SACRAMENTO STATE
Department of Theatre and Dance

PLO #3. ANALYZE PERFORMANCE/WRITING RUBRIC

**Adapted from AACU Written Communication VALUE Rubric*

	EXCELLENT 5	GOOD 4	AVERAGE 3	FAIR 2	POOR 1
CONTEXT and PURPOSE Audience, purpose, and circumstances surrounding writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates consideration of context, audience, and purpose and some focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
CONTENT DEVELOPMENT Development of argument.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the entire work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the entire work.	Uses appropriate and relevant content to explore ideas within the context of the discipline and shape the most of the work.	Uses appropriate content to develop and explore ideas through some of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
ANALYSIS OF THEATRE/DRAMA: Analyze performance texts in relationship to specific contexts.	Demonstrates excellent incorporation of textual analysis. Compares and contrasts the genre, structure, form, and content of diverse playwrights and/or performance artists (directors, actors, designers, etc.) in relationship to specific global, social, cultural, and/or historical contexts in a compelling way throughout the writing.	Demonstrates good incorporation of textual analysis. Compares and contrasts the genre, structure, form, and content of diverse playwrights and/or performance artists (directors, actors, designers, etc.) in relationship to specific global, social, cultural, and/or historical contexts in an interesting way through majority of the writing.	Demonstrates average incorporation of textual analysis. Compares and contrasts the genre, structure, form, and content of diverse playwrights and/or performance artists (directors, actors, designers, etc.) in relationship to specific global, social, cultural, and/or historical contexts through most of the writing.	Demonstrates fair incorporation of textual analysis. Attempts to compare and contrast the genre, structure, form, and content of diverse playwrights and/or performance artists (directors, actors, designers, etc.) in relationship to specific global, social, cultural, and/or historical contexts in some of the writing.	Demonstration of textual analysis is weak. Poorly compares and contrasts the genre, structure, form, and content of diverse playwrights and/or performance artists (directors, actors, designers, etc.) in relationship to specific global, social, cultural, and/or historical contexts throughout the writing.
ANALYSIS OF DANCE: Analyze compositions in relationship to specific contexts.	Demonstrates excellent incorporation of composition analysis. Discusses the structure, form, and/or conceptual frameworks of diverse choreographers, dance techniques, dancers, and/or designers in relationship to specific global, social, cultural, and/or historical contexts in a compelling way throughout the writing.	Demonstrates good incorporation of composition analysis. Discusses the structure, form, and/or conceptual frameworks of diverse choreographers, dance techniques, dancers, and/or designers in relationship to specific global, social, cultural, and/or historical contexts in an interesting way through majority of the writing.	Demonstrates average incorporation of composition analysis. Discusses the structure, form, and/or conceptual frameworks of diverse choreographers, dance techniques, dancers, and/or designers in relationship to specific global, social, cultural, and/or historical contexts through most of the writing.	Demonstrates fair incorporation of composition analysis. Discusses the structure, form, and/or conceptual frameworks of diverse choreographers, dance techniques, dancers, and/or designers in relationship to specific global, social, cultural, and/or historical contexts in some of the writing.	Demonstrates of composition analysis is weak. Poorly discusses the structure, form, and conceptual frameworks of diverse choreographers, dance techniques, dancers, and designers in relationship to specific global, social, cultural, and/or historical contexts throughout most of the writing.
SOURCES AND EVIDENCE	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates some use of credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
GRAMMAR AND EDITING. Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses general language that conveys clear meaning to the reader. The language includes some errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include many errors.	Uses language that sometimes impedes meaning because of errors in usage.