

Actor's Studio II—HONORS GRADE—COMMON ASSESSMENT

Performance Monologue —Rubric

Name _____ Monologue Title _____ RANK _____

					TOTAL
LENGTH	Student's monologue was 1:30 – 2:00 minutes in length				_____/5
	20	15	10	5	
DRAMATIC ACTION	Student's work contains an <u>exceptional level</u> of mood-intensity, climax, conflict and pacing.	Student's work contains an <u>acceptable level</u> of mood-intensity, climax, conflict and pacing.	Student's work is missing one-two of the following: mood-intensity, climax, conflict and pacing , but listed material is acceptable	Student's work missing three-four of the following: mood-intensity, climax, conflict and pacing , or work is unacceptable	_____/20
VOICE	Student communicates character voice at an <u>exceptional level</u> , including enunciating a variety of tempo, pitch, tone and appropriate projection.	Student communicates character voice at an <u>acceptable level</u> , including enunciating a variety of tempo, pitch, tone and appropriate projection.	Student <u>attempts</u> to enunciate, using tempo, pitch, tone and projection , but certain aspects of execution are weak	Student uses <u>limited or unacceptable</u> enunciation, tempo, pitch, projection, and tone	_____/20
MOVEMENT	Student incorporates motivated movement at an <u>exceptional level</u> , using a variety of appropriate gestures, body movements, and facial expressions for the time period/genre to effectively illustrate character	Student incorporates motivated movement at an <u>acceptable level</u> , using a variety of appropriate gestures, body movements, and facial expressions for the time period/genre to effectively illustrate character	Student <u>attempts</u> to use gestures, body movement, and facial expression , but execution is weak and movement is not always motivated.	Student uses <u>limited or unacceptable</u> movement. Movement is NOT motivated.	_____/20
	25	20	17	14	
CHARACTER	Student communicates at an <u>exceptional</u> level expressively, illustrating emotional truth, justification, objective, obstacle, tactics, and subtext	Student communicates at an <u>acceptable</u> level, illustrating emotional truth, justification, objective, obstacle, tactics, and subtext	Student <u>attempts</u> to express, emotional truth, justification, objective, obstacle, tactics, and subtext but execution is weak	Student uses <u>limited or inappropriate</u> acting technique to create character and an unclear idea of character	_____/25
	10	8	6	4	
OVERALL ASPECTS	Student uses concentration, focus and stage presence at an <u>exceptional level</u> . Complete memorization and appropriate inclusion for panel choice	Student uses concentration, focus and stage presence at an <u>acceptable level</u> . Adequate memorization and appropriate inclusion for panel choice	Student <u>lacks</u> concentration, focus or stage presence. <u>Adequate</u> memorization and/or <u>inappropriate</u> inclusion for panel choice	Student <u>lacks</u> concentration, focus AND stage presence. <u>Unacceptable</u> memorization and/or <u>inappropriate</u> inclusion for panel choice	_____/10
TOTAL PERFORMANCE GRADE					_____/100
COMMENTS					