

# Acting

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Student(s):

School:

Selection:

Troupe:

Monologue \_\_\_\_\_ Duo \_\_\_\_\_ Group \_\_\_\_\_

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

<b>Execution</b> Concentration and commitment to moment- to- moment choices; integration of voice, body, and emotions create a believable character/ relationship that tells a story.	Concentration and commitment to moment- to- moment choices are <b>sustained throughout the performance</b> ; integration of voice, body, and emotions <b>create a believable character/ relationship</b> that tells a story.	Concentration and commitment to moment- to- moment choices are <b>sustained throughout most of the performance</b> ; integration of voice, body, and emotions <b>create a frequently believable character/relationship</b> that tells a story.	Concentration, and commitment to moment- to- moment choices are <b>inconsistently sustained</b> ; integration of voice, body, emotion choices <b>create a sometimes believable character/relationship</b> that tells a story.	Concentration and commitment to moment- to- moment choices are <b>limited or absent</b> ; voice, body, emotion choices <b>rarely create a believable character/relationship</b> that tells a story.	
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**Comment:**

<b>RATING</b> (Please circle)	<b>4   Superior</b> (Score of 20-18)	<b>3   Excellent</b> (Score of 17-13)	<b>2   Good</b> (Score of 12-8)	<b>1   Fair</b> (Score of 7-5)	<b>TOTAL SCORE</b>
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\_\_\_\_\_ Judge's name (Please print)

\_\_\_\_\_ Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)

Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_

Other comments:

This rubric should not be considered an assessment of student learning. However, it 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, H:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

For additional Standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Costume Construction

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of the role of costume construction; presentation and explanation of the constructed garment.	Articulates <b>comprehensive understanding</b> of the functional and aesthetic role of costume construction; <b>detailed presentation explains</b> the constructed garment.	Articulates <b>an understanding</b> of the functional and aesthetic role of costume construction; <b>presentation explains</b> the constructed garment.	Articulates <b>a partial understanding</b> of the functional and aesthetic role of costume construction; <b>presentation inconsistently explains</b> the constructed garment.	Articulates <b>little understanding</b> of the functional and aesthetic role of costume construction; <b>presentation lacks detail and clear explanation.</b>	
<b>Comment:</b>					
<b>Analysis for Construction</b> Analysis of artistic and practical constraints that guide costume construction.	Analysis of artistic and practical constraints that guide costume construction is <b>comprehensive and detailed.</b>	Analysis of artistic and practical constraints that guide costume construction is <b>adequate.</b>	Analysis of artistic and practical constraints that guide costume construction is <b>limited.</b>	Analysis of costume construction is <b>missing.</b>	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Construction reproduces design; detailing choices support the mood, style, period, locale, and genre of the script.	Construction <b>expertly reproduces the design</b> ; detailing choices <b>enhance</b> the mood, style, period, locale, and genre of the script.	Construction <b>accurately reproduces the design</b> ; detailing choices align with the mood, style, period, locale, and genre of the script.	Construction <b>partially reproduces the design</b> ; detailing choices <b>somewhat support the mood</b> , style, period, locale, and genre of the script.	Construction <b>does not reproduce the design or support</b> the mood, style, period, locale, and genre of the script.	
<b>Comment:</b>					
<b>Execution</b> Garment construction, attention to detail, and production collage.	Garment construction is <b>executed with precision and attention to detail</b> ; production collage <b>carefully documents construction and includes insightful reflection.</b>	Garment construction demonstrates <b>accurate skills and attention to detail</b> ; production collage <b>documents construction.</b>	Garment construction demonstrates <b>limited skill and attention to detail</b> ; production collage <b>partially documents</b> construction.	Garment construction <b>lacking or defective</b> and/or production collage <b>is missing.</b>	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 16-14)</small>	<b>3   Excellent</b> <small>(Score of 13-10)</small>	<b>2   Good</b> <small>(Score of 9-6)</small>	<b>1   Fair</b> <small>(Score of 5-4)</small>	<b>TOTAL SCORE</b>
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Judge's name (Please print)

\_\_\_\_\_  
Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)
- Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_
- Other comments:

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Costume Design

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of the costume designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions, and collaborative process.	Articulates a <b>broad understanding of the costume designer's role</b> and job responsibilities; <b>thoroughly presents and explains</b> the executed design, creative decisions, and collaborative process.	Articulates an <b>understanding of the costume designer's role</b> and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.	Articulates a <b>partial understanding of the costume designer's role</b> and job responsibilities; <b>inconsistently presents and explains</b> the executed design, creative decisions and/or collaborative process.	Articulates <b>little understanding of the costume designer's role</b> and job responsibilities; <b>does not explain</b> an executed design, creative decisions or collaborative process.	
<b>Comment:</b>					
<b>Design, Research, and Analysis</b> Design, research and analysis addresses the artistic and practical needs (given circumstances) of the script to support the costume design and unifying concept.	A well-conceived set of costume designs, <b>detailed research, and thorough script analysis</b> clearly address the artistic and practical needs of production and <b>consistently support</b> the unifying concept.	Costume designs, <b>research, and script analysis address the artistic and practical needs</b> of the production and <b>support</b> the unifying concept.	<b>Incomplete costume designs, research, and script analysis somewhat address</b> the artistic and practical needs of the production and/or <b>inconsistently support</b> the unifying concept.	The <b>costume designs, research, and analysis of the script do not address</b> the artistic and practical needs of the production or support the unifying concept.	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Costume design choices reflect the mood, style, period, locale, and genre of the play.	Costume design choices <b>powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.	Costume design choices <b>communicate</b> the mood, style, period, locale, and genre of the play.	Costume design choices <b>somewhat communicate</b> the mood, style, period, locale, and genre of the play.	Costume designs <b>lack choices that communicate</b> the mood, style, period, locale, and genre of the play.	
<b>Comment:</b>					
<b>Execution</b> Artifacts and binder convey ideas, products, and choices that support the script and unifying concept.	Artifacts and <b>comprehensive binder enhance</b> artistic ideas and choices to <b>provide exceptional support</b> for the script and unifying concept.	Artifacts and binder <b>align</b> with artistic ideas and choices to support the script and unifying concept	Artifacts and <b>incomplete binder inconsistently align</b> with artistic ideas and choices to support the script and unifying concept.	Artifacts and <b>incomplete binder lack alignment with artistic ideas and choices</b> to support the script and unifying concept.	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 16-14)</small>	<b>3   Excellent</b> <small>(Score of 13-10)</small>	<b>2   Good</b> <small>(Score of 9-6)</small>	<b>1   Fair</b> <small>(Score of 5-4)</small>	<b>TOTAL SCORE</b>
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Judge's name (Please print)

\_\_\_\_\_  
Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: ( \_\_\_\_\_mm \_\_\_\_\_ss)
- Rule violation: \_\_\_\_\_; \_\_\_\_\_;
- Other comments:

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Lighting Design

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of the lighting designer's role and job responsibilities; presentation and explanation of executed design, creative decisions, and collaborative process.	Articulates a <b>comprehensive understanding</b> of the lighting designer's role and job responsibilities; <b>thoroughly presents and explains</b> the executed design, creative decisions and collaborative process.	Articulates an <b>understanding</b> of the lighting designer's role and job responsibilities; <b>adequately presents and explains</b> the executed design, creative decisions and collaborative process.	Articulates a <b>partial understanding</b> of the lighting designer's role and job responsibilities; <b>inconsistently presents and explains</b> the executed design, creative decisions and/or collaborative process.	Articulates <b>little understanding</b> of the lighting designer's role and job responsibilities; <b>does not explain</b> an executed design, creative decisions or the collaborative process.	
<b>Comment:</b>					
<b>Design, Research, and Analysis</b> Design, research and analysis addresses the artistic and practical requirements of the script to support the lighting design and the unifying concept.	A <b>well-conceived</b> lighting design, <b>detailed</b> research, and <b>thorough</b> script analysis <b>clearly addresses</b> the artistic and practical needs of the production and <b>consistently supports</b> the unifying concept.	A <b>complete</b> lighting design, research, and script analysis <b>addresses</b> the artistic and practical needs of the production and <b>supports</b> the unifying concept.	An <b>incomplete</b> lighting design, research, and script analysis <b>somewhat addresses</b> the artistic and practical needs of the production and/or <b>inconsistently supports</b> the unifying concept.	The <b>incomplete</b> lighting design, research, and script analysis <b>rarely addresses</b> the artistic and practical needs of the production <b>or supports</b> the unifying concept.	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Lighting design choices reflect the mood, style, period, locale, and genre of the play through the controllable properties of light.	Lighting design choices <b>powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.	Lighting design choices <b>communicate</b> the mood, style, period, locale, and genre of the play.	Lighting design choices <b>somewhat communicate</b> the mood, style, period, locale, and genre of the play.	Lighting design <b>lacks choices that communicate</b> the mood, style, period, locale, and genre of the play.	
<b>Comment:</b>					
<b>Execution</b> Light plot and artifact binder convey ideas, products, and choices that support the script and unifying concept.	A <b>comprehensive</b> light plot and artifact binder enhance artistic ideas and choices to provide <b>exceptional support</b> for the script and unifying concept.	A light plot and artifact binder <b>align</b> with artistic ideas and choices to <b>support</b> the script and unifying concept.	An <b>incomplete</b> light plot and artifact binder <b>inconsistently align</b> with artistic ideas and choices to support the script and unifying concept.	An <b>incomplete</b> light plot and artifact binder <b>lack alignment</b> with artistic ideas and choices to support the script and unifying concept.	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 16-14)</small>	<b>3   Excellent</b> <small>(Score of 13-10)</small>	<b>2   Good</b> <small>(Score of 9-6)</small>	<b>1   Fair</b> <small>(Score of 5-4)</small>	<b>TOTAL SCORE</b>
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\_\_\_\_\_

Judge's name (Please print)

\_\_\_\_\_

Judge's signature

**ATTENTION TABULATION ROOM: Please note the following:**

Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)

Rule violation: \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_

Other comments:

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Makeup Design

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Student(s): \_\_\_\_\_ School: \_\_\_\_\_

Selection: \_\_\_\_\_ Troupe: \_\_\_\_\_

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of the makeup designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions, and collaborative process.	Articulates a <b>comprehensive understanding of the makeup designer's role</b> and job responsibilities; <b>thoroughly presents and explains</b> the executed design, creative decisions, and collaborative process.	Articulates an <b>understanding of the makeup designer's role</b> and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.	Articulates a <b>partial understanding of the makeup designer's role</b> and job responsibilities; <b>inconsistently presents and explains</b> the executed design, creative decisions and/or collaborative process.	Articulates <b>little understanding of the makeup designer's role</b> and job responsibilities; <b>does not explain</b> an executed design, creative decisions or collaborative process.	
<b>Comment:</b>					
<b>Design, Research, and Analysis</b> Design, research and analysis addresses the artistic and practical needs (given circumstances) of the script to support the makeup design and unifying concept.	A well-conceived set of makeup designs, <b>detailed research, and thorough script and character analysis</b> address the artistic and practical needs of the character and enhance the unifying concept.	Makeup designs, <b>research, script and character analysis address the artistic and practical needs</b> of the character and illustrate a unifying concept.	<b>Incomplete makeup designs, research, character and script analysis somewhat address</b> the artistic and practical needs of the character and/or <b>inconsistently support</b> the unifying concept.	The <b>makeup designs, research, and analysis of the script and character do not address</b> the artistic and practical needs of the character and/or lack a unifying concept.	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Makeup design choices reflect the mood, style, period, locale, and genre of the play.	<b>Makeup design choices powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.	<b>Makeup design choices communicate</b> the mood, style, period, locale, and genre of the play.	<b>Makeup design choices somewhat communicate</b> the mood, style, period, locale, and genre of the play.	Makeup designs are limited and/or <b>fail to support or communicate</b> the mood, style, period, locale, and genre of the play.	
<b>Comment:</b>					
<b>Execution</b> Renderings and binder convey ideas, products and choices that support the script and unifying concept.	Detailed renderings and binder communicate and enhance artistic ideas and choices to provide exceptional support for the script and unifying concept.	Renderings and binder communicate artistic ideas and choices that support the script and unifying concept.	Renderings and binder inconsistently communicate artistic ideas and choices that support the script and unifying concept.	Renderings and binder lack a clear focus and/or fail to support the artistic ideas and choices, script and unifying concept.	
<b>Comment:</b>					

<b>RATING</b> (Please circle)	<b>4   Superior</b> (16-14)	<b>3   Excellent</b> (13-10)	<b>2   Good</b> (9-6)	<b>1   Fair</b> (5-4)	<b>TOTAL</b>
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Judge's name (Please print) \_\_\_\_\_

Judge's signature \_\_\_\_\_

**ATTENTION TABULATION ROOM: Please note the**

following: Timing issue: ( \_\_\_\_\_mm\_\_ss)

Rule violation: \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_ Other

comments:

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Musical

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Student(s):

School:

Selection:

Troupe:

Solo \_\_\_ Duet \_\_\_ Group \_\_\_

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Acting Transitions</b> Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.	<b>Clear articulation</b> of name and selection; <b>intuitive transition</b> into and between characters, <b>distinctive final moment and transition</b> out of character into exit.	<b>Clear articulation</b> of name and selection; <b>recognizable transition</b> into and between characters, final moment and into exit.	<b>Moderately clear articulation</b> of name and selection; transition into and between characters and/or final moment <b>may or may not be present.</b>	<b>Unclear articulation</b> of name and selection; <b>transitions</b> into and between characters and/or final moment are <b>not evident.</b>	
<b>Comment:</b>					
<b>Characterization</b> Emotional and physical believability and commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s).	Character is <b>consistently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective prompt intuitive reaction to real or implied partner(s).	Character is <b>frequently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective <b>prompt identifiable reaction</b> to real or implied partner(s).	Character is <b>infrequently</b> emotionally and physically believable; <b>choices and tactics</b> toward an objective prompt some reactions to real or implied partner(s).	Character is <b>rarely</b> emotionally and physically believable; <b>choices, tactics, objectives</b> and a relationship to a real or implied partner(s) are <b>not evident.</b>	
<b>Comment:</b>					
<b>Singing Technique</b> Pitch, articulation, pace, rhythm, projection, breath support and control that follows the score.	<b>Consistently</b> on pitch, <b>appropriate</b> articulation and pace, <b>precise</b> rhythm and varied projection, with <b>skillful phrasing</b> and <b>strong</b> mechanical skills proven by breath support/control, tone and placement, and use of ranges; <b>always</b> follows score.	<b>Frequently</b> on pitch with <b>appropriate</b> articulation, pace, rhythm, projection, breath support and control; <b>follows</b> the score.	<b>Infrequently</b> on pitch with <b>inconsistent</b> articulation, pace, rhythm, projection, breath support and control; <b>usually</b> follows the score.	<b>Rarely</b> on pitch with <b>limited</b> articulation, pace, rhythm, projection, breath support and control; <b>frequently deviates</b> from the score.	
<b>Comment:</b>					
<b>Singing Expression</b> Musical expression that communicates and reflects the character's emotions and subtext.	<b>Intuitively integrates</b> voice, lyrics, and music to <b>truthfully communicate</b> and portray a <b>believable</b> character through emotions and subtext.	<b>Integrates</b> voice, lyrics, and music to <b>communicate</b> and portray a <b>believable</b> character through emotions and subtext.	<b>Inconsistently integrates</b> voice, lyrics, and music to <b>communicate</b> and portray a character through emotions and subtext.	<b>Rarely integrates</b> voice, lyrics, and music to <b>communicate</b> and portray a character through emotions and subtext.	
<b>Comment:</b>					

<b>Movement &amp; Dance</b> Gestures, facial expressions, blocking, and movement/dance that communicate the character's emotions and subtext.	Gestures and facial expressions <b>consistently communicate</b> appropriate character emotions and their meanings; blocking and movement/dance are <b>varied, purposeful, and reflect</b> the character's emotion and subtext.	Gestures and facial expressions <b>frequently communicate</b> appropriate character emotions and their meanings; blocking and movement/dance are <b>varied, purposeful, and reflect</b> the character's emotion and subtext.	Gestures and facial expressions <b>infrequently communicate</b> appropriate character emotions and their meanings; blocking and movement/dance <b>generally reflect</b> the character's emotion and subtext.	Gestures and facial expressions are <b>limited/absent and rarely communicate</b> suitable character emotions; blocking and movement/dance <b>does not reflect</b> the character's emotion and subtext.	
<b>Comment:</b>					
<b>Execution</b> Concentration and commitment to moment-to-moment choices; integration of voice, body, and acting technique to create a believable character/ relationship that tells a story.	Concentration and commitment to moment-to-moment choices are <b>sustained throughout</b> ; integration of singing, movement/dancing, and acting <b>create a believable character/ relationship</b> that tells a story.	Concentration and commitment to moment-to-moment choices are <b>mostly sustained</b> ; integration of singing, movement/dancing, and acting <b>often create a believable character/ relationship</b> that tells a story.	Concentration and commitment to moment-to-moment choices are <b>inconsistently sustained</b> ; integration of singing, movement/dancing and acting <b>occasionally create a believable character/ relationship</b> that tells a story.	Concentration and commitment to moment-to-moment choices are <b>limited or absent</b> ; singing, movement/ dancing, and acting are <b>rarely integrated to create a believable character/ relationship</b> that tells a story.	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 24-21)</small>	<b>3   Excellent</b> <small>(Score of 20-15)</small>	<b>2   Good</b> <small>(Score of 14-9)</small>	<b>1   Fair</b> <small>(Score of 8-6)</small>	<b>TOTAL SCORE</b>
-------------------------------------------------	--------------------------------------------------------	---------------------------------------------------------	---------------------------------------------------	--------------------------------------------------	--------------------

\_\_\_\_\_ Judge's name (Please print)

\_\_\_\_\_ Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)

Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_

Other comments: \_\_\_\_\_

This rubric should not be considered an assessment of student learning. However, it 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:Cr3.1.1.a, TH:Cr3.1.1.b, TH:Pr4.1.1.a, H:Pr6.1.1.a

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Scenic Design

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of the scenic designer's role and specific job responsibilities; presentation and explanation of executed design, creative decisions, and collaborative process.	Articulates a <b>comprehensive understanding</b> of the scenic designer's role and job responsibilities; <b>thoroughly presents and explains</b> the executed design, creative decisions, and collaborative process.	Articulates an <b>understanding</b> of the scenic designer's role and job responsibilities; <b>adequately presents and explains</b> the executed design, creative decisions, and collaborative process.	Articulates a <b>partial understanding</b> of the scenic designer's role and job responsibilities; <b>inconsistently presents and explains</b> the executed design, creative decisions, and/or collaborative process.	Articulates <b>little understanding</b> of the scenic designer's role and job responsibilities; <b>does not explain</b> an executed design, creative decisions, or the collaborative process.	
<b>Comment:</b>					
<b>Design, Research, and Analysis</b> Design, research and analysis addresses the artistic/practical needs (given circumstances) of the script to support the scenic design and unifying concept.	A <b>well-conceived</b> scenic design, detailed research, and thorough script analysis <b>clearly addresses</b> the artistic/practical needs of the production and <b>consistently supports</b> the unifying concept.	A <b>complete</b> scenic design, research, and script analysis <b>addresses</b> the artistic/practical needs of the production and <b>supports</b> the unifying concept.	An <b>incomplete</b> scenic design, research, and script analysis <b>somewhat addresses</b> the artistic/practical needs of the production and/or <b>inconsistently supports</b> the unifying concept.	The <b>incomplete</b> scenic design, research, and script analysis <b>rarely addresses</b> the artistic/practical needs of the production or supports the unifying concept.	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Scenic design choices that reflect the mood, style, period, locale, and genre of the play.	Scenic design choices <b>powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.	Scenic design choices <b>enhance and communicate</b> the mood, style, period, locale, and genre of the play.	Scenic design choices <b>somewhat communicate</b> the mood, style, period, locale, and genre of the play.	Scenic design <b>lacks choices that communicate</b> the mood, style, period, locale, and genre of the play.	
<b>Comment:</b>					
<b>Execution</b> Scenic design and artifact binder convey ideas, products, and choices that support the script and unifying ideas.	A <b>comprehensive</b> rendering or model, floor plan, and artifact binder <b>enhance</b> artistic ideas and choices to provide <b>exceptional support</b> for script and unifying concept.	A rendering or model, floor plan, and artifact binder <b>align</b> with artistic ideas and choices to <b>support</b> script and unifying concept.	An <b>incomplete</b> rendering or model, floor plan, and artifact binder <b>inconsistently align</b> with artistic ideas and choices to support script and unifying concept.	An <b>incomplete</b> rendering or model, floor plan, and artifact binder <b>lack alignment</b> with artistic ideas and choices to support script and unifying concept.	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 16-14)</small>	<b>3   Excellent</b> <small>(Score of 13-10)</small>	<b>2   Good</b> <small>(Score of 9-6)</small>	<b>1   Fair</b> <small>(Score of 5-4)</small>	<b>TOTAL SCORE</b>
-------------------------------------------------	--------------------------------------------------------	---------------------------------------------------------	--------------------------------------------------	--------------------------------------------------	--------------------

\_\_\_\_\_  
Judge's name (Please print)

\_\_\_\_\_  
Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)
- Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_
- Other comments:

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Short Animated Film

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Storytelling</b> Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion.	<b>Story is well organized, fully developed, and compelling;</b> harmonizing visuals and dialogue <b>seamlessly advance the narrative</b> to enhance the connection to plot and character(s); choice of opening and closing titles, credits, graphics, and animations <b>enhance and support</b> film's message; ending <b>succinctly resolves</b> central conflict.	<b>Story is well organized, and engaging;</b> visuals and dialogue <b>advance the narrative</b> and the connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations <b>support</b> the film's message; <b>distinct</b> conclusion.	<b>Story is somewhat organized and mostly developed;</b> visuals and dialogue <b>moderately advance the narrative</b> and the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations <b>inconsistently support</b> the film's message; conclusion is <b>somewhat unclear</b> .	<b>Story is disorganized and/or difficult to follow;</b> minimal use of visual cues and weak dialogue <b>fail to advance</b> the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations <b>do not support</b> the film's message; conclusion is <b>lacking or unclear</b> .	
<b>Comment:</b>					
<b>Cinematography and Audio</b> Integrated use of camera, lighting, and sound.	<b>Scenes and characters are skillfully framed and align</b> with filmmaker's vision; lighting exposure and camera movement and angles are <b>purposefully chosen to enhance</b> performances and visually advance the story; music (if applicable) <b>clearly</b> underscores action and offers clues to character and plot; sound levels are <b>consistently</b> even and well metered.	<b>Scenes and characters are appropriately framed and align</b> with filmmaker's vision; lighting exposure and camera movement and angles are <b>purposefully chosen to advance</b> the story; music (if applicable) is appropriate to the story; sound levels are <b>mostly even</b> and well metered.	<b>Inconsistent use of appropriate framing and lighting exposure do not align</b> with filmmaker's vision; camera movement and angles <b>sometimes advance</b> the story visually; <b>some</b> music (if applicable) is appropriate to the story; sound level <b>errors are evident</b> .	<b>Scenes and characters are not framed properly,</b> are under or over exposed, and <b>do not align</b> with filmmaker's vision; scenes include <b>multiple errors</b> in camera movement and angles; music (if applicable) <b>detracts from rather than supports</b> the story; sound levels are <b>inconsistent</b> .	
<b>Comment:</b>					
<b>Editing</b> Editing skills; scene length and flow.	<b>Purposeful continuity in editing produces well-composed transitions that enhance</b> scene flow, audience engagement, and narrative; scene length and flow <b>purposefully and effectively</b> lead audience from one focal point to another while <b>consistently maintaining</b> the physical and spatial relationship of narrative.	<b>Continuity in editing produces composed transitions that enhance</b> scene flow, audience engagement, and narrative; scene length and flow <b>effectively</b> lead audience from one focal point to another while <b>consistently maintaining</b> the physical and spatial relationship of narrative.	<b>Changing continuity in editing produces transitions that sometimes disrupt</b> scene flow, audience engagement, and narrative; scene length and flow <b>sometimes</b> lead audience from one focal point to another yet <b>seldom maintain</b> the physical and spatial relationship of narrative.	<b>Discontinuity in editing does not produce well-composed transitions</b> that enhance scene flow, audience engagement, and narrative; scene length and flow <b>do not</b> lead audience from one focal point to another, and <b>does not maintain</b> the physical and spatial relationship of the narrative.	
<b>Comment:</b>					

<b>Voice Acting and Animation Techniques</b> Believability and compatibility of voice and animation; animation style and choices.	Character voices and animation (movements, actions, gestures, and expressions) are <b>consistently believable and work in unison to create character</b> ; strong and consistent animation choices are reflected through an original art style that helps build a unique animated world for viewer.	Character voices and animation (movements, actions, gestures, and expressions) are <b>believable and mostly work in unison to create character</b> ; consistent animation choices are reflected through an original art style that helps build a unique animated world for viewer.	Character voices and animation (movements, actions, gestures, and expressions) are <b>sometimes believable and work in unison to create character</b> ; animation choices are occasionally reflected through an art style that helps build a unique animated world for viewer.	Character voices and animation (movements, actions, gestures, and expressions) are <b>rarely believable and do not connect well</b> with each other; strong animation choices are rarely evident, and the art style does not help build a unique animated world for viewer.	
<b>Comment:</b>					
<b>Filmmaker's Vision</b> Use of film elements to create a successful final product.	Filmmaker <b>conveyed a clear vision and consistently adhered</b> to rules established for the film; <b>all elements worked together</b> to create an impactful, engaging film with a powerful voice.	Filmmaker <b>conveyed a mostly clear vision and frequently adhered</b> to the rules established for the film; <b>most elements worked together</b> to create an engaging film.	Filmmaker <b>attempted to convey a clear vision and inconsistently adhered</b> to the rules established for the film; <b>few elements worked together</b> to create an engaging film.	Filmmaker <b>failed to convey a clear vision</b> and did not adhere to the rules established for the film; <b>elements did not work together</b> to create an engaging film.	
<b>Comment:</b>					

<b>RATING</b> (Please circle)	<b>4   Superior</b> (Score of 20-18)	<b>3   Excellent</b> (Score of 17-13)	<b>2   Good</b> (Score of 12-8)	<b>1   Fair</b> (Score of 7-5)	<b>TOTAL SCORE</b>
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\_\_\_\_\_ Judge's name (Please print)

\_\_\_\_\_ Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)

Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_

Other comments:

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Short Documentary

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Storytelling</b> Visual development of story and interview sequences; opening and closing titles, credits, graphics, and animations; conclusion.	<b>Story is well organized, fully developed, and compelling;</b> thoughtful visuals and interview sequences <b>seamlessly advance the narrative</b> and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations <b>enhance and support</b> film's message; ending <b>succinctly resolves</b> central conflict.	<b>Story is well organized, and engaging;</b> visuals and interview sequences <b>advance</b> the narrative and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations <b>support</b> film's message; <b>distinct</b> conclusion.	<b>Story is somewhat organized and mostly developed;</b> visuals and interview sequences are <b>moderately advance the narrative</b> and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations <b>inconsistently support</b> film's message; conclusion is <b>somewhat unclear</b> .	<b>Story is disorganized and/or difficult to follow;</b> minimal use of visual cues and weak interview sequences <b>fail to develop</b> the narrative or produce audience connection; choice of opening and closing titles, credits, graphics, and animations <b>do not support</b> film's message; conclusion is <b>lacking or unclear</b> .	
<b>Comment:</b>					
<b>Cinematography and Audio</b> Integrated use of camera, lighting, and sound.	<b>Subjects, images, and scenes are skillfully shot or framed and align</b> with filmmaker's vision; lighting exposure and camera movement and angles are <b>purposefully chosen to enhance</b> subject and visually advance subject's story; music (if applicable) <b>clearly</b> underscores the action and offers clues to subject and experiences; sound levels <b>consistently</b> even and well metered.	<b>Subjects, images, and scenes are appropriately shot or framed and align</b> with filmmaker's vision; lighting exposure and camera movement and angles are <b>purposefully chosen to advance</b> subject's story; music (if applicable) is <b>appropriate</b> to the story; sound levels are <b>mostly even</b> and well metered.	<b>Subjects, images, and scenes inconsistently shot or framed and do not align</b> with filmmaker's vision; lighting exposure and camera movement and angles <b>sometimes advance</b> subject's story visually; <b>some</b> music (if applicable) is appropriate to the story; sound level <b>errors are evident</b> .	<b>Most subjects, images, and scenes are not shot or framed properly,</b> are under or over exposed, and <b>do not align</b> with the filmmaker's vision; scenes include <b>multiple errors</b> in camera movement and angles; music (if applicable) <b> detracts from rather than supports</b> the story; sound levels are <b>inconsistent</b> .	
<b>Comment:</b>					
<b>Editing</b> Editing skills; scene length and flow.	<b>Purposeful continuity in editing produces well-composed transitions that enhance</b> scene flow, audience engagement, and narrative; scene length and flow <b>purposefully and effectively</b> lead audience from one focal point to another while <b>consistently maintaining</b> physical and spatial relationship of narrative.	<b>Continuity in editing produces composed transitions that enhance</b> scene flow, audience engagement, and narrative; scene length and flow <b>effectively</b> lead audience from one focal point to another while <b>consistently maintaining</b> physical and spatial relationship of narrative.	<b>Inconsistency in editing produces transitions that sometimes disrupt</b> scene flow, audience engagement, and narrative; scene length and flow <b>sometimes</b> lead audience from one focal point to another yet <b>seldom maintain</b> physical and spatial relationship of narrative.	<b>Discontinuity in editing does not produce well-composed transitions</b> that enhance scene flow, audience engagement, and narrative; scene length and flow <b>do not</b> lead audience from one focal point to another, and <b>does not maintain</b> physical and spatial relationship of narrative.	
<b>Comment:</b>					

<b>POV and Portrayal of Subject</b> Filmmaker's POV; choices that affect the portrayal of the subject(s).	<b>Consistently strong POV</b> gives viewer a deeper understanding of film's subject(s); filmmaker's main thesis and intentions for telling story are <b>always clear</b> ; strong choices and tactics employed by filmmaker <b>create solid and insightful</b> portrayal of subject.	<b>Mostly consistent POV</b> gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are <b>clear</b> ; choices and tactics employed by filmmaker help <b>create solid and insightful</b> portrayal of subject.	<b>Fairly consistent POV</b> sometimes gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are <b>sometimes clear</b> ; at times, choices and tactics employed by filmmaker help <b>create a meaningful</b> portrayal of subject.	<b>Inconsistent POV</b> rarely gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are <b>rarely clear; no evidence</b> of choices and tactics that help to create a meaningful portrayal of subject.	
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Comment:

<b>Filmmaker's Vision</b> Use of film elements to create a successful final product.	Filmmaker <b>conveyed clear vision</b> and <b>consistently adhered</b> to rules established for the film; <b>all elements</b> worked together to create <b>an impactful, engaging</b> film with a powerful voice.	Filmmaker <b>conveyed mostly clear vision</b> and <b>frequently adhered</b> to the rules established for the film; <b>most elements</b> worked together to create an engaging film.	Filmmaker <b>attempted to convey clear vision</b> and <b>inconsistently adhered</b> to the rules established for the film; <b>few elements</b> worked together to create an engaging film.	Filmmaker <b>failed to convey a clear vision</b> and <b>did not adhere</b> to the rules established for the film; <b>elements did not work together</b> to create an engaging film.	
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Comment:

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 20-18)</small>	<b>3   Excellent</b> <small>(Score of 17-13)</small>	<b>2   Good</b> <small>(Score of 12-8)</small>	<b>1   Fair</b> <small>(Score of 7-5)</small>	<b>TOTAL SCORE</b>
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\_\_\_\_\_  
 Judge's name (Please print)

\_\_\_\_\_  
 Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)
- Rule violation: \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_
- Other comments:

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Example National Core Theatre Standards aligned to this rubric: TH:Cr1.1.I.b, TH:Cr3.1.I.b, TH:Cr3.1.I.c, TH:Cr1.1.III.a, MA:Cr2.1.I.a, MA:Cr3.1.I.a

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Short Film

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Storytelling</b> Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion.	<b>Story is well organized, fully developed, and compelling;</b> visuals and dialogue <b>seamlessly advance</b> the narrative to enhance the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations <b>enhance and support</b> film's message; ending <b>concisely resolves</b> the central conflict.	<b>Story is well organized, and engaging;</b> visuals and dialogue <b>advance</b> the narrative and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations <b>support</b> the film's message; <b>distinct</b> conclusion.	<b>Story is somewhat organized and mostly developed;</b> visuals and dialogue are <b>moderately effective in advancing the narrative</b> and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations <b>inconsistently support</b> the film's message; conclusion is <b>somewhat unclear</b> .	<b>Story is disorganized and/or difficult to follow;</b> minimal use of visual cues and weak dialogue <b>fail to develop</b> the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations <b>do not support</b> the film's message; conclusion is <b>lacking or unclear</b> .	
<b>Comment:</b>					
<b>Cinematography and Audio</b> Integrated use of camera, lighting, and sound.	<b>Scenes/characters are skillfully shot or framed and align</b> with filmmaker's vision; lighting exposure and camera movement/angles are <b>purposefully chosen to enhance</b> performances and advance the story; music (if applicable) underscores action and offers clues to character/ plot; sound levels are <b>consistently even</b> and well metered.	<b>Scenes/characters are appropriately shot or framed and align</b> with filmmaker's vision; lighting exposure and camera movement/angles are <b>purposefully chosen to advance</b> the story; music (if applicable) is appropriate to the story; sound levels are <b>mostly even</b> and well metered.	<b>Inconsistent use of appropriate shots or framing and lighting exposure do not align</b> with filmmaker's vision; camera movement/angles <b>sometimes advance</b> the story visually; <b>some</b> music (if applicable) is appropriate to the story; sound level <b>errors are evident</b> .	<b>Most scenes/characters are not shot or framed properly,</b> are under or over exposed, and <b>do not align</b> with filmmaker's vision; scenes include <b>multiple errors</b> in camera movement/angles; music (if applicable) <b>deducts from rather than supports</b> the story; sound levels are <b>inconsistent</b> .	
<b>Comment:</b>					
<b>Editing</b> Editing skills; scene length and flow.	<b>Purposeful continuity in editing</b> produces well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow <b>purposefully and effectively</b> lead audience from one focal point to another while <b>consistently maintaining</b> physical/spatial relationship of the narrative.	<b>Continuity in editing</b> produces composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow <b>effectively</b> lead audience from one focal point to another while <b>consistently maintaining</b> physical/spatial relationship of the narrative.	<b>Inconsistent continuity in editing</b> produces transitions that disrupt scene flow, audience engagement, and narrative; scene length and flow <b>sometimes</b> lead audience from one focal point to another yet <b>seldom maintain</b> physical/spatial relationship of the narrative.	<b>Discontinuity in editing</b> does not produce well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow <b>does not</b> lead audience from one focal point to another, and <b>does not maintain</b> physical/spatial relationship of the narrative.	
<b>Comment:</b>					

<b>Acting</b> Emotional and physical believability; choices and tactics.	Character movements, actions, gestures, and expressions are <b>consistently believable</b> ; choices and tactics toward an objective <b>prompt instinctive reaction</b> to partners or events that create insight into the text.	Character movements, actions, gestures, and expressions <b>are believable</b> ; choices and tactics toward an objective <b>prompt reaction</b> to partners or events.	Character movements, actions, gestures and expressions are <b>sometimes emotionally/physically believable</b> ; choices and tactics toward an objective <b>sometimes prompt reactions</b> to partners or events.	Character movements, actions, gestures, and expressions <b>are rarely emotionally/physically believable</b> ; choices and tactics toward an objective <b>are not evident and do not prompt reactions</b> to partners or events.	
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**Comment:**

<b>Filmmaker's Vision</b> Use of film elements to create a successful final product.	Filmmaker <b>conveyed clear vision</b> and consistently adhered to rules established for film; <b>all elements</b> worked together to create <b>an impactful, engaging</b> film with a powerful voice.	Filmmaker <b>conveyed mostly clear vision</b> and <b>frequently adhered</b> to the rules established for the film; <b>most elements</b> worked together to create an engaging film.	Filmmaker <b>attempted to convey clear vision</b> and <b>inconsistently adhered</b> to the rules established for the film; <b>few elements</b> worked together to create an engaging film.	Filmmaker <b>failed to convey a clear vision</b> and did not adhere to the rules established for the film; <b>elements did not work together</b> to create an engaging film.	
-----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**Comment:**

<b>RATING</b> (Please circle)	<b>4   Superior</b> (Score of 20-18)	<b>3   Excellent</b> (Score of 17-13)	<b>2   Good</b> (Score of 12-8)	<b>1   Fair</b> (Score of 7-5)	<b>TOTAL SCORE</b>
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\_\_\_\_\_ Judge's name (Please print)

\_\_\_\_\_ Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)

Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_

Other comments: \_\_\_\_\_

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Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.1.a, TH:Cr3.1.1.b, TH:Pr4.1.1.a, H:Pr6.1.1.a

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Sound Design

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of the sound designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions and collaborative process.	Articulates a <b>comprehensive understanding</b> of the sound designer's role and job responsibilities; <b>thoroughly presents and explains</b> the executed design, creative decisions and collaborative process.	Articulates an <b>understanding</b> of the sound designer's role and job responsibilities; <b>adequately presents and explains</b> the executed design, creative decisions and collaborative process.	Articulates a <b>partial understanding</b> of the sound designer's role and job responsibilities; <b>inconsistently presents and explains</b> the executed design, creative decisions and/or collaborative process.	Articulates <b>little understanding</b> of the sound designer's role and job responsibilities; <b>does not explain</b> an executed design, creative decisions or the collaborative process.	
<b>Comment:</b>					
<b>Design, Research, and Analysis</b> Design, research and analysis that addresses the artistic and practical needs (given circumstances) of the script to support the sound design and unifying concept.	A <b>well-conceived</b> sound design, detailed research, and thorough script analysis <b>clearly addresses</b> the artistic and practical needs of the production and <b>consistently supports</b> the unifying concept.	A <b>complete</b> sound design, research, and script analysis <b>addresses</b> the artistic and practical needs of the production and <b>supports</b> the unifying concept.	An <b>incomplete</b> sound design, research, and script analysis <b>somewhat addresses</b> the artistic and practical needs of the production and/or <b>inconsistently supports</b> the unifying concept.	The <b>incomplete</b> sound design, research, and script analysis <b>rarely addresses</b> the artistic and practical needs of the production or support the unifying concept.	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Sound design choices that reflect the mood, style, period, locale, and genre of the play.	Sound design choices <b>powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.	Sound design choices <b>communicate</b> the mood, style, period, locale, and genre of the play.	Sound design choices <b>somewhat communicate</b> the mood, style, period, locale, and genre of the play.	Sound design <b>lacks choices that communicate</b> the mood, style, period, locale, and genre of the play.	
<b>Comment:</b>					
<b>Execution</b> Sound plot and artifact binder convey ideas, products and choices that support the script and unifying concept.	A <b>comprehensive</b> sound plot and artifact binder enhance artistic ideas and choices to provide <b>exceptional support</b> for the script and unifying concept.	A sound plot and artifact binder <b>align</b> with artistic ideas and choices to support the script and unifying concept.	An <b>incomplete</b> sound plot and artifact binder <b>inconsistently align</b> with artistic ideas and choices to support the script and unifying concept.	An <b>incomplete</b> sound plot and artifact binder <b>lack alignment</b> with artistic ideas and choices to support the script and unifying concept.	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 16-14)</small>	<b>3   Excellent</b> <small>(Score of 13-10)</small>	<b>2   Good</b> <small>(Score of 9-6)</small>	<b>1   Fair</b> <small>(Score of 5-4)</small>	<b>TOTAL SCORE</b>
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Judge's name (Please print)

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Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)
- Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_
- Other comments:

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Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_

# Stage Management

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding</b> Demonstrates understanding of the stage manager's role and specific job responsibilities.	Demonstrates a <b>comprehensive understanding</b> of the stage manager's role and specific job responsibilities.	Demonstrates an <b>understanding</b> of the stage manager's role and specific job responsibilities.	Demonstrates a <b>partial understanding</b> of the stage manager's role and specific job responsibilities.	Demonstrates <b>little understanding</b> of stage manager's role and specific job responsibilities.	
<b>Comment:</b>					
<b>Interview</b> Presentation/explanation of director's concept, collaborative process, and production book	<b>Thoroughly presents and explains</b> the director's concept, collaborative process, and production book.	<b>Adequately presents and explains</b> the director's concept, collaborative process, and production book.	<b>Inconsistently presents and explains</b> the director's concept, collaborative process, and/or production book.	<b>Does not explain the</b> director's concept, collaborative process or production book.	
<b>Comment:</b>					
<b>Production book</b> Written document that includes a prompt script, contact sheet, cast list, rehearsal schedule, and blocking/technical cue sheets.	<b>Presents and explains</b> a production book that <b>demonstrates consistent and clear planning</b> ; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are <b>accurate, comprehensive, and well organized</b> .	<b>Presents and explains</b> a production book that <b>demonstrates clear planning</b> ; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are <b>well organized, with few omissions or errors</b> .	<b>Presents and explains</b> a production book that <b>demonstrates some planning</b> ; elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets <b>may or may not be included, and/or feature several errors</b> .	Presents a production book that <b>demonstrates marginal planning</b> ; elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets <b>frequently missing and/or feature many errors</b> .	
<b>Comment:</b>					
<b>Execution:</b> Interview and production book present evidence of ideas, products, and choices that support collaboration and the realized production.	Interview/production book <b>present comprehensive evidence</b> of ideas, products, and choices that <b>support collaboration</b> and the realized production with <b>demonstrated self-reflection</b> .	Interview and production book <b>present adequate evidence</b> of ideas, products, and choices that <b>support collaboration</b> and the realized production.	Interview and production book <b>present inconsistent evidence</b> of ideas, products, and choices that <b>support collaboration</b> and the realized production.	Interview and production book <b>present little evidence</b> of ideas, products, and choices that <b>support collaboration</b> or the realized production.	
<b>Comment:</b>					

<b>RATING</b> (Please circle)	<b>4   Superior</b> (Score of 16-14)	<b>3   Excellent</b> (Score of 13-10)	<b>2   Good</b> (Score of 9-6)	<b>1   Fair</b> (Score of 5-4)	<b>TOTAL SCORE</b>
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\_\_\_\_\_  
Judge's name (please print)

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Judge's signature

Please add Tabulation Room remarks and additional comments on the back.

ATTENTION TABULATION ROOM: Please note the following:

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Optional aligned state standards: \_\_\_\_\_

State standards website: \_\_\_\_\_

# Theatre Marketing

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of marketing director's role and specific job responsibilities; presentation and explanation of the executed marketing plan, creative decisions, and collaborative process.	Articulates <b>comprehensive understanding</b> of marketing director's role and job responsibilities; <b>thoroughly presents and explains</b> the executed marketing plan, creative decisions, and collaborative process.	Articulates <b>understanding</b> of marketing director's role and job responsibilities; <b>presents and explains</b> the executed marketing plan, creative decisions and/or collaborative process.	Articulates <b>partial understanding</b> of marketing director's role and job responsibilities; <b>inconsistently presents and explains</b> the executed marketing plan, creative decisions and/or collaborative process.	Articulates <b>little understanding</b> of marketing director's role and job responsibilities; <b>does not explain</b> an executed marketing plan, creative decisions, or the collaborative process.	
<b>Comment:</b>					
<b>Creative Development</b> Research conducted to identify target market and inspire design concept; resources and personnel applied to refine and communicate the final design to audience.	Conducted research <b>accurately identifies</b> target market/inspiration for the design concept; <b>all appropriate resources and personnel were consulted</b> to effectively refine and communicate final concept to audience.	Conducted research <b>mostly identifies</b> target market/inspiration for the design concept; <b>most appropriate resources and personnel were consulted</b> to effectively refine and communicate final concept to audience.	Conducted research <b>somewhat identifies</b> target market and suggests a relationship to design concept; <b>several resources and personnel were consulted</b> to refine and communicate final concept to audience.	Conducted research <b>marginally identifies</b> target market and minimal relationship to design concept; <b>few or no resources and personnel were consulted</b> to refine and communicate final concept to audience.	
<b>Comment:</b>					
<b>Execution</b> Marketing campaign's alignment to production concept; unity of shared components, quality and consistency of artistic designs, accuracy of details, and a distribution strategy across multiple media.	Marketing campaign <b>aligns with production concept</b> ; shared components <b>consistently demonstrate a unified effort</b> , including <b>consistent quality</b> artistic designs, accurate detail, and a coordinated multiple media distribution strategy.	Marketing campaign <b>frequently aligns with production concept</b> ; shared components <b>usually demonstrate a unified effort</b> , including <b>consistent quality</b> artistic designs, accurate details, and a coordinated multiple media distribution strategy.	Marketing campaign <b>somewhat aligns with production concept</b> ; shared components demonstrate a <b>generally unified effort</b> , including artistic designs, details, and a coordinated media distribution strategy.	Marketing campaign <b>rarely aligns with production concept</b> ; shared components <b>do not demonstrate a unified effort</b> in artistic designs, details, and media distribution strategy.	
<b>Comment:</b>					
<b>Realized Outcomes</b> Budget expenditures, ticket sales, generated media coverage based on marketing/press releases, and reflections on alternative execution.	Budget expenditures and ticket sales <b>explained and compared</b> with accurate figures; media coverage, marketing/press releases, and multiple execution alternatives are <b>realistic, with clear/practical outcomes</b> .	Budget expenditures and ticket sales <b>explained with accurate figures</b> ; media coverage, marketing/press releases, and multiple execution alternatives are <b>frequently realistic, with clear/practical outcomes</b> .	Budget expenditures and ticket sales <b>are explained</b> ; media coverage, marketing/press releases and multiple execution alternatives <b>sometimes offer realistic/practical outcomes</b> .	Budget expenditures and ticket sales <b>are not explained</b> ; media coverage, marketing/press releases and multiple execution alternatives <b>rarely offer realistic/practical outcomes</b> .	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 16-14)</small>	<b>3   Excellent</b> <small>(Score of 13-10)</small>	<b>2   Good</b> <small>(Score of 9-6)</small>	<b>1   Fair</b> <small>(Score of 5-4)</small>	<b>TOTAL SCORE</b>
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\_\_\_\_\_  
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\_\_\_\_\_  
Judge's signature

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