

Drama KS3 Assessment Descriptors

	Creating	Performance	Evaluation
Exceptional Consistently showing excellent work ethic.	Creates original/unique and exciting dialogue and narrative for self and others. Shows understanding of dramatic arc, structure and character interaction. Uses imaginative design elements to enhance performance. Creates complex narratives and fully developed characters. Researches a number of different texts	Plays a range of sophisticated and imaginative characters, and stays in role throughout. Aware of sight lines. Uses movement and voice to create meaning in a way which engages and delights the audience. Leads unique ensemble work and creates rapport onstage with other actors.	Able to analyse, evaluate and fully articulate an imaginative response to live performance which shows an exceptional grasp of subject specific terminology. Insightful and detailed verbal or written response with evidence of independent learning and/or prior knowledge beyond success criteria.
Advanced Mainly showing excellent work ethic and ideas.	Reliable and enthusiastic group member who always shares inventive ideas on how to develop the drama. Always able to extend ideas and make reference to other sources of information. Contributes creative and practical suggestions of how space, set, lighting and other design ideas are used to create an inventive meaning.	Plays inventive characters very different to self, and stays in role. Aware of sight lines. Uses movement and voice to create meaning in a way which sustains audience attention throughout. Works well in an ensemble and can create rapport onstage with other actors.	Able to analyse, evaluate and articulate a response to live performance which shows an excellent understanding of some subject specific terminology. Verbal or written response is inventive with evidence of independent learning and reference to success criteria.
Secure Sometimes showing excellent work ethic but mainly good work and ideas.	Often on task and a positive group member who can consistently share ideas for how to develop the drama, including good detail on narrative and character. Often shows some understanding of how space, set, lighting and other design ideas are used to create meaning.	Plays characters similar to self well, and can be more diverse. Responds well to direction on sight lines, movement and voice. Listens consistently well in an ensemble and can share ideas. Helps to create meaning which engages an audience for the majority of a performance, with minor lapses in concentration and focus.	Some ability to analyse, evaluate and articulate a response to live performance with good use of subject specific terminology. Verbal or written response is consistent with evidence of reflection and reference to success criteria.
Developing Developing- Showing good work ethic some of the time.	Finds group work tricky collating ideas together, more led by others. Listens and occasionally contributes restricted ideas for narrative and basic character. Can make limited suggestions for space, set, costume and/or lighting.	Plays simple characters similar to self. Some basic response to direction on sight lines, movement and voice. Can occasionally struggle when working in an ensemble and at times shares basic ideas. Helps to create a limited meaning which engages an audience for the some of a performances, with lapses in concentration and focus.	Can sometimes articulate a restricted response to live performance with occasional use of subject specific terminology, especially when supported by peers or teacher. Verbal response stronger than written, with some limited reference to a basic element of the success criteria.