Stoughton High School Acting Rubric

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| **Acting Criteria** | **Exceeds Standard**  **4 pts.** | **Meets Standard**  **3 pts.** | **Emerging**  **2 pts.** | **Attempt Made**  **1 pt.** | **T** | **S** |
| **Character Creation** | **Creates a believable and fully developed character that is very detailed in delivery and execution.** | **Meets the criteria for Competent *and* maintains focus throughout.** | **Establishes a believable character through clearly visible actions, but little development.** | **Creates an undeveloped character that is not believable.** |  |  |
| **Acting- Performance** | **Dramatizes the scene in an appropriate and dramatically interesting manner.** | **Easily assumes characterization in performance.** | **Works well in ensemble and is comfortable with characterization in performance.** | **Is self conscious in role and is not an effective ensemble member.** |  |  |
| **Personal Presentation** | **The student demonstrates outstanding poise, confidence and awareness of purpose during oral presentation.** | **The student demonstrates consistent poise, confidence and awareness of purpose during presentation.** | **The student infrequently demonstrates poise, confidence and awareness of purpose during oral presentation.** | **The student lacks poise, confidence and awareness of purpose during oral presentation.** |  |  |
| **Speaking** | **The student speaks in a well-modulated voice with inflection; maintains eye contact and attention to audience throughout the entire presentation.** | **The student frequently speaks in a well-modulated voice and maintains eye contact and attention to audience throughout the presentation.** | **The student has some voice control, eye contact, and sense of audience throughout the presentation.** | **The student has poor voice control, eye contact, and sense of audience throughout the presentation.** |  |  |
| **Planning** | **The presentation reflects exceptional planning, rehearsal, and coherence.** | **The presentation reflects planning, rehearsal, and coherence.** | **The presentation lacks planning, rehearsal, or coherence.** | **The presentation lacks planning, rehearsal, and coherence.** |  |  |
| **Active Listening** | **The student listens and openly solicits the opinions of others.** | **The student listens and considers the opinions of others.** | **The student listens or considers the opinions of others.** | **The student fails to listen or consider the opinions of others.** |  |  |