NEWKIRK PUBLIC SCHOOLS GIFTED AND TALENTED PROGRAM STUDENT PORTFOLIO FOR DRAMA

Please create a portfolio of evidence that addresses 1-10 below. Clearly label each piece of evidence in your portfolio with the number of the item it addresses. You may present digital evidence, physical pieces of evidence, or video. When all evidence is complete, submit all evidence and this paper to the school counselor. Not present Some evidence Many examples (0) (1) (2)	Student Name:	Grade:		
evidence in your portfolio with the number of the item it addresses. You may present digital evidence, physical pieces of evidence, or video. When all evidence is complete, submit all evidence and this paper to the school counselor. Not present	School:	Date:		
evidence in your portfolio with the number of the item it addresses. You may present digital evidence, physical pieces of evidence, or video. When all evidence is complete, submit all evidence and this paper to the school counselor. Not present				
evidence, physical pieces of evidence, or video. When all evidence is complete, submit all evidence and this paper to the school counselor. Not present	Please create a portfolio of evidence that address	ses 1-10 below	. Clearly label e	ach piece of
evidence and this paper to the school counselor. Not present	evidence in your portfolio with the number of the	e item it addre	sses. You may p	resent digital
1. Performs in theater or film productions. 2. Performance is recognized at the state or national level. 3. Uses originality in interpretation, fully developing the character. 4. Spontaneously creates an effective improvisation that is advanced for students of the same age / experience. 5. Consistently commits voice and body to create a detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples for reflection with specific examples but little depth. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	evidence, physical pieces of evidence, or video. V	When all evide	nce is complete,	submit all
1. Performs in theater or film productions. 2. Performance is recognized at the state or national level. 3. Uses originality in interpretation, fully developing the character. 4. Spontaneously creates an effective improvisation that is advanced for students of the same age / experience. 5. Consistently commits voice and body to create a detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection with specific examples but little depth. Well-written; Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	evidence and this paper to the school counselor.			
1. Performs in theater or film productions. 2. Performance is recognized at the state or national level. 3. Uses originality in interpretation, fully developing the character. 4. Spontaneously creates an effective improvisation that is advanced for students of the same age / experience. 5. Consistently commits voice and body to create a detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection with specific examples but little depth. Well-written; Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification			T	T
1. Performs in theater or film productions. 2. Performance is recognized at the state or national level. 3. Uses originality in interpretation, fully developing the character. 4. Spontaneously creates an effective improvisation that is advanced for students of the same age / experience. 5. Consistently commits voice and body to create a detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Well-written; Provides in-depth, specific examples but little depth. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification		·		
level. 3. Uses originality in interpretation, fully developing the character. 4. Spontaneously creates an effective improvisation that is advanced for students of the same age / experience. 5. Consistently commits voice and body to create a detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples but little depth. Well-written; Provides in-depth, specific examples but little depth. Thunctional reflection with reflection with specific examples but little depth. Well-written; Provides in-depth, specific examples but little depth. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	Performs in theater or film productions.	(-)		,
3. Uses originality in interpretation, fully developing the character. 4. Spontaneously creates an effective improvisation that is advanced for students of the same age / experience. 5. Consistently commits voice and body to create a detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples but little depth. Well-written; Provides in-depth, specific examples but little depth. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	2. Performance is recognized at the state or national			
character. 4. Spontaneously creates an effective improvisation that is advanced for students of the same age / experience. 5. Consistently commits voice and body to create a detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples but little depth. Provides in-depth, specific examples but little depth. The specific examples that clearly illustrate the topic.				
is advanced for students of the same age / experience. 5. Consistently commits voice and body to create a detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (2) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples but little depth. Functional reflection with specific examples but little depth. Well-written; Provides in-depth, specific examples that clearly illustrate the topic.				
5. Consistently commits voice and body to create a detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples for reflection. Functional reflection with specific examples but little depth. Well-written; Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	· · · · · · · · · · · · · · · · · · ·			
detailed and realistic performance, shows advanced physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples but little depth. Functional reflection with specific examples but little depth. Thursten student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification				
physical coordination and vocal control. 6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples but little depth. Functional reflection with specific examples but little depth. Thus the student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	· · · · · · · · · · · · · · · · · · ·			
6. Readily adapts to different forms of drama. 7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples for reflection with specific examples but little depth. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	· ·			
7. Technique is superior compared to students of the same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) (2) Evidence excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and reflection with specific examples but little depth. Thurstonal reflection with specific examples but little depth. Thurstonal reflection with specific examples but little depth. Thurstonal reflection with specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification				
same age or training. 8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples but little depth. Functional reflection with specific examples but little depth. Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	6. Readily adapts to different forms of drama.			
8. Performance is superior compared to students of the same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples for reflection with specific examples but little depth. Provides in-depth, specific examples that clearly illustrate the topic.				
same age or training. 9. Performs with energy, focus and commitment. Limited Evidence (1) Obvious Evidence (2) Evidence shows excels above peers (3) 10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples for reflection with specific examples but little depth. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification				
Limited Evidence (1) Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Functional reflection with specific examples but little depth. Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification				
10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples for reflection with specific examples but little depth. Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	9. Performs with energy, focus and commitment.			
10. Demonstrates ethics: gives credit when researching or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples for reflection with specific examples but little depth. Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification				
or borrowing ideas, fairness when working with others, attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Generic and limited examples but little depth. Functional reflection with specific examples but little depth. Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification		(1)	(2)	
attends practices/rehearsals on time, shows respect. This is a separate score in the identification process. Generic and limited examples for reflection. Functional reflection with specific examples but little depth. Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification				
This is a separate score in the identification process. Generic and limited examples for reflection. Functional reflection with specific examples but little depth. Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	_ =			
Generic and limited examples for reflection. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification Generic and limited examples reflection with specific examples but little depth. Functional reflection with specific examples that clearly illustrate the topic.				
limited examples for reflection. limited examples for reflection. reflection with specific examples but little depth. Provides in-depth, specific examples that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification	This is a separate score in the identification process.	Canadaand	F	M/all
but little depth. that clearly illustrate the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification				· ·
the topic. 11. Written student reflection: Persists through problems or obstacles to create a product or achieve a goal. This is a separate score in the identification		for reflection.		
problems or obstacles to create a product or achieve a goal. This is a separate score in the identification			but little deptil.	The state of the s
goal. This is a separate score in the identification	11. Written student reflection: Persists through			
process.	goal. This is a separate score in the identification			
	process.			

School Counselor Signature

_____ Total Points