

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Collaborative Play Production Project Rubric: Final Group Performance

| Category                  | Description   | Exceeds Standard  | Meets Standard   | Making Progress   | Getting Started   | No Attempt   |
|---------------------------|---|---|--|---|---|--|
| Memorization and Blocking | Do the actors know their lines? Are the actors open to the audience? Do the actors use proper acting positions? | The student's work shows great amount of thought and skill. Students know their lines and do not need prompting. Proper sight lines are maintained throughout the scene.              | The student's work shows thought and skill. Students were not prompted. Actors were rarely using incorrect body positioning allowing audience to see action clearly. | The student's work shows some thought and skill. Actors were prompted several times and struggled with some lines. Audience found the actors hard to see. | The student's work shows very little thought and skill. Students were prompted frequently. Most lines were not memorized. Actors not aware of their positioning, backs to the audience. | The student's work shows no thought or skill. Lines are not memorized. Blocking is not cohesive, does not flow and is confusing to the audience. |
| Lights and Sound          | The students create the mood of the scene by enhancing the audience's emotions both visually and audibly.       | The students took their time and paid close attention to consistency and detail of the work. Lights and sound helped the audience to feel the mood with carefully placed/ timed cues. | The students did not rush and were consistence in their work. Lights and sound helped the audience to feel the mood with carefully placed/ timed cues.               | The students rushed through their work but paid attention to consistency. Lights and sound helped to evoked emotion from audience members.                | The students rushed through their work and paid little attention to consistency. Students are still learning how to operate the boards and program cues.                                | The students rushed through their work and paid no attention to consistency or detail. Cannot operate boards.                                    |

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|--|--|---|--|---|--|--|
| Characterization and Vocal Quality             | Did the students effectively portray the character? Could you hear the lines and what the characters were saying? Were diction and enunciation demonstrated correctly by the actors? | The students exhibited great attention to characterization and vocal quality throughout entire assignment and scene. Characterization was clear and well fitting for the scene. Students used excellent volume. | The students exhibited attention to characterization and vocal quality throughout entire assignment and scene. Characterization was clear and well fitting for the scene. Volume was good. | The students exhibited some attention to characterization and vocal quality during assignment and scene. Character choices were not clear. Student needs to improve volume. | The students did not exhibit attention to characterization or vocal quality throughout assignment and scene. Characterization was not clear and ill-fitting for the scene. Student was hard to hear. | The students did not exhibit attention to characterization and vocal quality at all. Characterization was absent during scene. Student was extremely hard to hear. |
| Effort and Neatness/ Detail and Stage Business | Did the students show effort and neatness while completing assignment? Was the scene orchestrated with fluidity? Did all theatrical elements work cohesively?                        | The student's performance is seamless. All elements had a very even flow. The scene came together in all elements. Audience was engaged in the story being presented.   | The student's performance comes together well. Elements had a very even flow. Audience was engaged in the story being presented.   | The student's performance comes together somewhat. Some elements were not cohesive. Audience was only engaged in parts of the story being presented.                        | The student's performance does not together well. Most elements were not cohesive. Audience was not engaged in most of the story being presented.  | The student's performance does not together at all. Elements were not cohesive. Audience was not engaged and confused with the story.                              |