# Job Understanding

Demonstrates understanding of the stage manager's role and specific job responsibilities.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>4</th>
<th>Superior</th>
<th>3</th>
<th>Excellent</th>
<th>2</th>
<th>Good</th>
<th>1</th>
<th>Fair</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above standard</td>
<td></td>
<td>At standard</td>
<td></td>
<td>Near standard</td>
<td></td>
<td>Aspiring to standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates a comprehensive understanding</strong> of the stage manager’s role and specific job responsibilities.</td>
<td></td>
<td></td>
<td>Demonstrates an understanding of the stage manager’s role and specific job responsibilities.</td>
<td></td>
<td>Demonstrates a partial understanding of the stage manager’s role and specific job responsibilities.</td>
<td></td>
<td>Demonstrates little understanding of stage manager’s role and specific job responsibilities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Comment:

### Interview

Presentation/explanation of director’s concept, collaborative process, and production book

<table>
<thead>
<tr>
<th>Presentation/explanation</th>
<th></th>
<th>Adequately presents and explains the director’s concept, collaborative process, and production book.</th>
<th>Inconsistently presents and explains the director’s concept, collaborative process, and/or production book.</th>
<th>Does not explain the director’s concept, collaborative process or production book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly presents and explains the director’s concept, collaborative process, and production book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Comment:

### Production book

Written document that includes a prompt script, contact sheet, cast list, rehearsal schedule, and blocking/technical cue sheets.

| Presents and explains a production book that demonstrates consistent and clear planning: prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are accurate, comprehensive, and well organized. | Presents and explains a production book that demonstrates clear planning: prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are well organized, with few omissions or errors. | Presents and explains a production book that demonstrates some planning: elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets may or may not be included, and/or feature several errors. | Presents a production book that demonstrates marginal planning: elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets frequently missing and/or feature many errors. |
| Presents and explains a production book | Presents and explains a production book | Presents and explains a production book | Presents a production book |

## Comment:

### Execution:

Interview and production book present evidence of ideas, products, and choices that support collaboration and the realized production.

| Interview and production book present comprehensive evidence of ideas, products, and choices that support collaboration and the realized production with demonstrated self-reflection. | Interview and production book present adequate evidence of ideas, products, and choices that support collaboration and the realized production. | Interview and production book present inconsistent evidence of ideas, products, and choices that support collaboration and the realized production. | Interview and production book present little evidence of ideas, products, and choices that support collaboration or the realized production. |

## Comment:
<table>
<thead>
<tr>
<th>RATING</th>
<th>Superior (Score of 16-14)</th>
<th>Excellent (Score of 13-10)</th>
<th>Good (Score of 9-6)</th>
<th>Fair (Score of 5-4)</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
</table>

Judge’s name (please print) ____________________________  Judge’s signature ____________________________

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

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

- [ ] Timing issue: (______ mm ______ ss)
- [ ] Rule violation: ________________________________
- [ ] Other comments:

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

Optional aligned state standards: ____________________________

State standards website: ____________________________