.	Masterfully uses a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) to describe characters, settings, or events.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.R3.C	Insufficiently describes how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently describes how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently describes how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally describes how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully describes how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.R3.A	Insufficiently understands how and why groups evaluate theatrical work.	Inconsistently understands how and why groups evaluate theatrical work.	Sufficiently understands how and why groups evaluate theatrical work.	Exceptionally understands how and why groups evaluate theatrical work.	Masterfully understands how and why groups evaluate theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

3.T.R3.B	Insufficiently considers and analyzes technical elements from multiple theatrical works.	Inconsistently considers and analyzes technical elements from multiple theatrical works.	Sufficiently considers and analyzes technical elements from multiple theatrical works.	Exceptionally considers and analyzes technical elements from multiple theatrical works.	Masterfully considers and analyzes technical elements from multiple theatrical works.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.R3.C	Insufficiently evaluates and analyzes problems and situations in a theatrical work from an audience perspective.	Inconsistently evaluates and analyzes problems and situations in a theatrical work from an audience perspective.	Sufficiently evaluates and analyzes problems and situations in a theatrical work from an audience perspective.	Exceptionally evaluates and analyzes problems and situations in a theatrical work from an audience perspective.	Masterfully evaluates and analyzes problems and situations in a theatrical work from an audience perspective.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.R3.A	Insufficiently proposes a plan to evaluate theatrical work.	Inconsistently proposes a plan to evaluate theatrical work.	Sufficiently proposes a plan to evaluate theatrical work.	Exceptionally proposes a plan to evaluate theatrical work.	Masterfully proposes a plan to evaluate theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.R3.B	Insufficiently investigates how technical elements may support a theme or idea in a theatrical work..	Inconsistently investigates how technical elements may support a theme or idea in a theatrical work.	Sufficiently investigates how technical elements may support a theme or idea in a theatrical work.	Exceptionally investigates how technical elements may support a theme or idea in a theatrical work.	Masterfully investigates how technical elements may support a theme or idea in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.R3.C	Insufficiently observes how a character's choices impact an audience's perspective in a theatrical work.	Inconsistently observes how a character's choices impact an audience's perspective in a theatrical work.	Sufficiently observes how a character's choices impact an audience's perspective in a theatrical work.	Exceptionally observes how a character's choices impact an audience's perspective in a theatrical work.	Masterfully observes how a character's choices impact an audience's perspective in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.R3.A	Insufficiently develops and implements a plan to evaluate theatrical work.	Inconsistently develops and implements a plan to evaluate theatrical work.	Sufficiently develops and implements a plan to evaluate theatrical work.	Exceptionally develops and implements a plan to evaluate theatrical work.	Masterfully develops and implements a plan to evaluate theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.R3.B	Insufficiently assesses how technical elements represent the theme of a theatrical work.	Inconsistently assesses how technical elements represent the theme of a theatrical work.	Sufficiently assesses how technical elements represent the theme of a theatrical work.	Exceptionally assesses how technical elements represent the theme of a theatrical work.	Masterfully assesses how technical elements represent the theme of a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

5.T.R3.C	Insufficiently recognizes how a character's circumstances impact an audience's perspective in a theatrical work.	Inconsistently recognizes how a character's circumstances impact an audience's perspective in a theatrical work.	Sufficiently recognizes how a character's circumstances impact an audience's perspective in a theatrical work.	Exceptionally recognizes how a character's circumstances impact an audience's perspective in a theatrical work.	Masterfully recognizes how a character's circumstances impact an audience's perspective in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.R3.A	Insufficiently uses supporting evidence and artistic criteria to evaluate a theatrical work.	Inconsistently uses supporting evidence and artistic criteria to evaluate a theatrical work.	Sufficiently uses supporting evidence and artistic criteria to evaluate a theatrical work.	Exceptionally uses supporting evidence and artistic criteria to evaluate a theatrical work.	Masterfully uses supporting evidence and artistic criteria to evaluate a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.R3.B	Insufficiently uses knowledge of multiple production elements to assess aesthetic choices in a theatrical work.	Inconsistently uses knowledge of multiple production elements to assess aesthetic choices in a theatrical work.	Sufficiently uses knowledge of multiple production elements to assess aesthetic choices in a theatrical work.	Exceptionally uses knowledge of multiple production elements to assess aesthetic choices in a theatrical work.	Masterfully uses knowledge of multiple production elements to assess aesthetic choices in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.R3.C	Insufficiently identifies and evaluates issues and situations in a theatrical work from an audience member's perspective.	Inconsistently identifies and evaluates issues and situations in a theatrical work from an audience member's perspective.	Sufficiently identifies and evaluates issues and situations in a theatrical work from an audience member's perspective.	Exceptionally identifies and evaluates issues and situations in a theatrical work from an audience member's perspective.	Masterfully identifies and evaluates issues and situations in a theatrical work from an audience member's perspective.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.R3.A	Insufficiently uses supporting evidence and criteria to evaluate a theatrical work.	Inconsistently uses supporting evidence and criteria to evaluate a theatrical work.	Sufficiently uses supporting evidence and criteria to evaluate a theatrical work.	Exceptionally uses supporting evidence and criteria to evaluate a theatrical work.	Masterfully uses supporting evidence and criteria to evaluate a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.R3.B	Insufficiently uses knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.	Inconsistently uses knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.	Sufficiently uses knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.	Exceptionally uses knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.	Masterfully uses knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.R3.C	Insufficiently identifies how the intended or supposed purpose of a theatrical work appeals to a specific audience.	Inconsistently identifies how the intended or supposed purpose of a theatrical work appeals to a specific audience.	Sufficiently identifies how the intended or supposed purpose of a theatrical work appeals to a specific audience.	Exceptionally identifies how the intended or supposed purpose of a theatrical work appeals to a specific audience.	Masterfully identifies how the intended or supposed purpose of a theatrical work appeals to a specific audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

8.T.R3.A	Insufficiently responds to and evaluates a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Inconsistently responds to and evaluates a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Sufficiently responds to and evaluates a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Exceptionally responds to and evaluates a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Masterfully responds to and evaluates a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.R3.B	Insufficiently assesses aesthetic choices by evaluating the production elements used in a theatrical work.	Inconsistently assesses aesthetic choices by evaluating the production elements used in a theatrical work.	Sufficiently assesses aesthetic choices by evaluating the production elements used in a theatrical work.	Exceptionally assesses aesthetic choices by evaluating the production elements used in a theatrical work.	Masterfully assesses aesthetic choices by evaluating the production elements used in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.R3.C	Insufficiently uses audience reaction to assess the impact of a theatrical work on that specific audience.	Inconsistently uses audience reaction to assess the impact of a theatrical work on that specific audience.	Sufficiently uses audience reaction to assess the impact of a theatrical work on that specific audience.	Exceptionally uses audience reaction to assess the impact of a theatrical work on that specific audience.	Masterfully uses audience reaction to assess the impact of a theatrical work on that specific audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.R3.A	Insufficiently develops and implements a plan to evaluate a theatrical work.	Inconsistently develops and implements a plan to evaluate a theatrical work.	Sufficiently develops and implements a plan to evaluate a theatrical work.	Exceptionally develops and implements a plan to evaluate a theatrical work.	Masterfully develops and implements a plan to evaluate a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.R3.B	Insufficiently investigates and assesses how technical elements may support and/or represent a theme or idea in a theatrical work.	Inconsistently investigates and assesses how technical elements may support and/or represent a theme or idea in a theatrical work.	Sufficiently investigates and assesses how technical elements may support and/or represent a theme or idea in a theatrical work.	Exceptionally investigates and assesses how technical elements may support and/or represent a theme or idea in a theatrical work.	Masterfully investigates and assesses how technical elements may support and/or represent a theme or idea in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.R3.C	Insufficiently evaluates a theatrical work and explains preferences using supporting evidence and criteria.	Inconsistently evaluates a theatrical work and explains preferences using supporting evidence and criteria.	Sufficiently evaluates a theatrical work and explains preferences using supporting evidence and criteria.	Exceptionally evaluates a theatrical work and explains preferences using supporting evidence and criteria.	Masterfully evaluates a theatrical work and explains preferences using supporting evidence and criteria.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.R3.A	Insufficiently identifies various ways in which the intended purpose of a theatrical work appeals to a specific audience.	Inconsistently identifies various ways in which the intended purpose of a theatrical work appeals to a specific audience.	Sufficiently identifies various ways in which the intended purpose of a theatrical work appeals to a specific audience.	Exceptionally identifies various ways in which the intended purpose of a theatrical work appeals to a specific audience.	Masterfully identifies various ways in which the intended purpose of a theatrical work appeals to a specific audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS2.T.R3.B	Insufficiently use knowledge of the production elements to respond to and assesses a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Inconsistently use knowledge of the production elements to respond to and assesses a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Sufficiently use knowledge of the production elements to respond to and assesses a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Exceptionally use knowledge of the production elements to respond to and assesses a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Masterfully use knowledge of the production elements to respond to and assesses a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.R3.A	Insufficiently analyzes and assesses a theatrical work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and artistic criteria.	Inconsistently analyzes and assesses a theatrical work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and artistic criteria.	Sufficiently analyzes and assesses a theatrical work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and artistic criteria.	Exceptionally analyzes and assesses a theatrical work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and artistic criteria.	Masterfully analyzes and assesses a theatrical work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and artistic criteria.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.R3.B	Insufficiently constructs meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	Inconsistently constructs meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	Sufficiently constructs meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	Exceptionally constructs meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	Masterfully constructs meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.R3.C	Insufficiently assesses how a theatrical work communicates to a specific audience for a specific purpose.	Inconsistently assesses how a theatrical work communicates to a specific audience for a specific purpose.	Sufficiently assesses how a theatrical work communicates to a specific audience for a specific purpose.	Exceptionally assesses how a theatrical work communicates to a specific audience for a specific purpose.	Masterfully assesses how a theatrical work communicates to a specific audience for a specific purpose.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.R3.A	Insufficiently researches and synthesizes cultural and historical information related to a theatrical work to support or evaluate artistic choices.	Inconsistently researches and synthesizes cultural and historical information related to a theatrical work to support or evaluate artistic choices.	Sufficiently researches and synthesizes cultural and historical information related to a theatrical work to support or evaluate artistic choices.	Exceptionally researches and synthesizes cultural and historical information related to a theatrical work to support or evaluate artistic choices.	Masterfully researches and synthesizes cultural and historical information related to a theatrical work to support or evaluate artistic choices.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.R3.B	Insufficiently analyzes and evaluates varied aesthetic interpretations of production elements for the same theatrical work.	Inconsistently analyzes and evaluates varied aesthetic interpretations of production elements for the same theatrical work.	Sufficiently analyzes and evaluates varied aesthetic interpretations of production elements for the same theatrical work.	Exceptionally analyzes and evaluates varied aesthetic interpretations of production elements for the same theatrical work.	Masterfully analyzes and evaluates varied aesthetic interpretations of production elements for the same theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.T.R3.C	Insufficiently compares and debates the connection between a theatrical work and contemporary issues that may impact audiences.	Inconsistently compares and debates the connection between a theatrical work and contemporary issues that may impact audiences.	Sufficiently compares and debates the connection between a theatrical work and contemporary issues that may impact audiences.	Exceptionally compares and debates the connection between a theatrical work and contemporary issues that may impact audiences.	Masterfully compares and debates the connection between a theatrical work and contemporary issues that may impact audiences.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
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Theatre K-12

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

*Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.

DOMAIN: CONNECT

CONNECT: FOUNDATION Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors

STANDARD	1	2	3	4	5	6*	7*
K.T.Cn1.A	Insufficiently, with prompting and support, retells a personal experience or story in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, retells a personal experience or story in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, retells a personal experience or story in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, retells a personal experience or story in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, retells a personal experience or story in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.Cn1.A	Insufficiently identifies and expresses character emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.), and relates it to personal experience.	Inconsistently identifies and expresses character emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.), and relates it to personal experience.	Sufficiently identifies and expresses character emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.), and relates it to personal experience.	Exceptionally identifies and expresses character emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.), and relates it to personal experience.	Masterfully identifies and expresses character emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.), and relates it to personal experience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.T.Cn1.A	Insufficiently relates character experiences to personal experiences, and expresses them in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently relates character experiences to personal experiences, and expresses them in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently relates character experiences to personal experiences, and expresses them in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally relates character experiences to personal experiences, and expresses them in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully relates character experiences to personal experiences, and expresses them in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.Cn1.A	Insufficiently uses personal experiences and knowledge to make connections to community and culture in a theatrical work.	Inconsistently uses personal experiences and knowledge to make connections to community and culture in a theatrical work.	Sufficiently uses personal experiences and knowledge to make connections to community and culture in a theatrical work.	Exceptionally uses personal experiences and knowledge to make connections to community and culture in a theatrical work.	Masterfully uses personal experiences and knowledge to make connections to community and culture in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

4.T.Cn1.A	Insufficiently identifies the ways theatrical work reflects the perspectives of a community or culture.	Inconsistently identifies the ways theatrical work reflects the perspectives of a community or culture.	Sufficiently identifies the ways theatrical work reflects the perspectives of a community or culture.	Exceptionally identifies the ways theatrical work reflects the perspectives of a community or culture.	Masterfully identifies the ways theatrical work reflects the perspectives of a community or culture.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.Cn1.A	Insufficiently explains how drama/theatre connects oneself to a community or culture.	Inconsistently explains how drama/theatre connects oneself to a community or culture.	Sufficiently explains how drama/theatre connects oneself to a community or culture.	Exceptionally explains how drama/theatre connects oneself to a community or culture.	Masterfully explains how drama/theatre connects oneself to a community or culture.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cn1.A	Insufficiently explains how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.	Inconsistently explains how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.	Sufficiently explains how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.	Exceptionally explains how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.	Masterfully explains how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cn1.B	Insufficiently identifies universal themes or common social issues, and expresses them through a theatrical work.	Inconsistently identifies universal themes or common social issues, and expresses them through a theatrical work.	Sufficiently identifies universal themes or common social issues, and expresses them through a theatrical work.	Exceptionally identifies universal themes or common social issues, and expresses them through a theatrical work.	Masterfully identifies universal themes or common social issues, and expresses them through a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.Cn1.A	Insufficiently incorporates multiple perspectives and/or diverse community ideas in a theatrical work.	Inconsistently incorporates multiple perspectives and/or diverse community ideas in a theatrical work.	Sufficiently incorporates multiple perspectives and/or diverse community ideas in a theatrical work.	Exceptionally incorporates multiple perspectives and/or diverse community ideas in a theatrical work.	Masterfully incorporates multiple perspectives and/or diverse community ideas in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.Cn1.B	Insufficiently uses various theatrical works to examine contemporary social, cultural, or global issues.	Inconsistently uses various theatrical works to examine contemporary social, cultural, or global issues.	Sufficiently uses various theatrical works to examine contemporary social, cultural, or global issues.	Exceptionally uses various theatrical works to examine contemporary social, cultural, or global issues.	Masterfully uses various theatrical works to examine contemporary social, cultural, or global issues.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.Cn1.A	Insufficiently examines a community issue through a theatrical work.	Inconsistently examines a community issue through a theatrical work.	Sufficiently examines a community issue through a theatrical work.	Exceptionally examines a community issue through a theatrical work.	Masterfully examines a community issue through a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

8.T.Cn1.B	Insufficiently incorporates other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.	Inconsistently incorporates other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.	Sufficiently incorporates other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.	Exceptionally incorporates other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.	Masterfully incorporates other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cn1.A	Insufficiently investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Inconsistently investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Sufficiently investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Exceptionally investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Masterfully investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cn1.B	Insufficiently explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Inconsistently explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Sufficiently explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Exceptionally explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Masterfully explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cn1.A	Insufficiently explains how the actions and motivations of characters in a theatrical work reflect perspectives of a community or culture.	Inconsistently explains how the actions and motivations of characters in a theatrical work reflect perspectives of a community or culture.	Sufficiently explains how the actions and motivations of characters in a theatrical work reflect perspectives of a community or culture.	Exceptionally explains how the actions and motivations of characters in a theatrical work reflect perspectives of a community or culture.	Masterfully explains how the actions and motivations of characters in a theatrical work reflect perspectives of a community or culture.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cn1.B	Insufficiently incorporates multiple perspectives and diverse community ideas in a theatrical work.	Inconsistently incorporates multiple perspectives and diverse community ideas in a theatrical work.	Sufficiently incorporates multiple perspectives and diverse community ideas in a theatrical work.	Exceptionally incorporates multiple perspectives and diverse community ideas in a theatrical work.	Masterfully incorporates multiple perspectives and diverse community ideas in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.Cn1.A	Insufficiently examines a community issue through multiple perspectives in a theatrical work.	Inconsistently examines a community issue through multiple perspectives in a theatrical work.	Sufficiently examines a community issue through multiple perspectives in a theatrical work.	Exceptionally examines a community issue through multiple perspectives in a theatrical work.	Masterfully examines a community issue through multiple perspectives in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.T.Cn1.B	Insufficiently investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Inconsistently investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Sufficiently investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Exceptionally investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Masterfully investigates how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cn1.A	Insufficiently develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Inconsistently develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Sufficiently develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Exceptionally develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Masterfully develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cn1.B	Insufficiently collaborates on a theatrical work that examines a critical global issue using multiple personal, community, and cultural perspectives.	Inconsistently collaborates on a theatrical work that examines a critical global issue using multiple personal, community, and cultural perspectives.	Sufficiently collaborates on a theatrical work that examines a critical global issue using multiple personal, community, and cultural perspectives. y	Exceptionally collaborates on a theatrical work that examines a critical global issue using multiple personal, community, and cultural perspectives.	Masterfully collaborates on a theatrical work that examines a critical global issue using multiple personal, community, and cultural perspectives.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

CONNECT: FOUNDATION Cn2: Relate artistic ideas and works with societal, cultural, and historical context							
STANDARD	1	2	3	4	5	6*	7*
K.T.Cn2.A	Insufficiently, with prompting and support, identifies skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently, with prompting and support, identifies skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently, with prompting and support, identifies skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally, with prompting and support, identifies skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully, with prompting and support, identifies skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.T.Cn2.A	Insufficiently applies skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently applies skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently applies skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally applies skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully applies skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

2.T.Cn2.A	Insufficiently identifies appropriate skills and knowledge from different art forms and content areas to applies in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Inconsistently identifies appropriate skills and knowledge from different art forms and content areas to applies in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Sufficiently identifies appropriate skills and knowledge from different art forms and content areas to applies in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Exceptionally identifies appropriate skills and knowledge from different art forms and content areas to applies in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Masterfully identifies appropriate skills and knowledge from different art forms and content areas to applies in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.T.Cn2.A	Insufficiently identifies connections to community, social issues, and other content areas in theatrical work.	Inconsistently identifies connections to community, social issues, and other content areas in theatrical work.	Sufficiently identifies connections to community, social issues, and other content areas in theatrical work.	Exceptionally identifies connections to community, social issues, and other content areas in theatrical work.	Masterfully identifies connections to community, social issues, and other content areas in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.T.Cn2.A	Insufficiently responds to community and social issues, and incorporates other content areas in theatrical work.	Inconsistently responds to community and social issues, and incorporates other content areas in theatrical work.	Sufficiently responds to community and social issues, and incorporates other content areas in theatrical work.	Exceptionally responds to community and social issues, and incorporates other content areas in theatrical work.	Masterfully responds to community and social issues, and incorporates other content areas in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.T.Cn2.A	Insufficiently investigates historical, global, and social issues expressed in theatrical work.	Inconsistently investigates historical, global, and social issues expressed in theatrical work.	Sufficiently investigates historical, global, and social issues expressed in theatrical work.	Exceptionally investigates historical, global, and social issues expressed in theatrical work.	Masterfully investigates historical, global, and social issues expressed in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cn2.A	Insufficiently analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Inconsistently analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Sufficiently analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Exceptionally analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Masterfully analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.T.Cn2.B	Insufficiently investigates the time period and place of a theatrical work to understand performance and design choices.	Inconsistently investigates the time period and place of a theatrical work to understand performance and design choices.	Sufficiently investigates the time period and place of a theatrical work to understand performance and design choices.	Exceptionally investigates the time period and place of a theatrical work to understand performance and design choices.	Masterfully investigates the time period and place of a theatrical work to understand performance and design choices.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.T.Cn2.A	Insufficiently researches and discusses how a playwright might have intended a theatrical work to be produced.	Inconsistently researches and discusses how a playwright might have intended a theatrical work to be produced.	Sufficiently researches and discusses how a playwright might have intended a theatrical work to be produced.	Exceptionally researches and discusses how a playwright might have intended a theatrical work to be produced.	Masterfully researches and discusses how a playwright might have intended a theatrical work to be produced.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.T.Cn2.B	Insufficiently examines artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic location to better understand performance and design choices in a theatrical work.	Inconsistently examines artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic location to better understand performance and design choices in a theatrical work.	Sufficiently examines artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic location to better understand performance and design choices in a theatrical work.	Exceptionally examines artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic location to better understand performance and design choices in a theatrical work.	Masterfully examines artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic location to better understand performance and design choices in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.Cn2.A	Insufficiently analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Inconsistently analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Sufficiently analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Exceptionally analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Masterfully analyzes two different versions of the same theatrical work to determine differences and similarities in each story.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.T.Cn2.B	Insufficiently identifies and uses artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.	Inconsistently identifies and uses artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.	Sufficiently identifies and uses artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.	Exceptionally identifies and uses artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.	Masterfully identifies and uses artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cn2.A	Insufficiently investigates historical, global, and social issues expressed in theatrical work.	Inconsistently investigates historical, global, and social issues expressed in theatrical work.	Sufficiently investigates historical, global, and social issues expressed in theatrical work.	Exceptionally investigates historical, global, and social issues expressed in theatrical work.	Masterfully investigates historical, global, and social issues expressed in theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.T.Cn2.B	Insufficiently researches how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.	Inconsistently researches how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.	Sufficiently researches how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.	Exceptionally researches how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.	Masterfully researches how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS2.T.Cn2.A	Insufficiently identifies universal themes or common social issues, and express them through a theatrical work.	Inconsistently identifies universal themes or common social issues, and express them through a theatrical work.	Sufficiently identifies universal themes or common social issues, and express them through a theatrical work.	Exceptionally identifies universal themes or common social issues, and express them through a theatrical work.	Masterfully identifies universal themes or common social issues, and express them through a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cn2.B	Insufficiently incorporates music, dance, art, and/or media to strengthen the meaning and conflict in a theatrical work with a particular cultural, global, or historic context.	Inconsistently incorporates music, dance, art, and/or media to strengthen the meaning and conflict in a theatrical work with a particular cultural, global, or historic context.	Sufficiently incorporates music, dance, art, and/or media to strengthen the meaning and conflict in a theatrical work with a particular cultural, global, or historic context.	Exceptionally incorporates music, dance, art, and/or media to strengthen the meaning and conflict in a theatrical work with a particular cultural, global, or historic context.	Masterfully incorporates music, dance, art, and/or media to strengthen the meaning and conflict in a theatrical work with a particular cultural, global, or historic context.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.T.Cn2.C	Insufficiently researches and analyzes two different versions of the same theatrical work to determine differences and similarities in the visual and aural world of each story.	Inconsistently researches and analyzes two different versions of the same theatrical work to determine differences and similarities in the visual and aural world of each story.	Sufficiently researches and analyzes two different versions of the same theatrical work to determine differences and similarities in the visual and aural world of each story.	Exceptionally researches and analyzes two different versions of the same theatrical work to determine differences and similarities in the visual and aural world of each story.	Masterfully researches and analyzes two different versions of the same theatrical work to determine differences and similarities in the visual and aural world of each story.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.Cn2.A	Insufficiently uses different forms of theatrical work to examine contemporary social, cultural, or global issues.	Inconsistently uses different forms of theatrical work to examine contemporary social, cultural, or global issues.	Sufficiently uses different forms of theatrical work to examine contemporary social, cultural, or global issues.	Exceptionally uses different forms of theatrical work to examine contemporary social, cultural, or global issues.	Masterfully uses different forms of theatrical work to examine contemporary social, cultural, or global issues.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.Cn2.B	Insufficiently explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Inconsistently explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Sufficiently explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Exceptionally explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Masterfully explores how cultural, global, and historic belief systems affect creative choices in a theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.T.Cn2.C	Insufficiently formulates creative choices for a devised or scripted theatrical work based on research about the selected topic.	Inconsistently formulates creative choices for a devised or scripted theatrical work based on research about the selected topic.	Sufficiently formulates creative choices for a devised or scripted theatrical work based on research about the selected topic.	Exceptionally formulates creative choices for a devised or scripted theatrical work based on research about the selected topic.	Masterfully formulates creative choices for a devised or scripted theatrical work based on research about the selected topic.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.T.Cn2.A	Insufficiently integrates conventions and knowledge from different art forms and other disciplines to develops a cross-cultural theatrical work.	Inconsistently integrates conventions and knowledge from different art forms and other disciplines to develops a cross-cultural theatrical work.	Sufficiently integrates conventions and knowledge from different art forms and other disciplines to develops a cross-cultural theatrical work.	Exceptionally integrates conventions and knowledge from different art forms and other disciplines to develops a cross-cultural theatrical work.	Masterfully integrates conventions and knowledge from different art forms and other disciplines to develops a cross-cultural theatrical work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cn2.B	Insufficiently develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Inconsistently develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Sufficiently develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Exceptionally develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Masterfully develops a theatrical work that identifies and questions cultural, global, and historic belief systems.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.T.Cn2.C	Insufficiently presents and supports an opinion about the social, cultural, and historical understandings of a theatrical work, based on critical research.	Inconsistently presents and supports an opinion about the social, cultural, and historical understandings of a theatrical work, based on critical research.	Sufficiently presents and supports an opinion about the social, cultural, and historical understandings of a theatrical work, based on critical research.	Exceptionally presents and supports an opinion about the social, cultural, and historical understandings of a theatrical work, based on critical research.	Masterfully presents and supports an opinion about the social, cultural, and historical understandings of a theatrical work, based on critical research.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.