

# 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

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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 artifact binder.	Garment construction is executed with <b>precision and attention to detail</b> ; artifact binder <b>carefully documents</b> construction and <b>includes insightful reflection.</b>	Garment construction demonstrates <b>accurate skills and attention to detail</b> ; artifact binder <b>documents construction.</b>	Garment construction demonstrates <b>limited skill and attention to detail</b> ; artifact binder <b>partially documents</b> construction.	Garment construction <b>lacking or defective</b> and/or artifact binder <b>is missing.</b>	
<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)

\_\_\_\_\_  
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.	<b>Costume design choices powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.	<b>Costume design choices communicate</b> the mood, style, period, locale, and genre of the play.	<b>Costume design choices 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.	<b>Artifacts and comprehensive binder enhance artistic ideas and choices to provide exceptional support</b> for the script and unifying concept.	<b>Artifacts and binder align</b> with artistic ideas and choices to support the script and unifying concept	<b>Artifacts and incomplete binder inconsistently align</b> with artistic ideas and choices to support the script and unifying concept.	<b>Artifacts and 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: \_\_\_\_\_



# 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>
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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: \_\_\_\_\_

# 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>
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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:Cr3.1.1.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: \_\_\_\_\_

# 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.	
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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: \_\_\_\_\_

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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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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)

\_\_\_\_\_  
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: \_\_\_\_\_

# Stage Management

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Student(s):

School:

Selection:

Troupe:

SKILLS	<b>4   Superior</b> Above standard	<b>3   Excellent</b> At standard	<b>2   Good</b> Near standard	<b>1   Fair</b> 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</b> the 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)

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

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

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

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