

INTERNAL ASSESSMENT: Theatre Performance and Production Presentation PAGE 2			
Mark Band	Reflection (HL/SL)		Applied Research (HL only)
	Reflection on Course Content	Critical Response to Various Work	Theoretical Exploration
	How well do you reflect on the content of the course and the individual and/or group creative process?	Do you respond critically to your own work and the work of others?	Do you have evidence of research outcomes connecting with your own practice?
9-10	Student shows a high-quality reflection on the content of the course and the individual and/or group creative process.	There is perceptive, objective and considered critical response to student's own work and the work of others.	There is substantial evidence of research outcomes connecting with the student's own practice.
7-8	Student shows a sustained reflection on the content of the course and the individual and/or group creative process.	There is thoughtful critical response to student's own work and the work of others.	There is sufficient evidence of research outcomes connecting with the student's own practice.
5-6	Student shows an adequate reflection on the content of the course and the individual and/or group creative process.	There is some critical response to student's own work and the work of others.	There is some evidence of research outcomes connecting with the student's own practice.
3-4	Student shows a limited reflection on the content of the course and the individual and/or group creative process.	There is limited critical response to student's own work and the work of others.	There is limited evidence of research outcomes connecting with the student's own practice.
1-2	Student shows little to no reflection on the content of the course and the individual and/or group creative process.	There is little to no critical response to student's own work and the work of others.	There is little to no evidence of research outcomes connecting with the student's own practice.
0	Student has not reached level 1	Student has not reached level 1	Student has not reached level 1

Role of the teacher:

Throughout the preparation period the student should work independently. During the presentation itself the teacher and class should not interrupt. However, if the student panics or falters, support and encouragement may be necessary. In such situations, the teacher should try to draw the student out and give him or her the confidence to continue. The teacher may, at this stage, engage the student in a discussion of significant points raised and encourage the student to:

- Improve or expand on statements that seem doubtful or inadequate
- Illustrate general statements with specific examples
- Communicate clearly an imaginative and practical interpretation of productions