

*Illinois State Board of Education Classroom Assessments & Performance Descriptors for Language Arts and Drama Learning Standards, Grades 1-12, Met by Student Storytelling in the Schools*

**Stage B Grades 1, 2, & 3 -Language Arts Descriptors:**

**1B-Students who meet the standard can apply reading strategies to improve understanding and fluency.**

1. Read fiction and non-fiction materials for specific purposes.
2. Use clues to make and justify predictions before, during and after reading.
3. Recognize informational text structure (e.g., sequence, list/example) before and during reading.
5. Recognize when understanding requires re-reading to clarify meaning.
6. State facts and details of text during and after reading.
7. Locate answers to age-appropriate questions, before, during, and after reading, to clarify understanding.
9. Demonstrate creative responses to text such as dramatizations, oral presentations, or “make believe” play after reading.
10. Interpret age-appropriate material orally with accuracy, rhythm, volume, and flow that sound like everyday speech.

**1C-Students who meet the standard can comprehend a broad range of reading materials.**

1. Respond to analytical and interpretive questions based on information in text.
3. Ask questions to seek clarification of meaning.
4. Use information in text or illustrations to generate questions about the cause of a specific effect.
5. Use self-monitoring (e.g., re-read question, confirm) to solve problems in meaning to achieve understanding of a broad range of reading materials.
6. Identify the author’s purpose and the main idea.
8. Compare a broad range of books that have the same theme and topic.
9. Summarize and retell text read or heard.
10. Recognize and discuss the structure of a story in sequential order.
12. Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).

**2A-Students who meet the standard can understand how literary elements and techniques are used to convey meaning.**

1. Describe and compare characters, setting, and/or events in stories or pictures.
2. Retell stories and events using a beginning, middle, and an end.
4. Identify the topic or main idea.
5. Distinguish between “make believe” and realistic narrative.
6. Compare different versions of the same story from different cultures and eras.
8. Recognize that prose is written in sentences and organized in paragraphs.

**2B-Students who meet the standard can read and interpret a variety of literary works.**

1. Investigate self-selected/teacher-selected literature from a variety of cultures.
3. Re-enact and retell selections.
4. Make a reasonable judgment with support from the text.
5. Apply text variations (e.g., change setting, alter a character, rewrite the ending).
6. Make connections from text to text, text to self, text to world.
7. Discuss several works that have a common idea.

**3A-Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.**

1. Extend simple sentences.
2. Use correct subject/verb agreement.
3. Use end marks.

**3B-Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.**

1. Use appropriate prewriting strategies (e.g., drawing, brainstorming, idea mapping, graphic organizers) to generate and organize ideas with teacher assistance.
2. Compose a focused story using picture(s) and/or basic text.
3. Use a series of pictures and basic text to tell a focused story.
4. Organize the picture(s) and text to tell the story in proper order.
5. Elaborate and support written content with facts, details, and description.
6. Begin to evaluate and reflect on own writing and that of others.

**3C-Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.**

1. Use the writing process for a variety of purposes.
2. Begin to rely on text as well as pictures and oral narration to convey meaning.

**4A-Students who meet the standard can listen effectively in formal and informal situations.**

1. Assume appropriate position and attend to the speaker.
2. Respond appropriately through movements, gestures, questions, and retelling.
6. Differentiate between events that are “real” and “make believe”.
7. Demonstrate the ability to listen for different purposes (e.g., entertainment, information, social interaction).
8. Use question-building words appropriately (e.g., what, when, how, why, could, should, did).
9. Provide information that answers the question-building words when they are presented orally.
11. Demonstrate through body language, gestures, and written and oral responses that visual and auditory messages are being understood.
12. Respond appropriately to comments made by others by providing new, additional information.
14. Begin to distinguish between main ideas and details that are heard.

**4B-Students who meet the standard can speak effectively using language appropriate to the situation and audience.**

1. Demonstrate awareness of situation and setting for the oral message.
2. Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors).
3. Focus and present information on a single topic.
4. Present ideas in a logical order.
5. Use appropriate details (e.g., descriptive words, reasons).
7. Adapt language to the situation (e.g., playground, classroom, media center).
8. Demonstrate courtesy and respect for others’ rights and point of view.
9. Formulate questions and statements at appropriate times.
10. Contribute relevant, appropriate information to discussions.

## Stage D Grades 3, 4, & 5 -Language Arts Descriptors:

### **1A-Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.**

3. Use synonyms and antonyms to define words.
6. Recognize the difference between denotative and connotative meanings of words.
7. Determine the meaning of a word in context when the word has multiple meanings.

### **1B-Students who meet the standard can apply reading strategies to improve understanding and fluency.**

1. Set a purpose for reading and adjust as necessary before and during reading.
2. Use self-questioning and teacher questioning to promote active reading.
3. Infer before, during, and after reading.
4. Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
5. Make connections from text to text, text to self, text to world.
6. Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
7. Identify explicit and implicit main ideas.
9. Infer cause/effect relationships in expository text.
10. Paraphrase/summarize information in a text.
11. Clarify understanding continuously during reading.
13. Generalize meaning from figurative language.
15. Read age-appropriate material aloud with fluency and accuracy.

### **1C- Students who meet the standard can comprehend a broad range of reading materials.**

1. Use evidence in text to modify predictions and questions.
2. Use evidence in text to respond to open-ended questions.
3. Use evidence in text to generate and confirm or reject hypotheses.
5. Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
7. Make generalizations based on relevant information from expository text.
8. Recognize main ideas and secondary ideas in expository text.
9. Paraphrase/summarize narrative text according to text structure.
11. Recognize similarities and differences when presented with varying styles or points of view.

### **2A-Students who meet the standard can understand how literary elements and techniques are used to convey meaning.**

1. Read a wide range of fiction.
2. Identify and compare themes or messages in various selections.
3. Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
4. Identify and discuss the elements of plot and subplot.
5. Identify/compare characters' attributes and motives.
6. Make inferences about character traits and check text for verification.
9. Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
10. Identify rhythm and rhyme in original work.

**2B-Students who meet the standard can read and interpret a variety of literary works.**

1. Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2. Support an interpretation by citing the text.
4. Analyze several works that have a common theme.
7. Support plausible interpretations with evidence from the text.

**3A-Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.**

2. Demonstrate subject/verb agreement.
4. Use appropriate punctuation.
7. Demonstrate appropriate use of the various parts of speech.
8. Proofread one's own work and the work of others and revise accordingly.

**3B-Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.**

1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, etc) with limited teacher assistance.
2. Compose topic sentence; establish and maintain a focus.
3. Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
4. Use basic transitions to connect ideas.
6. Use adjectives and adverbs to enrich written language.
8. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

**3C-Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.**

1. Use appropriate language, detail, and format for a specified audience.
2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.

**4A-Students who meet the standard can listen effectively in formal and informal situations.**

1. Begin to assess the situation and determine, with limited directions from the teacher, the appropriate level of focus.
2. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).
4. Paraphrase and summarize the content of both formal and informal presentations or messages.
6. Formulate relevant and focused questions and answers in a variety of settings.

**4B-Students who meet the standard can speak effectively using language appropriate to the situation and audience.**

1. Demonstrate awareness of characteristics of an audience and how they affect content and style of presentation.
2. Distinguish among oral presentations intended to inform, to entertain, and to persuade.
3. Organize information for the purposes of informing, entertaining, and persuading.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.
7. Adapt language to audience and purpose.
8. Distinguish between positive and negative verbal and nonverbal communication elements (e.g., space, body language, tone, volume).
10. Prepare and practice the presentation in advance.
12. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction.

## Stage G Grades 6, 7, & 8 - Language Arts Descriptors:

### **1B-Students who meet the standard can apply reading strategies to improve understanding and fluency.**

2. Make connections to real world situations or related topics before and during reading.
3. Define and analyze information needed to carry out a procedure.
4. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
6. Analyze how structure contributes to the understanding of text.
8. Apply self-monitoring techniques and adjust rate to increase comprehension.

### **1C-Students who meet the standard can comprehend a broad range of reading materials.**

1. Use inferences to improve and/or expand knowledge obtained from text and ask open-ended questions to improve critical thinking skills.
2. Synthesize key points and supporting details to form conclusion and to apply text information to personal experience.
3. Identify story elements, major and secondary themes in text.
4. Explain how story elements and themes contribute to the reader's understanding of text.
5. Compare themes, topic, and story elements of various selections across content areas.
6. Select reading strategies for text appropriate to the reader's purpose.
11. Evaluate imagery and figurative language.

### **2A-Students who meet the standard can understand how literary elements and techniques are used to convey meaning.**

1. Read a wide range of fiction/ nonfiction.
2. Analyze and evaluate literacy elements (e.g., character, plot, setting, theme, conflict) to determine their importance to the story.
3. Predict how the story might be different if the author changed certain literary techniques (e.g., dialect, setting, vocabulary).
9. Make inferences regarding the motives of characters and consequences of their actions by citing the text.

### **2B-Students who meet the standard can read and interpret a variety of literary works.**

1. Respond to fiction using interpretive and evaluative processes.
2. Make connections from text to text, text to self, and text to world.
4. Sequence information needed to carry out a procedure.
5. Distinguish between significant and minor details.
6. Extend a literary text (e.g., alternate endings, additional dialog for a character).
7. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism.)

### **3A-Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.**

1. Develop compositions that include a variety of sentence structures (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, exclamatory, imperative, declarative).
2. Use transitional words and phrases within and between paragraphs.
4. Demonstrate appropriate use of the eight parts of speech.

**3B-Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.**

1. Use pre-writing strategies.
3. Begin to establish a personal voice and style.
4. Use an effective and coherent organizational pattern (e.g., sequence, cause/effect, comparison).
6. Use figurative language.

**3C-Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.**

4. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).

**4A-Students who meet the standard can listen effectively in formal and informal situations.**

1. Focus attention on speaker as sender of the message.
2. Record appropriate notes and rough outlines while listening.
3. Decide factors that will impact the message (e.g., dialect, language styles, setting, word choice).
4. Use appropriate words to describe elements such as word choice, pitch, volume, posture, tone, facial expressions, gestures, and proximity.
5. Determine meaning from speaker's words, voice, and body.
6. Differentiate between a speaker's factual and emotional content by analyzing verbal/nonverbal messages.
7. Separate main ideas, facts, and supporting details in oral messages.
8. Infer and draw conclusions (i.e., "if this is what you are saying, may I correctly conclude that ...").
9. Synthesize, analyze, and evaluate information.
10. Paraphrase and summarize, in both oral and written form, information in formal/informal presentations.
11. Ask and respond to relevant questions.
12. Follow a multi-step set of instructions to complete a task.
13. Modify, control, block out both internal and external distractions.

**4B-Students who meet the standard can speak effectively using language appropriate to the situation and audience.**

1. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.
2. Employ an engaging introduction, appropriate organization, and an effective conclusion.
3. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, 4. gestures, posture, eye contact).
5. Use language that is clear, audible, and appropriate.
6. Use appropriate grammar, word choice, and pacing.
7. Prepare and practice a presentation to fit within a given time limit.
8. Use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.
9. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).

## Stage I Grades 8, 9, & 10 - Language Arts Descriptors:

### **1A-Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.**

6. Analyze and interpret word usage in traditional and contemporary sources (e.g., books, lyrics, speeches).
7. Interpret American idioms to strengthen comprehension.

### **1B-Students who meet the standard can apply reading strategies to improve understanding and fluency.**

1. Use previewing and predicting before reading, and questioning during reading.
2. Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.
3. Analyze a variety of texts for purpose, structure, content, detail, and effect.
4. Interpret and compare a variety of texts for purpose, structure, content, detail, and effect.
5. Analyze overall themes and discover coherence.
6. Clarify meaning of text by focusing on the key ideas presented explicitly or implicitly.
8. Demonstrate fluency by reading aloud a variety of materials (e.g., dialogue, dramatizations).

### **1C- Students who meet the standard can comprehend a broad range of reading materials.**

1. Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed.
2. Use topic, theme, organizational patterns, context, and point of view to guide interpretation.
3. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons.

### **2A-Students who meet the standard can understand how literary elements and techniques are used to convey meaning.**

5. Evaluate the impact of the author's word choice, language structure, and syntax.
8. Evaluate how a text reflects a culture, society, or historical period.

### **2B-Students who meet the standard can read and interpret a variety of literary works.**

2. Respond to text by evaluating key ideas.
4. Make connections between a text and its cultural environment.
6. Evaluate a character's behavior.

### **3A-Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.**

1. Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing).

### **3B-Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.**

3. Defend word and/or technique choice appropriate for specific audiences.
4. Alter a document to address a different audience and/or purpose.
5. Use a variety of genres (e.g., essay, poetry, short story).
6. Evaluate and use figurative language.
8. Use a variety of revision strategies to improve clarity of work.

### **3C-Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.**

4. Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience.

**4A-Students who meet the standard can listen effectively in formal and informal situations.**

1. Demonstrate understanding of material, concepts, and ideas in formal/informal presentations.
2. Analyze, synthesize, and evaluate information from recorded materials and live presentations.
3. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations.
4. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning.
5. Analyze and evaluate verbal and nonverbal cues.
6. Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).
7. Modify, control, block out both internal and external distractions.

**4B-Students who meet the standard can speak effectively using language appropriate to the situation and audience.**

1. Communicate effectively the intended message.
2. Use effective verbal and nonverbal feedback (response) strategies to adjust message.
3. Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.)
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
7. Rehearse presentations to overcome communication anxiety and apprehension.



## Stage J Grades 11, & 12 - Language Arts Descriptors:

### **1A-Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.**

1. Analyze and interpret specialized vocabulary/ terminology.
4. Extend ideas and enrich vocabulary through independent exploration of words.
5. Select/use strategies to analyze the meaning of abstract concepts to facilitate comprehension.

### **1B-Students who meet the standard can apply reading strategies to improve understanding and fluency.**

1. Relate reading to self, world, and other texts and experiences and make connections to related information.
2. Use both implicit and explicit information to form an interpretation of text.

### **1C- Students who meet the standard can comprehend a broad range of reading materials.**

2. Use topic, theme, organizational pattern, context, and point of view to guide interpretation.
6. Summarize and make generalizations from content and relate them to the purpose of the material.
8. Synthesize key points and supporting detail to form conclusions.

### **2A-Students who meet the standard can understand how literary elements and techniques are used to convey meaning.**

1. Evaluate how the author uses literary elements and techniques to achieve the intended effect.
5. Evaluate how a text reflects a culture, society, or historical period.

### **2B-Students who meet the standard can read and interpret a variety of literary works.**

1. Analyze and compare ideas and impressions communicated through a variety of literary works.
3. Demonstrate how a text reflects its time, place, and circumstances.
4. Construct connections to relevant aspects of contemporary and historical human experience.
5. Evaluate the treatment of issues in works from varying historical periods and cultural perspectives.
6. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism).

### **3A-Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.**

1. Edit/revise draft documents to more effectively communicate the intended message.
2. Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences.

### **3B-Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.**

1. Organize around a structure appropriate to purpose, audience, and context.
3. Communicate the intended message.
4. Elaborate ideas.
5. Employ appropriate editing and revision strategies.
6. Evaluate and demonstrate the use of figurative language.
7. Critique word and/or technique choices.
8. Critique word and/or technique choices.

### **3C-Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.**

1. Write on one topic for different audiences by adjusting tone, voice, vocabulary, and grammar conventions.
5. Adjust voice, tone, vocabulary, and grammatical conventions according to purpose and audience.

**4A-Students who meet the standard can listen effectively in formal and informal situations.**

1. Demonstrate understanding of materials, concepts, and ideas.
2. Analyze, synthesize, and evaluate information.
4. Develop and ask questions related to the content and purpose of oral/media presentations.
5. Paraphrase and/or summarize information with appropriate editorial comment.
6. Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).

**4B-Students who meet the standard can speak effectively using language appropriate to the situation and audience.**

1. Communicate effectively the intended message.
2. Use effective non-verbal feedback (response) strategies.
3. Use a variety of verbal and non-verbal cues.
4. Speak clearly and confidently (e.g., use good volume, eye contact, body language).
5. Use appropriate grammar, word choice, and pacing.

**5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.**

3. Organize, edit, and revise information for presentation to an audience.
  - Design and present an individual and/or group written, oral, video, or multimedia project that:
  - Effectively communicates the intended message;
  - Engages the audience's interest;
  - Establishes and maintains a focus;
  - Organizes around a structure appropriate to purpose, audience, and context;
  - Elaborates ideas through facts, details, description, analysis, and narration;
  - Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.
  - Shows synthesis of multiple sources with new ideas/concepts generated.
4. Critique an individual or group project (e.g., written, oral, video, multimedia).

**Stage B Grades 1, 2, & 3 -Drama Descriptors:**

**25A-Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.**

4. Identify the beginning, middle, and end of a story.
5. Identify the characters, setting, problem, and solution in a drama.
6. Identify emotions (e.g., happy, sad, mad, scared) created by actors in a drama.

**25B-Students who meet the standard understand the similarities, distinctions, and connections in and among the arts.**

2. Examine the same sensory elements, organizational principles, and expressive qualities in two different works in the same art form.

**26A-Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.**

1. Identify the three primary tools (i.e., mind, body, voice) of drama.
3. Demonstrate the practicing/rehearsing techniques used to create a drama.

**26B-Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.**

1. Demonstrate ways to use the body and voice to communicate character actions, emotions, and sound in a drama.
3. Demonstrate collaborative skills.

**27A-Students who meet the standard can analyze how the arts function in history, society and everyday life.**

1. Identify and demonstrate the qualities of good audience behaviors.
2. Share comments in a positive manner about a performance and/or an art work.

**Stage D Grades 3, 4, & 5 -Drama Descriptors:**

**25A-Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.**

1. Defend movement and vocal choices used to communicate an idea.
2. Explain how music and sound are used to communicate emotion and mood.
3. Identify conflict in a dramatic situation.
5. Analyze the choice of setting and characters used in a drama.
6. Identify the message, theme, and purpose of a drama.
7. Analyze how different emotions affect an actor's movement, facial expression, posture, walk, and gestures.

**26A-Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.**

1. Analyze the ways the mind, body, and voice are used to communicate character, setting, and emotions.
3. Demonstrate the process used to refine a drama (i.e., plan, practice, evaluate, revise, re-plan, re-practice).

**26B-Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.**

1. Use movement and voice to communicate characters, action, emotion, and setting.
2. Demonstrate concentration, recall, and memorization of sequencing to create a drama.

**27A-Students who meet the standard can analyze how the arts function in history, society and everyday life.**

1. Evaluate audience behaviors of self and others.
2. React to performances/art works in a respectful, constructive, and supportive manner.

**Stage G Grades 6, 7, & 8 -Drama Descriptors:**

**25A-Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.**

1. Analyze vocal and physical qualities used to communicate character, setting, and emotion.
4. Analyze how rhythm is used to communicate ideas.
5. Identify pattern and repetition in written or performed dramas.
6. Analyze the interrelationship among character, conflict/problem, and resolution
7. Explain the differences among dialogue, monologue, and narration.
9. Analyze the relationship of mood to tension and pacing.

**25B-Students who meet the standard understand the similarities, distinctions, and connections in and among the arts.**

1. Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes).

**26A-Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.**

1. Analyze how the primary tools (mind, body, and voice) influence and/or affect a director and playwright's skills.
2. Analyze how the support tools (i.e., costumes, sets, lights, props, sounds, make-up) and the primary tools work together to communicate an idea.
3. Compare playwriting to improvising and directing to acting.
4. Analyze the acting process (e.g., memorizing, determining and enacting character's wants, listening, maintaining concentration).
5. Analyze advanced negotiation strategies used to plan a drama (e.g., win-win, compromise, chance, voting, agree to disagree).
6. Analyze the steps of the artistic process used in drama.

**26B-Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.**

1. Adapt non-dramatic text (e.g. poem, lyrics) into a drama.
2. Invent a character or situation based on imagination, personal experience, or research.
3. Demonstrate concentration, physical action/reaction, imagination, listening, and memorization in acting a character.
4. Combine vocal techniques with physical techniques to tell a story or enact a character.
6. Demonstrate planning, practicing, evaluating, and revising techniques with a team.

**27A-Students who meet the standard can analyze how the arts function in history, society and everyday life.**

1. Demonstrate good audience behavior and evaluate the behavior of self and others.
2. Describe how audience behavior changes a product or performance.

## Stage I Grades 8, 9, & 10 - Drama Descriptors:

### **25A-Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.**

1. Explain how actors make sure they are seen, heard, and understood by an audience using movement, sound and spectacle; how they alter physical and vocal expression and communicate characters.
2. Analyze locomotor and non-locomotor strategies to support conflict; describe timing, reaction, rhythm, pacing, listening, and spontaneity as it relates to actor movement; identify the effective use of vocal pause, rate, rhythm, pitch, intensity, and volume.
6. Demonstrate the use of support elements to communicate a variety of ideas.
7. Analyze the use of unifying and contrasting characteristics to communicate story or idea.
10. Compare an adaptation of a script with the original intent.
12. Determine the emotional quality or theme of performed or scripted scenes and how the elements and organizational principles combine to create an emotional effect.
13. Explain how performance “moments” in acting, scripting, and designing create an emotional impact.
14. Identify aesthetic criteria for evaluating one’s own and other’s art works.

### **26A-Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.**

1. Describe how movement and sound are combined to shape a performance.
2. Predict audience reactions to visual, audible, and language stimuli.
3. Combine the use of primary tools (i.e., body, mind, voice) to demonstrate the difference between internal and external conflict.
4. Use mind, body, and voice to make support tools/design elements appear real to an audience.
5. Evaluate the use of movement and spatial relationships.
6. Demonstrate auditioning, rehearsing, and memorizing techniques.

### **26B-Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.**

1. Construct and refine an original script.
2. Adapt a text piece (e.g., poem, prose, monologue, scene, short story) for a performance.
5. Demonstrate concentration, observation, imagination, vocal and physical adaptation, memorization, relaxation, listening, reacting, motivation, and sensory recall in the creation of a drama/theater activity or performance.
7. Demonstrate improvisational skills.

**Stage J Grades 11 & 12 - Drama Descriptors:**

**25A-Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.**

1. Compare movement and use of voice among characters.
2. Analyze the actor's use of relaxation, reaction, timing, pause, focus, pacing, spatial relationships, diction, accent, and dialect in rehearsals.
5. Analyze how actors create relationships and amplify conflict or dramatic action.
10. Evaluate a production's individuality, originality, and universality.
13. Suggest and justify alternative artistic choices and predict their effects on a production.
14. Evaluate how performance "moments" in acting, scripting, and designing create an emotional impact.
15. Compare the social context in which the work was prepared to the one in which it is observed.

**26B-Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.**

2. Analyze text for physical, social, and psychological dimensions of the characters.
3. Hypothesize how the arts will function in the future as a result of changes in traditional and contemporary media.

**27A - Students who meet the standard can analyze how the arts function in history, society and everyday life.**

1. Evaluate the function of the arts in historical, societal, economic, and personal contexts (e.g. careers, aesthetics, commentary or criticism, predictor of or catalyst for change, tools for learning, economic contribution, therapy, propaganda/ advertising, making the invisible visible, cross disciplinary synthesis).
2. Evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms.

**27B - Students who meet the standard understand how the arts shape and reflect history, society and everyday life.**

1. Analyze the impact of political actions, current events, and natural phenomena (e.g., wars, civil unrest, disasters, economic prosperity, discovery, technology, legislation) on the development and production of art.
2. Cite examples of where the arts shaped aspects of a culture (e.g., Dionysian theatre festival, Renaissance church art and music, cinema and the Depression). Analyze how historical and cultural contexts influence arts processes and products (e.g., Reformation, patronage system, invention of microphone, camera, and printing press, WPA).