

# Acting

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**GEORGIA  
THESPIANS™**

AN EDUCATIONAL THEATRE ASSOCIATION AFFILIATE

Student(s):

School:

Selection:

Troupe:

Monologue \_\_\_\_ Duo \_\_\_\_ Group \_\_\_\_

SKILLS	4   <b>Superior</b> Above standard	3   <b>Excellent</b> At standard	2   <b>Good</b> Near standard	1   <b>Fair</b> 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.	Clear articulation of name and selection; <b>intuitive transition</b> into and between characters, <b>distinctive final moment and transition</b> out of character into exit.	Clear articulation 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 reactions</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 reactions</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.	
<b>Comment:</b>					

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
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 Judge's name (please print)

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 Judge's signature

ATTENTION TABULATION ROOM: Please note the following:
 

☐ Timing issue: ( \_\_\_\_\_mm \_\_\_\_\_ss)
   
☐ Rule violation: \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_
   
☐ Other comments:

Individual Events should not be considered an assessment of student learning. However, Individual Events 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

To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

For additional standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

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

State standards website: \_\_\_\_\_