

## Acting Rubric

	<b>Level 4 Exemplary</b>	<b>Level 3 Excellent</b>	<b>Level 2 Good</b>	<b>Level 1 Needs Attention</b>
<b>Monologue 1</b> (1-2 minutes)	Communicates expressively with voice and body, illuminating the life and world of the character. Demonstrates an exceptional level of stage presence and believability.	Communicates clearly with voice and body, expressing the life and world of the character. Demonstrates an appropriate level of presence and believability.	Expresses the life and world of the character with voice and body.  Usually demonstrates presence and believability.	Inconsistent expression of character. Lacks vocal variety and physical involvement. Lacks presence and believability.
<b>Monologue 2 or Song</b> (1-2 minutes)	Communicates expressively, illuminating the life and world of the character. Demonstrates an exceptional level of believability. Clearly contrasts with Monologue 1.	Communicates clearly, expressing the life and world of the character.  Demonstrates an appropriate level of believability. Contrasts with Monologue 1.	Expresses the life and world of the character.  Usually demonstrates believability.  Somewhat different from Monologue 1.	Inconsistent expression of character.  Lacks believability.  Does not clearly contrast with Monologue 1.
<b>Scene</b> (5-8 minutes)	Exceptional illumination of character and world of the play. Seamless collaboration with other actor. Outstanding level of performance ability and technique.	Appropriate illumination of character and world of play. Effective collaboration with other actor. Appropriate level of performance ability and technique.	Good attempt to convey character and world of play. Some collaboration evident. Inconsistent level of performance ability and technique.	Does not effectively convey character and world of play.  Limited collaboration evident.  Minimal level of performance ability and technique.

<b>Research Journal</b>	Well-articulated statement of artistic vision. Insightful analysis of each character portrayed. Comprehensive research materials, including historical, cultural, and ethical frameworks of plays and/or characters.	Clear statement of artistic vision. Careful analysis of each character portrayed. Research materials including historical, cultural, and ethical frameworks of plays and/or characters.	Statement of artistic vision. Some analysis of each character portrayed. Research materials include scattered historical, cultural, and ethical frameworks of plays and/or characters.	Artistic vision unclear.  Limited character analysis.  Lacks research materials.
<b>Journal Synopsis</b>	A concise, clear summary of the research journal. Well written, word-processed, double-spaced, spell-checked, and error-free. An indicator of scholarship and deep understanding of the area of theater being pursued.	A good summary of the research journal. Word-processed, double-spaced, spell-checked, and error-free. Shows scholarship and a good understanding of area of theater being pursued.	A summary of the research journal. Word-processed and clearly written.  Shows an understanding of area of theater being pursued.	Does not give a clear summary of the journal. Is word-processed.  Shows a limited understanding of the area of theater being pursued.
<b>Interview</b>	Insightful discussion of involvement and goals in theater. Well-articulated description of artistic vision and process. Responds with creative ingenuity to questions.	Good discussion of involvement and goals in theater. Fine description of artistic vision and process. Responds clearly to questions.	Some ability to discuss involvement and goals in theater. Describes artistic vision and process.  Responds to questions.	Limited discussion of involvement and goals in theater. Does not describe artistic vision or process.  Does not respond clearly to questions.