

Rubric: Shakespeare Scene Presentation

Small group acting assignment

| Scene Presentation | | | | | |
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| | Excellent 5 pts | Good 4 pts | Fair 3 pts | Needs Improvement 2 pts | Poor 1 pts |
| Volume & Articulation Does the student use his/her voice as an instrument to propel their performance? | Excellent Words clear and well-projected. Varied rate, volume, pitch and pause. Pitch and inflection match character. Voice fits character. Words pronounced correctly. | Good Words clear and well-projected. Varied rate, volume, pitch and pause. Voice fits character. Words pronounced correctly. | Fair Words clear. Varied rate and volume. Voice fits character. Words pronounced correctly. | Needs Improvement Words muffled and unclear. Monotone. Words pronounced incorrectly. | Poor Words are so muffled and unclear that the audience has no idea what is being said. Many words are pronounced incorrectly. |
| Characterization (x2) Is the body utilized to aid in the development character intent and delivery of lines? | Excellent Character is different from self. Facial expressions reveal thought and action. Movements show age, physical condition, personality and attitudes. No character breaks. | Good Character is different from self. Movements show age, physical condition, personality and attitudes. No character breaks. | Fair Character is slightly different from self. Movements show age and physical condition. Performance had character breaks. | Needs Improvement Character is not different from self. Not believable. Breaks character. | Poor Character is not different from self. Not believable. No character is created...just reading from the book. |
| Movement/Blocking Does the blocking enhance the performance? | Excellent Expertly uses blocking to enhance and add interest to the piece. Movements always reflect purpose. | Good Uses most of the blocking given during rehearsals in a way that adds interest to the piece. Movements usually reflect purpose. | Fair Movements rarely reflect purpose. Execution of blocking is inconsistent. | Needs Improvement Moves are generally confusing and without purpose. Recollection of blocking is minimal. | Poor No attempt is made to execute blocking that was given. Moves randomly and without purpose during the scene. |
| Focus/Poise Does the student retain focus throughout the entire performance? | Excellent Listens to and responds to other characters on stage. | Good Listens to and responds to other characters on stage. | Fair Listens to and responds to others on stage, but concentration | Needs Improvement Listens to and responds to others on stage, | Poor Does not listen and respond to others on stage. |

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| | Concentration complete. Remains in character. Smooth line delivery and transitions. Believable. | Concentration complete. Remains in character. Believable. | is incomplete. Any break in character is quickly recovered. | but concentration is incomplete. Had difficulty regaining focus. | Performance is not believable. |
| Props & Costumes Do the props help to define the character and action in the scene? | Excellent Uses props and costumes effectively and comfortably to define character and action in the scene. | Good Uses props and costumes effectively to define character and action in the scene. Appears uncomfortable with use on occasion. | Fair Attempts to use props and costumes within the scene to define character and action. | Needs Improvement Does not use props and costumes to define character or action in the scene. | Poor Props and costumes distract from the character and action in the scene. |
| Collaboration (x2) How does the student work with others? Does the student use time effectively? | Excellent Group members were active participants and made effective use of class time. | Good Group members were active participants most of the time and made effective use of class time. | Fair Group members were distracting at times, discussing non-topic related information. | Needs Improvement Group members were distracted most of the time discussing non-topic related information. | Poor Members did not make effective use of class time. In absence of partner(s), or in his/her presence, the member did not fulfill group obligation or do work. |