IB Theatre Arts SL & HL**: Research PresentationRubric** NAME:

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|  | 8 - Excellent | 6 - Good | 4 - Underdeveloped | 2 - Inconsistent | 0 |
| Theatre in Context:  The Tradition | * Identifies, explains, and analyzes the unfamiliar theatre tradition and the performance convention chosen, consulting and effectively using a range of appropriate and relevant sources * Explains the theatre tradition’s cultural and/or theoretical context | * Identifies and describes the unfamiliar theatre tradition and the performance convention chosen and its relationship to cultural and/or theoretical context, consulting a range of appropriate and relevant sources * Describes the theatre tradition’s cultural and/or theoretical context | * Identifies and outlines the unfamiliar theatre tradition and the performance convention chosen, consulting a limited range of appropriate and relevant sources * Outlines the theatre tradition’s cultural and/or theoretical context | * The student’s observations of the unfamiliar theatre tradition and the performance convention chosen are derivative and superficial, considering a few appropriate or relevant sources * Lists the theatre tradition’s cultural and/or theoretical context | The work does not reach a standard described by the descriptors. |
| Theatre Processes:  Practical Research | * Explains how and why they have practically and physically explored the selected performance convention * Provides a clear and appropriate explanation of how and why they have approached the application of it to a moment of theatre | * Describes how and why they have practically and physically explored the selected performance convention * Provides an appropriate description of how and why they have approached the application of it to a moment of theatre | * Outlines how and why they have practically and physically explored the selected performance convention * Provides an outline of how and why they have approached the application of it to a moment of theatre | * Lists how they have practically and physically explored the selected performance convention * Lists how they have approached the application of it to a moment of theatre | The work does not reach a standard described by the descriptors. |
| Presenting Theatre:  The Presentation | * Uses their body and voice confidently and effectively to clearly communicate their ideas, explorations, and understandings in an engaging and informative presentation * Presentation is well structured, clear and coherent, using supporting materials where appropriate | * Uses their body and voice with some confidence to clearly communicate their ideas, explorations, and understandings in an informative presentation * Presentation is well structured and clear, using supporting materials where appropriate | * Uses their body and voice with some confidence to communicate their ideas, explorations, and understandings in an informative presentation, but this may lack clarity * The structure of the presentation and use of supporting materials is underdeveloped or inconsistent | * Attempts to use their body and voice to communicate their ideas, explorations, or understandings but this lacks confidence and clarity * The structure of the presentation and use of supporting materials is superficial or detrimental to the presentation | The work does not reach a standard described by the descriptors. |
| Theatre in Context:  The Learner | * Explains the impact this learning task had on them, making clear, effective, and appropriate links between their learning in this task and other learning experiences they have had as a performer * Explains how the selected performance convention compares to one other performance practice, providing clear and insightful connections between the selected performance convention and the practice(s) | * Describes the impact this learning task had on them, making clear and appropriate links between their learning in this task and other learning experiences they have had as a performer * Describes how the selected performance convention compares to one other practice, providing clear connections between the selected performance convention and the practice(s) | * Outlines the impact this learning task had on them, making links between their learning in this task and other learning experiences they have had as a performer * Outlines how the selected performance convention compares to one other practice, providing some connections between the selected performance convention and the practice(s) | * Lists the impact this learning task had on them, making few links between their learning in this task and other learning experiences they have had as a performer * Lists how the selected performance convention compares to one other practice, providing few connections between the selected performance convention and the practice(s). This work is superficial. | The work does not reach a standard described by the descriptors. |

\*This rubric’s wording and verbiage was created and enforced by the International Baccalaureate.