

IB THEATRE ARTS

MARKING CRITERIA FOR JOURNALS AND PRESENTATIONS

	Level of Detail and Specific Audience	Use of specific Vocabulary and Terminology	Critical Response	Method of Communication
7	Level of detail is highly appropriate for intended audience. Contextual details are thorough enough to eliminate the need for clarifying questions.	Highly effective, appropriate and accurate use of topic specific terminologies that clearly expresses thought, knowledge and understanding	The student gives perceptive evidence, with excellent specifics, in evaluating whether objectives were fulfilled in his/her work and in the work of others. The student analyzes, in thorough detail, all of the key actions/elements that contributed to, or hindered, the success of the project. The student plans highly concrete, creative steps for improvement.	Method of chosen communication is highly appropriate to the task and serves to enhance demonstrated understanding and knowledge. Visual/textual/audio material as been selected and arranged in such a way that it demonstrates very strong understanding of audience, purpose and scope of task. High degree of pride and care taken in presentation of material.
6	Level of detail is appropriate for intended audience. Contextual details leave very little need for clarifying questions.	Appropriate use of topic specific terminologies that expresses thought, knowledge and understanding,	The student gives perceptive evidence, with highly satisfactory specifics, in evaluating whether objectives were fulfilled in his/her work and in the work of others. The student analyzes, in detail, most of the key actions/elements that contributed to, or hindered, the success of the project. The student plans highly concrete steps for improvement.	Method of chosen communication is appropriate to the task and serves to clearly demonstrate understanding and knowledge. Visual/textual/audio material has been selected and arranged in such a way that it demonstrates understanding of audience, purpose and scope of task. Effort, time and care are apparent in presentation of material.
5	Level of detail is usually appropriate for intended audience. Contextual details provide answers for most potential clarifying questions.	Usual or occasional use of topic specific terminologies that reveals thought, knowledge and understanding.	The student gives appropriate evidence, with satisfactory specifics, in evaluating whether objectives were fulfilled in his/her work and in the work of others. The student analyzes, in detail, some of key actions/elements that contributed to, or hindered, the success of the project. The student plans satisfactory, concrete steps for improvement..	Method of chosen communication is appropriate to the task, and has a general connection to content. Visual/textual/audio is attractive/interesting, but may not be connected to task in all areas, and may be used more for impact rather than with purpose. A generally good degree of care is taken in presentation of material, but task could be improved by peer/self editing to ensure all presentation criteria are fully met.
4	Level of detail is somewhat appropriate for intended audience. Contextual details are somewhat effective, but leave several clarifying questions.	Seldom use of topic specific terminologies that shows thought, knowledge and understanding.	The student gives appropriate evidence in evaluating whether objectives were fulfilled in his/her work and in the work of others, though specifics are lacking. The student identifies some of the key actions/elements that contributed to, or hindered, the success of the project. The student offers steps for improvement, though these show lack of concrete planning..	Method of chosen communication is somewhat appropriate to the task, and has some connection to content. Visual/textual/audio may be attractive/interesting, but not necessarily connected to task and is used more for impact rather than with purpose. Some degree of care is taken in presentation of material, but further drafting/editing/refining is recommended.
3	Level of detail is rarely appropriate for intended audience. Contextual details are vague enough to result in several clarifying questions.	Rare use of topic specific terminologies that reveals thought, knowledge and understanding.	The student gives evidence in evaluating whether objectives were fulfilled in his/her work and in the work of others, though appropriateness and specifics are lacking. The student minimally identifies actions/elements that contributed to, or hindered, the success of the project. The student identifies the minimum requirements for improvement	Method of chosen communication is not appropriate to the task, and has little connection to content. Visual/textual/audio components are distracting and/or poorly executed. No clear connection between presentation and task. Little care is taken in organization/presentation of material. Further drafting/editing/refining is required.
2	Work has been submitted, but the level of detail is greatly lacking. Many clarifying questions result from the lack of contextual details.	Absence in the use of topic specific that reveals thought, knowledge and understanding.	The student has submitted work but gives scant to no evidence in evaluating whether objectives were fulfilled in his/her work and in the work of others. The student attempts but fails to identify key actions/elements that contributed to, or hindered, the success of the project. The student fails to identify even the minimum requirements for improvement.	Submitted work does not meet basic assignment criteria. Work is still in a disorganized, brainstorming/outline state. Student has not considered the intended audience and does not demonstrate a clear purpose. Student has not clarified content to the extent that appropriate method of communication can be considered.