

Criterion C: Reflection & Evaluation (8 marks)

Task objective:

to demonstrate:

- ability to reflect on progress,
- ability to reflect on challenges and easies,
- ability to evaluate own performance and
- ability to receive feedback constructively.

1- Write your FOUR-SENTENCE reflection using the Reflection Help-Sheet. Remember to include at least one sentence in each category:

2- Use the checklist below to evaluate your performance:

	Level Indicator				
	V	L	S	G	E
My creativity is...					
My application of characterization skills (creating and staying in character) is...					
My application of the structure of improvisations (beginning, middle & end) is...					
My ability to work actively with my peers and support/encourage them is...					
My audience skills are...					
My commitment to the task was...					

VL = Very Limited, L = Limited, S = Satisfactory, G = Good, E = Excellent

3- Use the sentences below to evaluate your performance. Please write CLEARLY and IN DETAIL.

The best moment of my performance was:

This was because:

The part I would change was:

I would change it because:

To improve my performance I would:

Criterion C - Reflection & Evaluation Improvisational Theatre

Please assess yourself in the column 'Student's self assessment'. Give yourself a mark out of 8.

	MYP YEARS 1 & 2 Modified Criteria	Task-Specific Clarification Student notes	Student's self assessment	Teacher's assessment
0	The student does not reach a standard described by any of the descriptors below.			
1 – 2	<ul style="list-style-type: none"> - The student describes with limited detail the progress they have made so far. - With guidance the student identifies some areas that have been particularly easy or challenging. - With guidance the student identifies some strengths and weaknesses in their work. - With guidance the student receives feedback constructively. 			
3 – 4	<ul style="list-style-type: none"> - The student describes with some detail the progress they have made so far. - With guidance the student satisfactorily identifies areas that have been particularly easy or challenging. - With guidance the student identifies most strengths and weaknesses in their work. - With guidance the student receives feedback constructively. 			
5 – 6	<ul style="list-style-type: none"> - The student describes with very good detail the progress they have made so far. - The student identifies areas that have been particularly easy or challenging. - The student identifies strengths and weaknesses in their work. - The student receives feedback constructively. 			
7 – 8	<ul style="list-style-type: none"> - The student describes with excellent detail the progress they have made so far. - The student critically identifies areas that have been particularly easy or challenging. - The student makes a critical reflection of strengths and weaknesses in their work. - The student receives feedback constructively. 	<ul style="list-style-type: none"> - The student reflects on their performance clearly and in detail. - The student writes four clear sentences in their reflection, covering all categories: 'strengths/easies', 'weaknesses/challenges', 'improve', and 'feedback'. - The student gives clear reasons in their reflection. - The student completes the self-evaluation checklist. - The student writes the self-evaluation clearly and in detail, giving clear reasons for their self-evaluation. 		
TOTAL				