

Collaborative Play Production Project Rubric: Work Assessment ACTOR

Category	Description	Exceeds Standard 25 points	Meets Standard 23-15 points	Approaching 14-9 points	Does Not Meet 0 points
Memorization	Do the actors know their lines? Do the actors need to be prompted or call for line?	The student's work shows great amount of thought and skill. Students know their lines and do not need prompting.	The student's work shows thought and skill. Students were not prompted. Student does not call for line.	The student's work shows some thought and skill. Actors were prompted several times and struggled with some lines.	The student's work shows no thought or skill. Lines are not memorized. Student calls for line numerous times.
Blocking	Are the actors open to the audience? Do the actors use proper acting/body positions assigned by the director?	The students took their time and paid close attention to consistency and detail of the work. Proper sight lines are maintained throughout the scene.	The students did not rush and were consistence in their work. Actors were rarely using incorrect body positioning allowing audience to see action clearly.	The students rushed through their work but paid attention to consistency. Audience found the actors hard to see.	The students rushed through their work and paid no attention to consistency or detail. Blocking is not cohesive, does not flow and is confusing to the audience.
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 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 come together at all. Elements were not cohesive. Audience was not engaged and were confused with the story.

Collaborative Play Production Project Rubric: Work Assessment DIRECTOR

Category	Description	Exceeds Standard 25 points	Meets Standard	Approaching	Does Not Meet
Blocking Notebook	Is all blocking for actors written in notebook? 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. Proper sight lines are maintained throughout the scene.	The student's work shows thought and skill. Actors were rarely using incorrect body positioning allowing audience to see action clearly.	The student's work shows some thought and skill. Audience found the actors hard to see.	The student's work shows no thought or skill. Blocking is not cohesive, does not flow and is confusing to the audience.
Rehearsal Notes	Does the student director take notes during each rehearsal? Are these notes communicated with the actors at the end of each rehearsal?	The students took their time and paid close attention to consistency and detail of the work. Student director took detailed notes and effectively communicated them to the student actors at the end of each rehearsal.	The students did not rush and were consistence in their work. Student director took notes and communicated them to the student actors at the end of each rehearsal.	The students rushed through their work but paid attention to consistency. Student director took some notes but notes were not effectively communicated to the student actors at the end of rehearsals.	Student director did not take notes and notes/ideas were not communicated to the student actors at the end of rehearsals.
Play Analysis	Did student director answer play analysis with great and precise detail? Did student director have a clear understanding of the material?	The student exhibited great attention to detail and understanding of the mood throughout entire scene. Student director helped actors to convey meaning of the scene through their characters.	The student exhibited attention to detail and understanding of the mood throughout the scene. Student director helped actors to convey meaning of the scene through their characters.	The student exhibited little attention to detail and understanding of the mood throughout the scene. Actors were not clear in their presentation/meaning of the material.	The student exhibited no attention to detail or understanding of the mood throughout the scene. Actors and audience were confused about the meaning of the material.
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 at all. Elements were not cohesive. Audience was not engaged and confused with the story.

Collaborative Play Production Project Rubric: Work Assessment TECHNICAL DIRECTOR

Category	Description	Exceeds Standard 25 points	Meets Standard	Approaching	Does Not Meet
Cue Sheets	Did the technical director write all light and sound cues in their script? Are cues clear and easy to identify where they take place?	The student's work shows great amount of thought and skill. Close attention was paid to make sure lights and sound were presented in areas of the scene that helped to enhance mood and emotion.	The student's work shows thought and skill. Attention was paid to make sure lights and sound were presented in areas of the scene that helped to enhance mood and emotion.	The student's work does not show thought and skill. Lights and sound cues were not placed in proper areas of the scene.	The student's work shows no amount of thought and skill. Light and sound cues were absent in numerous areas of the scene or absent all together.
Ground Plan and Costume Design	Does the student use set pieces and costumes to help portray the message/material to the audience?	The students took their time and paid close attention to consistency and detail of the work. The set pieces and costumes were placed and selected carefully to enhance the story.	The students did not rush and were consistence in their work. The set pieces and costumes were placed and selected to help tell the story.	The students rushed through their work. The set pieces were placed haphazardly and costumes were confusing to the audience.	The students rushed through their work and paid no attention to consistency or detail. Set pieces and costumes were missing from the scene.
Execution of Cues	Does the student 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 no attention to consistency or detail. Cannot operate boards.
Effort and Neatness/ Detail	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 at all. Elements were not cohesive. Audience was not engaged and confused with the story.

