

Name: _____ Block: _____

Final Performance Rubric

	Superior (16-20 pts)	Excellent (11-15 pts)	Good (6-10 pts)	Needs Improvement (0-5 pts)
Memorization	Student displays an exceptional level of confidence in lines and blocking. No awkward pauses or indecision is observed.	Student displays confidence in lines and blocking. Little to no pausing or indecision is observed.	Student is somewhat confident with lines and blocking. Some pauses and minor indecision may be observed.	Student lacks confidence in both lines and blocking. Awkward pauses and indecision in action are apparent and plentiful.
Vocal Skills	Student has mastered the skills or projection and articulation. Student's every word can be heard clearly from the back of the house. Speech is adequately paced for audience understanding, and important words/phrased have been emphasized.	Student displays excellent projection and articulation. Student's every word can be heard clearly from the house. Speech is adequately paced.	Student displays adequate projection and articulation, though some weaknesses/inconsistencies can be observed. Student can generally be heard. Rate of speech may occasionally rush or drag.	It is difficult for an audience to understand the student due to projection or articulation problems. Student may be rushed or monotone.
Physical Skills	Student masterfully employs facials, gestures, and posture appropriate to a given character. Creative blocking utilizes the depth and width of the stage and also demonstrates use of levels.	Student employs facials, gestures, and posture appropriate to a given character. Skilled blocking utilizes the depth and width of the stage and also demonstrates some use of levels.	Student employs facials, gestures, and posture that may or may not be appropriate to a given character. Interesting blocking has been added to the scene.	Student sometimes uses facials, gestures, and posture appropriate to a given character. Blocking is cluttered, boring, or lifeless. Problems with staying open or hair blocking the face may be noted.
Commitment	Student is highly focused and adds great energy to the performance. A captivating character has been created for the audience's enjoyment.	Student stays in character and brings focus and energy to the performance.	Student generally stays in character and displays limited energy and focus.	Student may occasionally break character. Little focus or energy are present in the performance.
Character Development	There is a clear and unique "moment before" that establishes the scene before dialogue begins. Scene shows strong evidence of a defined objective, obstacle, and tactics.	There is a "moment before" that establishes the scene before dialogue begins. Scene shows some evidence of an objective, obstacle, and tactics.	There is no clear "moment before" in the scene. The scene may show some evidence of either objective, obstacle, and/or . tactics	The scene is flat and lifeless. No attempts at developing a character have been made, other than to memorize the scene.

TOTAL POINTS = _____/100

See the attached note sheet for comments!