

# Stage Management

For internal use only



© 2021 Educational Theatre Association. All rights reserved.

Student(s):

School:

Selection:

Troupe:

| SKILLS   | 4   Superior<br>Above standard   | 3   Excellent<br>At standard   | 2   Good<br>Near standard  | 1   Fair<br>Aspiring to standard  | SCORE |
|--|--|--|--|---|-------|
| <b>Presentation</b><br>Explanation of duties, responsibilities, and materials.   | Presentation <b>thoroughly explains</b> the roles and responsibilities of the stage manager throughout the production process and addresses the specific needs of the production with <b>exceptional examples and documentation.</b> | Presentation <b>clearly explains</b> the roles and responsibilities of the stage manager throughout the production process and addresses the specific needs of the production <b>with sufficient examples and documentation.</b> | Presentation <b>partially explains</b> the roles and responsibilities of the stage manager and addresses the specific needs of the production with <b> cursory examples and documentation.</b> | Presentation <b>fails to explain</b> the roles and responsibilities of the stage manager and/or <b>fails to provide sufficient</b> examples and documentation.                |       |
| <b>Comment:</b>  |  |  |  |   |       |
| <b>Promptbook</b><br>Representative promptbook sample demonstrates organized thought and execution of production needs.      | Promptbook sample demonstrates <b>thorough and consistent planning</b> ; cues and notation are <b>comprehensive</b> , legible, and well organized.   | Promptbook sample demonstrates <b>clear planning</b> ; cues and notation are <b>legible, and well organized.</b>   | Promptbook sample demonstrates <b>some organization and planning</b> ; cues and notation are <b>legible.</b>   | Promptbook sample demonstrates <b>marginal planning</b> ; cues and notation <b>may or may not be included</b> and/or legible.   |       |
| <b>Comment:</b>  |  |  |  |   |       |
| <b>Leadership</b><br>Organization and presentation combine to demonstrate unique strengths and leadership skills.            | Documentation and presentation combine to provide evidence of <b>exceptional organization and leadership.</b>  | Documentation and presentation combine to <b>demonstrate organization and leadership</b> skills.   | Documentation and presentation combine to demonstrate <b>some organization and emerging leadership.</b>  | Documentation and presentation <b>fail to demonstrate effective organization and/or leadership.</b>   |       |
| <b>Comment:</b>  |  |  |  |   |       |
| <b>Paperwork</b><br>Representative paperwork samples demonstrate organized thought and management of the production's needs. | Representative paperwork samples demonstrate <b>consistent and clear planning</b> ; documents are <b>comprehensive and well-organized</b> to support <b>seamless management</b> of production needs.                                 | Representative paperwork samples demonstrate <b>clear planning</b> ; documents are <b>well organized</b> , to support <b>effective management</b> of production needs.   | Representative paperwork samples demonstrate <b>some planning</b> ; documents <b>minimally contribute to management</b> of production needs.   | Representative paperwork samples demonstrate <b>limited planning</b> ; documents <b>are not well organized and do not contribute</b> to management of the production's needs. |       |
| <b>Comment:</b>  |  |  |  |   |       |

|   |   |  |   |  |  |
|---|---|--|---|--|--|
| <b>Execution</b><br>Products demonstrate conveyed ideas, procedures, and choices that support collaboration and production needs. | <b>Comprehensive evidence</b> of the stage manager's ability to <b>expertly choose</b> and use processes and procedures for <b>seamless</b> production support. | <b>Evidence</b> of the stage manager's ability to <b>effectively choose and use processes</b> and procedures for production support. | <b>Limited evidence</b> of the stage manager's ability to <b>effectively use processes and procedures</b> for production support. | <b>Little to no evidence</b> of the stage manager's ability to <b>effectively use processes and procedures</b> for production support. |  |
|---|---|--|---|--|--|

**Comment:**

|   |  |   |   |  |                    |
|---|--|---|---|--|--------------------|
| <b>RATING</b><br><small>(Please circle)</small> | <b>4   Superior</b><br><small>(Score of 20-18)</small> | <b>3   Excellent</b><br><small>(Score of 17-13)</small> | <b>2   Good</b><br><small>(Score of 12-8)</small> | <b>1   Fair</b><br><small>(Score of 7-5)</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.

For examples of standards aligned to the Thespys rubrics, see the alignment chart on Theatre Educator Pro: <https://learn.schooltheatre.org/resources>

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: \_\_\_\_\_