

Theatre Rubric for "Proficient" Theatre Standards

Recommended for High School Year 1 Theatre Students

	CATEGORY	4	3	2	1	0
		Exceeds Above Standard	Proficient At Standard	Developing Near Standard	Novice Aspiring to Standard	No Evidence
Performing	Standard 1, 3, & 4 Believable Characterization	Character's motivation is well defined through strong performance choices. Life and world of character is illuminated through actor's emotional and physical performance.	Character's motivation is clearly defined. Life and world of character is adequately displayed through actor's performance. Character is emotionally and physically believable.	Character's motivation is superficially defined. Range of emotion and physical believability is limited.	Character's motivation is lacking. There is little depth and range of emotion.	No attempt was made to perform.
	Standard 4 Characterization-Objective and Tactics	Choices and tactics toward an objective are relevant and compelling throughout the performance.	Choices and tactics toward an objective are identifiable throughout the performance.	Choices and tactics toward an objective are limited throughout the performance.	Choices, tactics, and/or objectives are not evident.	No attempt was made to perform.
	Standard 6 Commitment to a performance	Student stays completely immersed in the character and moment-to-moment choices integrating focus, body, and emotions.	Student remains focused even during missed lines and cues; sustaining moment-to-moment choices throughout the performance.	Student weaves in and out of character throughout the performance. Student breaks focus when thinking of next line/cue or out of obvious nervousness.	Student doesn't immerse into the character to produce believability and focus is easily broken.	No attempt was made to perform.
Creating	Standard 3 Movement/Blocking	Gestures and facial expressions consistently communicate the character's emotions. The blocking is varied, purposeful, and reflects the character.	Gestures and facial expressions communicate the character's emotions. The blocking is purposeful and reflects the character.	Blocking, gestures, and facial expressions are limited, or they do not communicate the character.	Blocking, gestures, and/or facial expressions are absent.	No attempt was made to perform.
	Standard 3 Voice	Student consistently uses the voice expressively and articulately. Student projects the voice clearly. Student utilizes the voice to include variations of pitch, pace, and tone.	Student projects and articulates clearly.	Student's projection and articulation is inconsistent.	Student either lacks projection and/or demonstrates poor articulation.	No attempt was made to perform.