

Performance/Acting Rubric

Student name: _____ Reviewer: _____

	0	1	2	3	SCORE
Character Development	No evidence of appropriate acting technique* for character development	Some evidence of appropriate acting technique* for character development	Sufficient evidence of appropriate acting technique* for character development	Exemplary evidence of appropriate acting technique* for character development	
Vocal Quality	Inarticulate and no clear vocal choices	Articulation is a problem and some vocal choices are apparent	Demonstrates consistent vocal choices that reflects character	Clear and nuanced vocal interpretation that reflects character	
Movement Quality	Little or no physical commitment that reflects character movement with body	Some physicality that reflects character movement with body	Adequate physicality that reflects character movement with body	Exemplary physicality that reflects character movement with body	
Interpretation/Preparation	No interpretation of text or evidence of preparation	Some interpretation of text or evidence of preparation	Adequate interpretation and preparation of text but lacks nuanced approach to material	Exemplary interpretation of text and subtle nuanced approach to material	

COMMENTS:

*Acting Technique Defined:

- Clear Objectives,
- Given Circumstances
- Object of Attention
- Application of Research/Analysis,
- Emotional Engagement appropriate to character/story

CRITICAL EVALUATION/RESEARCH WRITING RUBRIC

	4 – Excellent	3 – Very Good	2 – Satisfactory	1 – Needs Improvement	Score
1. Prompt Requirement	Exceeds requirements of prompt	Meets requirements of assignment or prompt	Meets most requirements of assignment or prompt but may lack consistency	Meets some of the basic requirements of assignment or prompt but lacks consistency	
2. Thesis Statement	Contains strong, clear thesis statement that is very well-supported by research, analysis, and facts	Contains clear thesis statement that is supported by research, analysis, and facts	Contains adequate thesis statement that is somewhat supported by research, analysis, and facts	Contains poorly developed thesis statement that is not supported by research, analysis, and facts	
3. Title and Opening Paragraph	Title and opening paragraph engage the reader with topic of paper	Title and opening paragraph are clear and informative	Title and opening paragraph are satisfactory	Lacks title and/or opening paragraph	
4. Organization	Organization excellent with constructive transitions that support development of thesis	Organization very good with constructive transitions that support development of thesis	Organization is sufficient but sometimes random and with few transitions that support thesis	No clear organization, no transitions and/or none that support thesis; difficult to follow	
5. Description, Interpretation, Contextualization, and Evaluation	Exceptional use of description, interpretation, contextualization, and evaluation	Very good use of description, interpretation, contextualization, and evaluation	Adequate overall use of description, interpretation, contextualization, and evaluation	Inadequate use of description, interpretation, contextualization, and evaluation	
6. Use of Source Materials	Source materials effectively analyzed and integrated into writing to support writer’s own development of ideas	Source materials appropriately analyzed and integrated into writing to support writer’s own development of ideas	Source materials used but frequently substitutes for writer’s own development of ideas; some source material misrepresented	Source materials missing, frequently misrepresented, and/or used to substitute for writer’s own development of ideas	
7. Vocabulary	Rich vocabulary pertinent to topic	High level vocabulary pertinent to topic	Limited vocabulary pertinent to topic	Vocabulary is simple and not always pertinent to topic	

	4 – Excellent	3 – Very Good	2 – Satisfactory	1 – Needs Improvement	Score
8. Sentence Structure	Sentence structure varied, coherent, and effective	Sentence structure somewhat varied, coherent, and generally effective	Sentence structure not complex enough for college-level writing	Sentence structure is problematic, in fragments, and/or difficult to understand	
9. Grammar, Punctuation, and Mechanics	No errors in spelling, grammar, punctuation, or mechanics	Very few errors in spelling, grammar, punctuation, and/or mechanics	Document understandable but some errors in spelling, grammar, punctuation, and/or mechanics are intrusive	Frequent errors in spelling, grammar, punctuation, and/or mechanics are very intrusive	
10. Unity of Ideas, Thoughts, and Insights	Exceptional level of coherence and unity of ideas, thoughts, and insights	Strong level of coherence and unity of ideas, thoughts, and insights	A basic level of coherence and unity of ideas, thoughts, and insights	Lack of coherence and unity of ideas, thoughts, and insights	
11. MLA (or other designated format)	MLA format with in-text citations used appropriately and corresponding to Works Cited page	MLA format with in-text citations used appropriately and corresponding to Works Cited page	MLA format inconsistent, errors with in-text citations and on Works Cited page	Not MLA-formatted, failure to cite sources and/or no corresponding Works Cited page	
				Total Score (44 pts. possible)	

Chapman University
Directing for the Theatre
Rubric for Scene Presentation

Title / Author of Play:

Style / Period of Play:

Student Name:

	0	1	2	3	SCORE
Scene Movement	Student demonstrates no understanding of scene rhythm, tempo, and pace.	Student Demonstrates inadequate understanding of scene rhythm, tempo, and pace.	Student demonstrates an adequate understanding of scene rhythm, tempo, and pace.	Student demonstrates an excellent understanding of scene rhythm, tempo, and pace.	
Stage Composition	Student demonstrates no understanding of stage pictures, spacing, levels, lines, and planes.	Student demonstrates an inadequate understanding of stage pictures, spacing, levels, lines, and planes.	Student demonstrates an adequate understanding of stage pictures, spacing, levels, lines, and planes.	Student demonstrates an excellent understanding of stage pictures, spacing, levels, lines, and planes.	
Clarity of Storytelling	Student demonstrates very little or no synthesis of staging choices with scene's dramatic action.	Student demonstrates an inadequate synthesis of staging choices with scene's dramatic action.	Student demonstrates an adequate synthesis of staging choices with scene's dramatic action.	Student demonstrates an excellent synthesis of staging choices with scene's dramatic action.	
Execution	Performance demonstrate little or no clarity of directorial elements and/or Performance shows little evidence or actor engagement.	Performance demonstrates lack of clarity of directorial elements and shows lack evidence or actor engagement.	Performance demonstrates adequate clarity of directorial elements and shows adequate evidence or actor engagement	Performance demonstrates strong clarity of directorial elements and shows strong evidence or actor engagement	

Student Name _____ Course: _____

Professor _____ Semester Fall 2014

Level 100 200 300 400 Program BA T BFA SCAC BFA TP

CHAPMAN THEATRE DEPARTMENT ASSESSMENT RUBRIC

PROFESSIONALISM final 30th Nov. 2010

	1	2	3	4	SCORE
TIME MANAGEMENT	Student demonstrates little to no time management skills including scheduling and keeping appointments and balancing departmental responsibilities with extra-curricular activities.	Student demonstrates some time management skills including scheduling and keeping appointments and balancing departmental responsibilities with extra-curricular activities.	Student demonstrates sufficient time management skills including scheduling and keeping appointments and balancing departmental responsibilities with extra-curricular activities.	Student demonstrates exemplary time management skills including scheduling and keeping appointments and balancing departmental responsibilities with extra-curricular activities.	
WORKHABITS	Student demonstrates little or no punctuality, theatre etiquette, and/or accountability in completing assigned classroom and production tasks.	Student demonstrates some punctuality, theatre etiquette, and/or accountability in completing assigned classroom and production tasks.	Student demonstrates sufficient punctuality, theatre etiquette, and/or accountability in completing assigned classroom and production tasks.	Student demonstrates exemplary punctuality, theatre etiquette, and/or accountability in completing assigned classroom and production tasks.	
CRITICISM AND FEEDBACK	Student demonstrates little or no ability to receive and apply critical assessment and feedback during classroom, rehearsal, and production activities.	Student demonstrates some ability to receive and apply critical assessment and feedback during classroom, rehearsal, and production activities.	Student demonstrates a sufficient ability to receive and apply critical assessment and feedback during classroom, rehearsal, and production activities.	Student demonstrates an exemplary ability to receive and apply critical assessment and feedback during classroom, rehearsal, and production activities.	

ATTITUDE AND DEMEANOR	Student does not demonstrate respect for others, a positive attitude or appropriate behavior during classroom, rehearsal, and production activities.	Student sometimes demonstrates respect for others, a positive attitude and appropriate behavior during classroom, rehearsal, and production activities.	Student usually demonstrates respect for others, a positive attitude and appropriate behavior during classroom, rehearsal, and production activities.	Student demonstrates respect for others, a positive attitude and appropriate behavior during classroom, rehearsal, and production activities.	
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Developed/Revised by Chapman University Department of Theatre Assessment Committee