



Student(s): _____

School: _____

Troupe: _____

Selection: _____

Monologue _____ Duo _____ Group _____

SKILLS	4 Superior Above standard	3 Excellent At standard	2 Good Near standard	1 Fair Aspiring to standard	SCORE
<p>Acting Transitions Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.</p> <p>Comment:</p>	<p>Clear articulation of name and selection; intuitive transition into and between characters, distinctive final moment and transition out of character into exit.</p>	<p>Clear articulation of name and selection; recognizable transition into and between characters, final moment and into exit.</p>	<p>Moderately clear articulation of name and selection; transition into and between characters and/or final moment may or may not be present.</p>	<p>Unclear articulation of name and selection; transitions into and between characters and/or final moment are not evident.</p>	
<p>Characterization Emotional and physical believability and commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s).</p> <p>Comment:</p>	<p>Character is consistently emotionally and physically believable; committed choices and tactics toward an objective prompt intuitive reactions to real or implied partner(s).</p>	<p>Character is frequently emotionally and physically believable; committed choices and tactics toward an objective prompt identifiable reactions to real or implied partner(s).</p>	<p>Character is infrequently emotionally and physically believable; choices and tactics toward an objective prompt some reactions to real or implied partner(s).</p>	<p>Character is rarely emotionally and physically believable; choices, tactics, objectives and a relationship to a real or implied partner(s) are not evident.</p>	
<p>Voice Projection, articulation, intonation, and other chosen vocal techniques that reflect the character's emotions and subtext.</p> <p>Comment:</p>	<p>Vocal projection is appropriately varied and dialogue is consistently clearly articulated throughout; use of pitch, tempo, tone, and inflection communicate the character's emotions and subtext.</p>	<p>Vocal projection is appropriately varied and dialogue is frequently clearly articulated; use of pitch, tempo, tone, and inflection usually communicate the character's emotions and subtext.</p>	<p>Vocal projection and clearly articulated dialogue are inconsistent; use of pitch, tempo, tone, and inflection sometimes communicate the character's emotions and subtext.</p>	<p>Vocal projection and articulated dialogue are limited or absent; use of pitch, tempo, tone, and inflection rarely communicate the character's emotions and subtext.</p>	
<p>Movement/Staging Gestures, facial expressions, movements, and actions that communicate the character's emotions and subtext.</p> <p>Comment:</p>	<p>Gestures and facial expressions consistently communicate appropriate character emotions and subtext; blocking is varied, purposeful, and reflects the character's emotions and subtext.</p>	<p>Gestures and facial expressions communicate appropriate character emotions and subtext; blocking is purposeful and reflects the character's emotions and subtext.</p>	<p>Gestures and facial expressions sometimes communicate the character's emotions and subtext; blocking generally reflects the character's emotions and subtext.</p>	<p>Gestures and facial expressions are limited or absent and rarely communicate the character's emotions and subtext; blocking usually does not reflect the character's emotions and subtext.</p>	

SKILLS	4 Superior Above standard	3 Excellent At standard	2 Good Near standard	1 Fair Aspiring to standard	SCORE
Execution Concentration and commitment to moment-to-moment choices; integration of voice, body, and emotions create a believable character/relationship that tells a story. Comment:	Concentration and commitment to moment-to-moment choices are sustained throughout the performance ; integration of voice, body, and emotions create a believable character/relationship that tells a story.	Concentration and commitment to moment-to-moment choices are sustained throughout most of the performance ; integration of voice, body, and emotions create a frequently believable character/relationship that tells a story.	Concentration, and commitment to moment-to-moment choices are inconsistently sustained ; integration of voice, body, emotion choices create a sometimes believable character/relationship that tells a story.	Concentration and commitment to moment-to-moment choices are limited or absent ; voice, body, emotion choices rarely create a believable character/relationship that tells a story.	
RATING (Please circle)	4 Superior (20-18)	3 Excellent (17-13)	2 Good (12-8)	1 Fair (7-5)	TOTAL

Judge's name (Please print) _____

Judge's signature _____

Individual Events should not be considered an assessment of student learning. However, Individual Events can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, TH:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

For additional Standards resources visit: www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: _____

State Standards website: _____