

Minnesota Scholars of Distinction in Theater Arts Directing Rubric

Evaluators will use this rubric as they evaluate applicant showcase presentations, materials, and interviews.

	Level 4 – Exemplary	Level 3 – Excellent	Level 2 – Good	Level 1 – Emerging
<p>Monologue (1-2 minutes)</p> <p>Direct an actor in a monologue from a published full-length play, musical, or one act.</p>	<p>Evidence of excellent directorial choices in terms of facial expression, gesture, and vocalization.</p> <p>The actor communicates the character believably and comfortably.</p>	<p>Evidence of good directorial choices in terms of facial expression, gesture, and vocalization.</p> <p>The actor demonstrates a believable character and an appropriate comfort level.</p>	<p>Some directorial choices in terms of facial expression, gesture, and vocalization.</p> <p>The actor is usually believable and somewhat comfortable.</p>	<p>Difficult to see evidence of direction.</p> <p>The actor seems unfocused, uncomfortable, and unrehearsed.</p>
<p>2-3 Person Scene (10-15 minutes)</p> <p>Direct 2-3 actors in a scene from a published full-length play or musical, or a published one act.</p>	<p>Excellent choice of scene and cast.</p> <p>Original and creative direction showing exceptional illumination of the characters and the world of the play.</p> <p>Dynamic and believable interaction between actors.</p> <p>Actors demonstrate excellent vocal dynamics.</p> <p>Outstanding blocking and stage pictures.</p>	<p>Fine choice of scene and cast.</p> <p>Interesting direction showing appropriate illumination of characters and world of the play.</p> <p>Good interaction between actors.</p> <p>Actors demonstrate good projection and enunciation.</p> <p>Good blocking and stage pictures.</p>	<p>Acceptable scene choice and cast.</p> <p>Evidence of direction with good attempt to convey characters and world of the play.</p> <p>Some interaction between actors.</p> <p>Actors can be heard and are usually clear.</p> <p>Some blocking and stage pictures.</p>	<p>Ineffective scene choice and/or cast.</p> <p>Lacks directions and does not effectively convey characters and world of the play.</p> <p>Actors do not play off each other.</p> <p>Actors do not project and enunciate.</p> <p>Minimal blocking and stage pictures.</p>

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<p>Research Journal and Support Materials</p> <p>Written journal including artistic vision; script analyses; historical, cultural, ethical research; documentation of process; and personal evaluation. Typed and double-spaced.</p>	<p>Well-articulated statement of artistic vision.</p> <p>Insightful analysis of scripts and characters.</p> <p>Comprehensive research materials, including historical, cultural, and ethical frameworks of plays and characters.</p> <p>Thoughtful and deeply reflective personal evaluation statement that addresses challenges and successes.</p>	<p>Clear statement of artistic vision.</p> <p>Careful analysis of scripts and characters.</p> <p>Research materials including historical, cultural, and ethical frameworks of plays and characters.</p> <p>Reflective personal evaluation statement that addresses challenges and successes.</p>	<p>Statement of artistic vision.</p> <p>Some analysis of scripts and characters.</p> <p>Research materials included scattered historical, cultural, and ethical frameworks of plays and characters.</p> <p>Personal evaluation statement is included and is somewhat reflective.</p>	<p>Artistic vision unclear.</p> <p>Limited analysis of scripts and characters.</p> <p>Lacks research materials.</p> <p>Lacks a personal evaluation statement.</p>
<p>Interview</p> <p>Discuss your choices and preparation process; acting, blocking, and design elements; reflect on past and present theatrical experiences, and articulate goals for the future.</p>	<p>Insightful discussion of involvement and goals in theater.</p> <p>Well-articulated description of artistic vision and process.</p> <p>Responds with creative ingenuity to questions.</p>	<p>Good discussion of involvement and goals in theater.</p> <p>Fine description of artistic vision and process.</p> <p>Responds clearly to questions.</p>	<p>Some ability to discuss involvement and goals in theater.</p> <p>Describes artistic vision and process.</p> <p>Responds to questions.</p>	<p>Limited discussion of involvement and goals in theater.</p> <p>Does not describe artistic vision or process.</p> <p>Does not respond clearly to questions.</p>