

**Minnesota Scholars of Distinction in Theater Arts
Portfolio Rubric**

Evaluators will use this rubric as they examine applicant portfolios

	Level 4 – Exemplary	Level 3 – Excellent	Level 2 – Good	Level 1 – Emerging
Artistic Statement (100-150 words)	Well-written, articulate description of artistic vision, theatrical area of pursuit, and goals for final artistic project. The statement explains why the student has chosen this path and why it is important.	Clearly describes vision and goals for final project. Mentions why theater specialty is important and why student is pursuing this path.	Describes vision and/or goals. Indicates why it is important to pursue this path.	Describes artistic vision incompletely. Does not explain why the student has chosen this path.
Annotated Resume	Clearly reflects and documents the combination of artistic and educational pathways and experiences that have led the student to qualify for the distinction in theater.	Reflects the pathways and background experiences demonstrating high quality work in theater and related arts.	Shows some of the pathways and experiences in the theater and related arts.	Incomplete description of educational and artistic experiences.
Work Samples	An extensive array of written and visual materials that supports and expands upon the resume and documents theater experience and related work.	A detailed collection of written and visual support materials that shows theatrical experience and related work.	A collection of support materials that shows student experience in theater.	An incomplete collection of support materials.

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<p>Production Review (500-700 words about a full-length community or professional theater production, viewed within 6 months; review includes a title other than the title of the play; word-processed and double spaced)</p>	<p>Uses theater vocabulary precisely and fluently with emphasis on area of theater the student is pursuing. Discusses genre and style and how mood and ideas were emphasized in the production. Elaborates on judgments with relevant details from the production.</p>	<p>Uses theater vocabulary accurately with some emphasis on area of theater student is pursuing. Discusses genre, style, mood, and ideas in a coherent way. Selects and describes components of the work with some supporting details.</p>	<p>Uses theater vocabulary. Describes the work in general. Explains observations with examples from the work.</p>	<p>Uses ordinary vocabulary. Describes the production incompletely. Makes observations.</p>
<p>Script Analysis (500-700 words about a full-length, published, non-musical play that is reflective of the student's life experience, identity, or heritage; that analyzes the text through the student's theatrical area of emphasis/focus; and that answers the who, what, why, and how questions)</p>	<p>Applies criteria precisely and fluently in analyzing the text. Selects and describes relevant components of the work. Elaborates on observations with specific details from the text.</p>	<p>Applies criteria accurately. Analyzes and interprets the text. Selects relevant components of the work. Observes specific supporting details.</p>	<p>Applies criteria and describes the text in general. Explains with some examples from the work.</p>	<p>Attempts to apply criteria. Describes work incompletely. Makes observations.</p>
<p>Letters of Recommendation</p>	<p>Recommend at the exemplary level.</p>	<p>Recommend as excellent.</p>	<p>Recommend with reservations.</p>	<p>Do not recommend.</p>