### National Individual Events 2017-18

#### Acting

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<table>
<thead>
<tr>
<th>SKILLS</th>
<th>SCORE</th>
</tr>
</thead>
</table>
| **Acting Transitions**  
Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.  
Clear articulation of name and selection; intuitive transition into and between characters, distinctive final moment and transition out of character into exit.  
Moderately clear articulation of name and selection; transition into and between characters and/or final moment may or may not be present.  
Unclear articulation of name and selection; transitions into and between characters and/or final moment are not evident. | **4 | Superior**  
Above standard  
Character is consistently emotionally and physically believable; committed choices and tactics toward an objective prompt intuitive reactions to real or implied partner(s).  
Character is frequently emotionally and physically believable; committed choices and tactics toward an objective prompt identifiable reactions to real or implied partner(s).  
Character is infrequently emotionally and physically believable; choices and tactics toward an objective prompt some reactions to real or implied partner(s).  
Character is rarely emotionally and physically believable; choices, tactics, objectives and a relationship to a real or implied partner(s) are not evident. |

<table>
<thead>
<tr>
<th><strong>Score</strong></th>
<th><strong>Acting Transitions</strong></th>
</tr>
</thead>
</table>
| **4 | Superior**  
Above standard  
Character is consistently emotionally and physically believable; committed choices and tactics toward an objective prompt intuitive reactions to real or implied partner(s).  
Character is frequently emotionally and physically believable; committed choices and tactics toward an objective prompt identifiable reactions to real or implied partner(s).  
Character is infrequently emotionally and physically believable; choices and tactics toward an objective prompt some reactions to real or implied partner(s).  
Character is rarely emotionally and physically believable; choices, tactics, objectives and a relationship to a real or implied partner(s) are not evident. |

#### Comment:

**Characterization**  
Emotional and physical believability and commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s).  
Character is consistently emotionally and physically believable; committed choices and tactics toward an objective prompt intuitive reactions to real or implied partner(s).  
Character is frequently emotionally and physically believable; committed choices and tactics toward an objective prompt identifiable reactions to real or implied partner(s).  
Character is infrequently emotionally and physically believable; choices and tactics toward an objective prompt some reactions to real or implied partner(s).  
Character is rarely emotionally and physically believable; choices, tactics, objectives and a relationship to a real or implied partner(s) are not evident.

**Comment:**

**Voice**  
Projection, articulation, intonation, and other chosen vocal techniques that reflect the character's emotions and subtext.  
Vocal projection is appropriately varied and dialogue is consistently clearly articulated throughout; use of pitch, tempo, tone, and inflection communicate the character's emotions and subtext.  
Vocal projection is frequently clearly articulated; use of pitch, tempo, tone, and inflection usually communicate the character's emotions and subtext.  
Vocal projection and clearly articulated dialogue are inconsistent; use of pitch, tempo, tone, and inflection rarely communicate the character's emotions and subtext.  
Vocal projection and articulated dialogue are limited or absent; use of pitch, tempo, tone, and inflection rarely communicate the character's emotions and subtext.

**Comment:**

**Movement/Staging**  
Gestures, facial expressions, movements, and actions that communicate the character's emotions and subtext.  
Gestures and facial expressions consistently communicate appropriate character emotions and subtext; blocking is varied, purposeful, and reflects the character's emotions and subtext.  
Gestures and facial expressions sometimes communicate the character's emotions and subtext; blocking is purposeful and reflects the character's emotions and subtext.  
Gestures and facial expressions are limited or absent and rarely communicate the character's emotions and subtext; blocking usually does not reflect the character's emotions and subtext.  
Gestures and facial expressions are limited or absent; use of pitch, tempo, tone, and inflection rarely communicate the character's emotions and subtext.

**Comment:**
**Execution**

Concentration and commitment to moment-to-moment choices; integration of voice, body, and emotions create a believable character/relationship that tells a story.

<table>
<thead>
<tr>
<th>Concentration and commitment to moment-to-moment choices</th>
<th>Concentration and commitment to moment-to-moment choices</th>
<th>Concentration, and commitment to moment-to-moment choices are inconsistently sustained; integration of voice, body, emotion choices rarely create a believable character/relationship that tells a story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>sustained throughout the performance; integration of voice, body, and emotions create a believable character/relationship that tells a story.</td>
<td>sustained throughout most of the performance; integration of voice, body, and emotions create a frequently believable character/relationship that tells a story.</td>
<td>limited or absent; voice, body, emotion choices rarely create a believable character/relationship that tells a story.</td>
</tr>
</tbody>
</table>

**Comment:**

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**RATING**

- **4 | Superior**
  - (Score of 20-18)
- **3 | Excellent**
  - (Score of 17-13)
- **2 | Good**
  - (Score of 12-8)
- **1 | Fair**
  - (Score of 7-5)

**TOTAL SCORE**

---

**Judge’s name (Please Print) **

**Judge’s signature**

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

Comment: 

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For internal use
<table>
<thead>
<tr>
<th>RATING</th>
<th>4</th>
<th>Superior</th>
<th>(Score of 16-14)</th>
<th>3</th>
<th>Excellent</th>
<th>(Score of 13-10)</th>
<th>2</th>
<th>Good</th>
<th>(Score of 9-6)</th>
<th>1</th>
<th>Fair</th>
<th>(Score of 5-4)</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
</table>

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Judge’s name (Please Print)                  Judge’s signature

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ATTENTION TABULATION ROOM: Please note the following:

☐ Timing issue: (_______mm _______ss)
☐ Rule violation: _________________________; _____________________________; _____________________________
☐ Other comments:

---

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State Standards website: ________________________________
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Understanding and Interview</strong></td>
<td></td>
</tr>
<tr>
<td>Articulates a broad understanding of the costume designer’s role and job responsibilities; thoroughly presents and explains the executed design, creative decisions, and collaborative process.</td>
<td>4</td>
</tr>
<tr>
<td>Articulates an understanding of the costume designer’s role and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.</td>
<td>3</td>
</tr>
<tr>
<td>Articulates a partial understanding of the costume designer’s role and job responsibilities; inconsistently presents and explains the executed design, creative decisions and/or collaborative process.</td>
<td>2</td>
</tr>
<tr>
<td>Articulates little understanding of the costume designer’s role and job responsibilities; does not explain an executed design, creative decisions or collaborative process.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Comment:**

<table>
<thead>
<tr>
<th>Design, Research, and Analysis</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A well-conceived set of costume designs, detailed research, and thorough script analysis clearly address the artistic and practical needs of production and consistently support the unifying concept.</td>
<td>4</td>
</tr>
<tr>
<td>Costume designs, research, and script analysis address the artistic and practical needs of production and support the unifying concept.</td>
<td>3</td>
</tr>
<tr>
<td>Incomplete costume designs, research, and script analysis somewhat address the artistic and practical needs of the production and/or inconsistently support the unifying concept.</td>
<td>2</td>
</tr>
<tr>
<td>The costume designs, research, and analysis of the script do not address the artistic and practical needs of the production or support the unifying concept.</td>
<td>1</td>
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</tbody>
</table>

**Comment:**

<table>
<thead>
<tr>
<th>Artistic Interpretation</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Costume design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play.</td>
<td>4</td>
</tr>
<tr>
<td>Costume design choices communicate the mood, style, period, locale, and genre of the play.</td>
<td>3</td>
</tr>
<tr>
<td>Costume design choices somewhat communicate the mood, style, period, locale, and genre of the play.</td>
<td>2</td>
</tr>
<tr>
<td>Costume designs lack choices that communicate the mood, style, period, locale, and genre of the play.</td>
<td>1</td>
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</tbody>
</table>

**Comment:**

<table>
<thead>
<tr>
<th>Execution</th>
<th></th>
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<tbody>
<tr>
<td>Artifacts and binder convey ideas, products, and choices that support the script and unifying concept.</td>
<td>4</td>
</tr>
<tr>
<td>Artifacts and binder align with artistic ideas and choices to support the script and unifying concept.</td>
<td>3</td>
</tr>
<tr>
<td>Artifacts and incomplete binder inconsistently align with artistic ideas and choices to support the script and unifying concept.</td>
<td>2</td>
</tr>
<tr>
<td>Artifacts and incomplete binder lack alignment with artistic ideas and choices to support the script and unifying concept.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Comment:**
RATING
(Please circle)
4 | Superior
(Score of 16-14)
3 | Excellent
(Score of 13-10)
2 | Good
(Score of 9-6)
1 | Fair
(Score of 5-4)

Judge’s name (Please Print)                  Judge’s signature

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☐ Timing issue: (_____mm _____ss)
☐ Rule violation: _________________________; _____________________________; ____________________________
☐ Other comments:

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<th>Fair</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Understanding and Interview</td>
<td>Articulates a comprehensive understanding of the lighting designer’s role and job responsibilities; thoroughly presents and explains the executed design, creative decisions and collaborative process.</td>
<td>Articulates an understanding of the lighting designer’s role and job responsibilities; adequately presents and explains the executed design, creative decisions and collaborative process.</td>
<td>Articulates a partial understanding of the lighting designer’s role and job responsibilities; inconsistently presents and explains the executed design, creative decisions and/or collaborative process.</td>
<td>Articulates little understanding of the lighting designer’s role and job responsibilities; does not explain an executed design, creative decisions or the collaborative process.</td>
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</table>

**Comment:**

| Design, Research, and Analysis | A well-conceived lighting design, detailed research, and thorough script analysis clearly addresses the artistic and practical needs of the production and consistently supports the unifying concept. | A complete lighting design, research, and script analysis addresses the artistic and practical needs of the production and supports the unifying concept. | An incomplete lighting design, research, and script analysis somewhat addresses the artistic and practical needs of the production and/or inconsistently supports the unifying concept. | The incomplete lighting design, research, and script analysis rarely addresses the artistic and practical needs of the production or supports the unifying concept. |

**Comment:**

| Artistic Interpretation | Lighting design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play through the controllable properties of light. | Lighting design choices communicate the mood, style, period, locale, and genre of the play. | Lighting design choices somewhat communicate the mood, style, period, locale, and genre of the play. | Lighting design lacks choices that communicate the mood, style, period, locale, and genre of the play. |

**Comment:**

| Execution | A comprehensive light plot and artifact binder align with artistic ideas and choices to provide exceptional support for the script and unifying concept. | A light plot and artifact binder align with artistic ideas and choices to support the script and unifying concept. | An incomplete light plot and artifact binder inconsistently align with artistic ideas and choices to support the script and unifying concept. | An incomplete light plot and artifact binder lack alignment with artistic ideas and choices to support the script and unifying concept. |

**Comment:**
<table>
<thead>
<tr>
<th>RATING</th>
<th>4</th>
<th>Superior</th>
<th>3</th>
<th>Excellent</th>
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<td>(Score of 13-10)</td>
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<td>(Score of 5-4)</td>
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Judge's name (Please Print) ___________________________________________________  Judge's signature ________________________________

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<table>
<thead>
<tr>
<th>Student(s):</th>
<th>School:</th>
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<tbody>
<tr>
<td>Selection:</td>
<td>Troupe:</td>
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<tr>
<td>Solo ____ Duet ____ Group ____</td>
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</tbody>
</table>

**SKILLS**

| **Acting Transitions** | **4 | Superior** | **3 | Excellent** | **2 | Good** | **1 | Fair** | **SCORE** |
|------------------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit. | Clear articulation of name and selection; **intuitive transition** into and between characters, distinctive final moment and transition out of character into exit. | Clear articulation of name and selection; **recognizable transition** into and between characters, final moment and into exit. | Moderately clear articulation of name and selection; transition into and between characters and/or final moment may or may not be present. | Unclear articulation of name and selection; transitions into and between characters and/or final moment are not evident. |

**Characterization**

| **Emotional and physical believability and commitment to character**; choices or tactics towards an objective that create a relationship with real or implied partner(s). | Character is **consistently** emotionally and physically believable; **committed choices and tactics** toward an objective prompt intuitive reactions to real or implied partner(s). | Character is **frequently** emotionally and physically believable; **committed choices and tactics** toward an objective prompt identifiable reactions to real or implied partner(s). | Character is **infrequently** emotionally and physically believable; **choices and tactics** toward an objective prompt some reactions to real or implied partner(s). | Character is **rarely** emotionally and physically believable; choices, tactics, objectives and a relationship to a real or implied partner(s) are not evident. |

**Singing Technique**

| **Pitch, articulation, pace, rhythm, projection, breath support and control that follows the score.** | Consistently on pitch, appropriate articulation and pace, precise rhythm and varied projection, with **skillful phrasing** and strong mechanical skills proven by breath support/control, tone and placement, and use of ranges; always follows score. | Frequently on pitch with appropriate articulation, pace, rhythm, projection, breath support and control; follows the score. | Infrequently on pitch with **inconsistent** articulation, pace, rhythm, projection, breath support and control; usually follows the score. | Rarely on pitch with **limited** articulation, pace, rhythm, projection, breath support and control; frequently deviates from the score. |

**Singing Expression**

| **Musical expression that communicates and reflects the character's emotions and subtext.** | Intuitively integrates voice, lyrics, and music to **truthfully communicate** and portray a **believable** character through emotions and subtext. | Integrates voice, lyrics, and music to **communicate** and portray a **believable** character through emotions and subtext. | Inconsistently integrates voice, lyrics, and music to **communicate** and portray a character through emotions and subtext. | Rarely integrates voice, lyrics, and music to **communicate** and portray a character through emotions and subtext. |

| **Comment:** | | | | | | | | | | | | | | |
### Movement & Dance

Gestures and facial expressions **consistently communicate** appropriate character emotions and their meanings; blocking and movement/dance are **varied, purposeful, and reflect** the character’s emotion and subtext.

Gestures and facial expressions **frequently communicate** appropriate character emotions and their meanings; blocking and movement/dance are **varied, purposeful, and reflect** the character’s emotion and subtext.

Gestures and facial expressions **infrequently communicate** appropriate character emotions and their meanings; blocking and movement/dance **generally reflect** the character’s emotion and subtext.

Gestures and facial expressions are **limited/absent and rarely communicate** suitable character emotions; blocking and movement/dance **do not reflect** the character’s emotion and subtext.

**Comment:**

### Execution

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 **sustained throughout**; integration of singing, movement/dancing, and acting **create a believable character/relationship** that tells a story.

Concentration and commitment to moment-to-moment choices are **mostly sustained**; integration of singing, movement/dancing, and acting **often create a believable character/relationship** that tells a story.

Concentration and commitment to moment-to-moment choices are **inconsistently sustained**; integration of singing, movement/dancing, and acting **occasionally create a believable character/relationship** that tells a story.

Concentration and commitment to moment-to-moment choices are **limited or absent**; singing, movement/dancing, and acting are **rarely integrated to create a believable character/relationship** that tells a story.

**Comment:**

### RATING

<table>
<thead>
<tr>
<th>RATING</th>
<th>4</th>
<th>Superior</th>
<th>(Score of 24-21)</th>
<th>3</th>
<th>Excellent</th>
<th>(Score of 20-15)</th>
<th>2</th>
<th>Good</th>
<th>(Score of 14-9)</th>
<th>1</th>
<th>Fair</th>
<th>(Score of 8-6)</th>
<th>TOTAL SCORE</th>
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</thead>
</table>

_________________________ 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**

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>4</th>
<th>Superior</th>
<th>Above standard</th>
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</thead>
<tbody>
<tr>
<td><strong>Job Understanding and Interview</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation of the scenic designer’s role and specific job responsibilities; presentation and explanation of executed design, creative decisions, and collaborative process.</td>
<td>Articulates a comprehensive understanding of the scenic designer’s role and job responsibilities; thoroughly presents and explains the executed design, creative decisions, and collaborative process.</td>
<td>Articulates an understanding of the scenic designer’s role and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.</td>
<td>Articulates a partial understanding of the scenic designer’s role and job responsibilities; inconsistently presents and explains the executed design, creative decisions, and/or collaborative process.</td>
</tr>
</tbody>
</table>

**Score**

| 1 | Fair   | Aspiring to standard |

**Design, Research, and Analysis**

Design, research and analysis addresses the artistic/practical needs (given circumstances) of the script to support the scenic design and unifying concept.

| 4 | Superior | Above standard |
|   |          |                |
| A well-conceived scenic design, detailed research, and thorough script analysis clearly addresses the artistic/practical needs of the production and consistently supports the unifying concept. | A complete scenic design, research, and script analysis addresses the artistic/practical needs of the production and supports the unifying concept. | An incomplete scenic design, research, and script analysis somewhat addresses the artistic/practical needs of the production and/or inconsistently supports the unifying concept. |

**Artistic Interpretation**

Scenic design choices that reflect the mood, style, period, locale, and genre of the play.

| 4 | Superior | Above standard |
|   |          |                |
| Scenic design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play. | Scenic design choices enhance and communicate the mood, style, period, locale, and genre of the play. | Scenic design choices somewhat communicate the mood, style, period, locale, and genre of the play. |

**Execution**

Scenic design and artifact binder convey ideas, products, and choices that support the script and unifying ideas.

| 4 | Superior | Above standard |
|   |          |                |
| A comprehensive rendering or model, floor plan, and artifact binder enhance artistic ideas and choices to provide exceptional support for script and unifying concept. | A rendering or model, floor plan, and artifact binder align with artistic ideas and choices to support script and unifying concept. | An incomplete rendering or model, floor plan, and artifact binder inconsistently align with artistic ideas and choices to support script and unifying concept. |

**Comment:**

For internal use only
<table>
<thead>
<tr>
<th>RATING</th>
<th>4</th>
<th>Superior</th>
<th>3</th>
<th>Excellent</th>
<th>2</th>
<th>Good</th>
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<th>Fair</th>
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<td>(Score of 16-14)</td>
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<td>(Score of 13-10)</td>
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<td>(Score of 9-6)</td>
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<td>(Score of 5-4)</td>
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<td></td>
<td>Superior</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>TOTAL SCORE</td>
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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: __________________________

www.schooltheatre.org/advocacy/standardsresources
**Short Film**
National Individual Events 2017-18

**Comment:**

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

**Comment:**

**Selection:**

**Troupe:**

**Student(s):**

**School:**

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**Acting**

Emotional and physical believability; choices and tactics.

| Character movements, actions, gestures, and expressions are consistently believable; choices and tactics toward an objective prompt instinctive reactions to partners or events that create insight into the text. |
| Character movements, actions, gestures, and expressions are believable; choices and tactics toward an objective prompt reactions to partners or events. |
| Character movements, actions, gestures, and expressions are sometimes emotionally/physically believable; choices and tactics toward an objective sometimes prompt reactions to partners or events. |
| Character movements, actions, gestures, and expressions are rarely emotionally/physically believable; choices and tactics toward an objective are not evident and do not prompt reactions to partners or events. |

**Comment:**

---

**Filmmaker’s Vision**

Use of film elements to create a successful final product.

| Filmmaker conveyed clear vision and consistently adhered to rules established for film; all elements worked together to create an impactful, engaging film with a powerful voice. |
| Filmmaker conveyed mostly clear vision and frequently adhered to the rules established for the film; most elements worked together to create an engaging film. |
| Filmmaker attempted to convey clear vision and inconsistently adhered to the rules established for the film; few elements worked together to create an engaging film. |
| Filmmaker failed to convey a clear vision and did not adhere to the rules established for the film; elements did not work together to create an engaging film. |

**Comment:**

---

**RATING**

(Please circle)

4 | Superior  
(Score of 20-18)  
3 | Excellent  
(Score of 17-13)  
2 | Good  
(Score of 12-8)  
1 | Fair  
(Score of 7-5)  

TOTAL SCORE

_________________________________________________  
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

**SKILLS**

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

**Comment:**
Voice Acting and Animation Techniques

| Believability and compatibility of voice and animation; animation style and choices. |
|---|---|---|---|---|
| Character voices and animation (movements, actions, gestures, and expressions) are consistently believable and work in unison to create character; 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 believable and mostly work in unison to create character; 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 sometimes believable and work in unison to create character; 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 rarely believable and do not connect well with each other; strong animation choices are rarely evident, and the art style does not help build a unique animated world for viewer. |

Comment:

Filmmaker's Vision

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

Comment:

RATING

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Superior (Score of 20-18)</td>
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<tr>
<td>3</td>
<td>Excellent (Score of 17-13)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Good (Score of 12-8)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fair (Score of 7-5)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE

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

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

**Comment:**

**Filmmaker's Vision**
Use of film elements to create a successful final product.

| Filmmaker conveyed clear vision and consistently adhered to rules established for the film; all elements worked together to create an impactful, engaging film. | Filmmaker conveyed mostly clear vision and frequently adhered to the rules established for the film; most elements worked together to create an engaging film. | Filmmaker attempted to convey clear vision and inconsistently adhered to the rules established for the film; few elements worked together to create an engaging film. | Filmmaker failed to convey a clear vision and did not adhere to the rules established for the film; elements did not work together to create an engaging film. |

**Comment:**

**RATING**
(Please circle)

| 4 | Superior | (Score of 20-18) | 3 | Excellent | (Score of 17-13) | 2 | Good | (Score of 12-8) | 1 | Fair | (Score of 7-5) |

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

Optional aligned state standards: __________________________

State Standards website: __________________________
## Sound Design

### SKILLS

<table>
<thead>
<tr>
<th>Job Understanding and Interview</th>
<th>Design, Research, and Analysis</th>
<th>Artistic Interpretation</th>
<th>Execution</th>
</tr>
</thead>
<tbody>
<tr>
<td>**4</td>
<td>Superior** Above standard</td>
<td>**4</td>
<td>Superior** Above standard</td>
</tr>
<tr>
<td>Articulates a comprehensive understanding of the sound designer’s role and job responsibilities; thoroughly presents and explains the executed design, creative decisions and collaborative process.</td>
<td>A complete sound design, research, and script analysis addresses the artistic and practical needs of the production and supports the unifying concept.</td>
<td>Sound design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play.</td>
<td>A comprehensive sound plot and artifact binder convey ideas, products and choices that support the script and unifying concept.</td>
</tr>
<tr>
<td>**3</td>
<td>Excellent** At standard</td>
<td>**3</td>
<td>Excellent** At standard</td>
</tr>
<tr>
<td>Articulates an understanding of the sound designer’s role and job responsibilities; adequately presents and explains the executed design, creative decisions and collaborative process.</td>
<td>An incomplete sound design, research, and script analysis somewhat addresses the artistic and practical needs of the production and/or inconsistently supports the unifying concept.</td>
<td>Sound design choices communicate the mood, style, period, locale, and genre of the play.</td>
<td>An incomplete sound plot and artifact binder inconsistently align with artistic ideas and choices to support the script and unifying concept.</td>
</tr>
<tr>
<td>**2</td>
<td>Good** Near standard</td>
<td>**2</td>
<td>Good** Near standard</td>
</tr>
<tr>
<td>Articulates a partial understanding of the sound designer’s role and job responsibilities; inconsistently presents and explains the executed design, creative decisions and/or collaborative process.</td>
<td>The incomplete sound design, research, and script analysis lack alignment with artistic ideas and choices that support the script and unifying concept.</td>
<td>Sound design lacks choices that communicate the mood, style, period, locale, and genre of the play.</td>
<td>An incomplete sound plot and artifact binder lack alignment with artistic ideas and choices to support the script and unifying concept.</td>
</tr>
<tr>
<td>**1</td>
<td>Fair** Aspiring to standard</td>
<td>**1</td>
<td>Fair** Aspiring to standard</td>
</tr>
</tbody>
</table>

### Comment:

- **Job Understanding and Interview:**
  - 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 comprehensive understanding of the sound designer’s role and job responsibilities; thoroughly presents and explains the executed design, creative decisions and collaborative process.
  - Articulates an understanding of the sound designer’s role and job responsibilities; adequately presents and explains the executed design, creative decisions and collaborative process.
  - Articulates a partial understanding of the sound designer’s role and job responsibilities; inconsistently presents and explains the executed design, creative decisions and/or collaborative process.
  - Articulates little understanding of the sound designer’s role and job responsibilities; does not explain an executed design, creative decisions or the collaborative process.

- **Design, Research, and Analysis:**
  - 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 well-conceived sound design, detailed research, and thorough script analysis clearly addresses the artistic and practical needs of the production and consistently supports the unifying concept.
  - A complete sound design, research, and script analysis addresses the artistic and practical needs of the production and supports the unifying concept.
  - An incomplete sound design, research, and script analysis somewhat addresses the artistic and practical needs of the production and/or inconsistently supports the unifying concept.
  - The incomplete sound design, research, and script analysis rarely addresses the artistic and practical needs of the production or support the unifying concept.

- **Artistic Interpretation:**
  - Sound design choices that reflect the mood, style, period, locale, and genre of the play.
  - Sound design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play.
  - Sound design choices communicate the mood, style, period, locale, and genre of the play.
  - Sound design choices somewhat communicate the mood, style, period, locale, and genre of the play.
  - Sound design lacks choices that communicate the mood, style, period, locale, and genre of the play.

- **Execution:**
  - Sound plot and artifact binder convey ideas, products and choices that support the script and unifying concept.
  - A comprehensive sound plot and artifact binder enhance artistic ideas and choices to provide exceptional support for the script and unifying concept.
  - A sound plot and artifact binder align with artistic ideas and choices to support the script and unifying concept.
  - An incomplete sound plot and artifact binder inconsistently align with artistic ideas and choices to support the script and unifying concept.
  - An incomplete sound plot and artifact binder lack alignment with artistic ideas and choices to support the script and unifying concept.
RATING
(Please circle)

4 | Superior
(Score of 16-14)

3 | Excellent
(Score of 13-10)

2 | Good
(Score of 9-6)

1 | Fair
(Score of 5-4)

TOTAL SCORE

___________________________________________________
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.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: _______________________________________

### National Individual Events 2017-18

#### Stage Management

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<table>
<thead>
<tr>
<th>Student(s):</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection:</td>
<td>Troupe:</td>
</tr>
</tbody>
</table>

#### SKILLS

<table>
<thead>
<tr>
<th>SCORE</th>
<th>1</th>
<th>Fair</th>
<th>Aspiring to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Good</td>
<td>Near standard</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Excellent</td>
<td>At standard</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Superior</td>
<td>Above standard</td>
<td></td>
</tr>
</tbody>
</table>

#### Job Understanding

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

**4 | Superior**

Demonstrates a **comprehensive understanding** of the stage manager’s role and specific job responsibilities.

**3 | Excellent**

Demonstrates an **understanding** of the stage manager’s role and specific job responsibilities.

**2 | Good**

Demonstrates a **partial understanding** of the stage manager’s role and specific job responsibilities.

**1 | Fair**

Demonstrates little understanding of stage manager’s role and specific job responsibilities.

#### Comment:

#### Interview

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

**4 | Superior**

Thoroughly presents and explains the director’s concept, collaborative process, and production book.

**3 | Excellent**

Adequately presents and explains the director’s concept, collaborative process, and production book.

**2 | Good**

Inconsistently presents and explains the director’s concept, collaborative process, and/or production book.

**1 | Fair**

Does not explain the director’s concept, collaborative process or production book.

#### Comment:

#### Production book

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

**4 | Superior**

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.

**3 | Excellent**

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.

**2 | Good**

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.

**1 | Fair**

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.

#### Comment:

#### Execution:

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

**4 | Superior**

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

**3 | Excellent**

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

**2 | Good**

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

**1 | Fair**

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

#### Comment:
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Optional aligned state standards: __________________________________________

State standards website: ________________________________________________
Theatre Marketing

National Individual Events 2017-18

<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>Job Understanding and Interview</td>
<td></td>
<td>Articulates comprehensive understanding of marketing director’s role and job responsibilities; thoroughly presents and explains the executed marketing plan, creative decisions, and collaborative process.</td>
<td>Articulates understanding of marketing director’s role and job responsibilities; presents and explains the executed marketing plan, creative decisions and/or collaborative process.</td>
<td>Articulates partial understanding of marketing director’s role and job responsibilities; inconsistently presents and explains the executed marketing plan, creative decisions and/or collaborative process.</td>
<td>Articulates little understanding of marketing director’s role and job responsibilities; does not explain an executed marketing plan, creative decisions, or the collaborative process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Development</td>
<td></td>
<td>Conducted research accurately identifies target market/inspiration for the design concept; all appropriate resources and personnel were consulted to effectively refine and communicate final concept to audience.</td>
<td>Conducted research mostly identifies target market/inspiration for the design concept; most appropriate resources and personnel were consulted to effectively refine and communicate final concept to audience.</td>
<td>Conducted research somewhat identifies target market/inspiration for the design concept; several resources and personnel were consulted to refine and communicate final concept to audience.</td>
<td>Conducted research marginally identifies target market and minimal relationship to design concept; few or no resources and personnel were consulted to refine and communicate final concept to audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Execution</td>
<td></td>
<td>Marketing campaign aligns with production concept; shared components consistently demonstrate a unified effort, including consistent quality artistic designs, accurate details, and a coordinated multiple media distribution strategy.</td>
<td>Marketing campaign frequently aligns with production concept; shared components usually demonstrate a unified effort, including consistent quality artistic designs, accurate details, and a coordinated multiple media distribution strategy.</td>
<td>Marketing campaign somewhat aligns with production concept; shared components demonstrate a generally unified effort, including artistic designs, details, and a coordinated media distribution strategy.</td>
<td>Marketing campaign rarely aligns with production concept; shared components do not demonstrate a unified effort in artistic designs, details, and media distribution strategy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realized Outcomes</td>
<td></td>
<td>Budget expenditures and ticket sales explained and compared with accurate figures; media coverage, marketing/press releases, and multiple execution alternatives are realistic, with clear/practical outcomes.</td>
<td>Budget expenditures and ticket sales explained with accurate figures; media coverage, marketing/press releases, and multiple execution alternatives are realistic, with clear/practical outcomes.</td>
<td>Budget expenditures and ticket sales are explained; media coverage, marketing/press releases, and multiple execution alternatives sometimes offer realistic/practical outcomes.</td>
<td>Budget expenditures and ticket sales are not explained; media coverage, marketing/press releases and multiple execution alternatives rarely offer realistic/practical outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment:
<table>
<thead>
<tr>
<th>RATING</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>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please circle)</td>
<td></td>
<td>(Score of 16-14)</td>
<td></td>
<td>(Score of 13-10)</td>
<td></td>
<td>(Score of 9-6)</td>
<td></td>
<td>(Score of 5-4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Judge's name (Please Print)</th>
<th>Judge's signature</th>
</tr>
</thead>
</table>

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- [ ] Other comments:

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