

Musical Theatre Performance Rubric



Solo <input type="checkbox"/> Duet <input type="checkbox"/> Group <input type="checkbox"/>			For internal use only <input type="text"/>		
Student(s):			School:		
Selection:			Troupe:		
Skills	4 Superior Above Standard	3 Excellent At Standard	2 Good Near Standard	1 Fair Aspiring to Standard	Score
Acting Transitions 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; intuitive transition into and between characters, distinctive final moment and transition out of character into exit.	Clear articulation of name and selection; recognizable transition into and between characters, final moment and into exit.	Moderately clear articulation of name and selection; transition into and between characters and/ or final moment may or may not be present.	Unclear articulation of name and selection; transitions into and between characters and/ or final moment are not evident.	
Comment: _____ _____					
Characterization Emotional and physical believability and commitment to character; choices or tactic towards an objective that create a relationship with real or implied partner(s).	Character is consistently emotionally and physically believable; committed choices and tactics toward an objective prompt intuitive reaction to real or implied partner(s).	Character is frequently emotionally and physically believable; committed choices and tactics toward an objective prompt identifiable reaction to real or implied partner(s).	Character is infrequently emotionally and physically believable; choices and tactics toward an objective prompt some reactions to real or implied partner(s).	Character is rarely emotionally and physically believable; choices, tactics, objectives, and a relationship to a real or implied partner(s) are not evident.	
Comment: _____ _____					
Expression Gestures, facial expressions, blocking, and any movement/ dance choices communicate the character's emotions and subtext.	Gestures and facial expressions consistently communicate appropriate character emotions and their meanings; blocking and movement is varied, purposeful, and reflect the character's emotion and subtext.	Gestures and facial expressions frequently communicate appropriate character emotions and their meanings; blocking and movement is varied, purposeful, and reflect the character's emotion and subtext.	Gestures and facial expressions infrequently communicate appropriate character emotions and their meanings; blocking and movement generally reflect the character's emotion and subtext.	Gestures and facial expressions are limited/absent and rarely communicate suitable character emotions; blocking and movement fails to reflect the character's emotion and subtext.	
Comment: _____ _____					
Singing Expression & Technique Musical expression and technique (pitch, tone, diction) that communicates and reflects the character's emotions and subtext to tell a story.	Vocal expression and singing technique portray nuanced character emotions and subtext , illuminating the score. Skillful application of vocal technique (pitch, tone, diction) enhances the story.	Vocal expression and singing technique portray character emotion and subtext. Appropriate use of vocal technique (pitch, tone, diction) supports the story.	Vocal expression and singing technique somewhat portray character emotion and subtext. Mostly appropriate use of vocal technique (pitch, tone, diction) somewhat supports the story.	Vocal expression and singing technique rarely portrays character emotion and subtext. Inconsistent and/or inappropriate vocal technique (pitch, tone, diction) distracts from the story.	
Comment: _____ _____					

Execution Concentration and commitment to moment-to-moment choices; integration of voice, body, and acting technique to create a believable character/relationship that tells a story.	Concentration and commitment to moment-to-moment choices are sustained ; integration of voice, body, and emotional choices creates a believable character/relationship that tells a story.	Concentration and commitment to moment-to-moment choices are mostly sustained ; integration of voice, body, and emotional choices creates a believable character/relationship that tells a story.	Concentration and commitment to moment-to-moment choices are inconsistently sustained ; integration of voice, body, and emotional choices create a sometimes-believable character/relationship that tells a story.	Concentration and commitment to moment-to-moment choices are limited or absent ; voice, body, and emotional choices are rarely creates a believable character/relationship that tells a story.	
Comment: _____ _____ _____					
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

Judge's Name (Please Print)

Judge's Signature

Attention Tabulation Room: Please note the following:

Timing Issue: (_____mm _____ss)

Rule Violation: _____;
 _____;
 _____;

Other Comments: _____

This rubric should not be considered an assessment of student learning. However, it 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.

For examples of standards aligned to the Thespy rubrics, see the alignment chart on EdTA's Learning Center: <http://learn.schooltheatre.org/thespy-standards-alignment>

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

Optional aligned state standards: _____

State standards website: _____