

CREATING (ACTING)

Exemplary – 4

In the creating of 4 believable characters :

- Student will show evidence of observation, personal experience, imagination, improvisation.
- Student will show evidence of research into appropriate historical, cultural, emotional, physical, and social dimensions.
- Student will show evidence of analyzing a play/script through the determination of beats, obstacle, conflict, and action.
- Student shows evidence of analyzing playwright's style and intentions in great detail.
- Student shows evidence of skillfully using theatre language (i.e.: terminology, common procedures, tools, techniques and traditions).

Proficient – 3

In the creating of 2 believable characters :

- Student will show evidence of observation, personal experience, imagination, and improvisation.
- Student will show evidence of research into appropriate historical, cultural, emotional, physical, and social dimensions.
- Student will show evidence of analyzing a play/script through the determination of beats, obstacle, conflict, and action.
- Student shows evidence of analyzing playwright's style and intentions.
- Student shows evidence of using basic theatre language (i.e.: terminology, common procedures, tools, techniques and traditions).

Developing -2

In the creating of 1 believable character :

- Student will show evidence of observation, personal experience, imagination, and improvisation.
- Student will show evidence of research into appropriate emotional and physical, social dimensions.
- Student will show evidence of analyzing 2 - 3 scenes through the determination of beats, obstacle, conflict, and action.
- Student shows evidence of using some theatre language (i.e.: terminology, common procedures, tools, techniques and traditions).

Emerging - 1

In the creating of 1 believable character :

- Student will show evidence of observation, personal experience.
- Student will show evidence of research into appropriate emotional and physical, dimensions.
- Student will show evidence of analyzing 1-2 scenes through the determination beats.

PERFORMING (ACTING)

Students will demonstrate their ability to perform in acting by:

- Demonstrating artistic discipline through the timely memorization of lines, blocking and cues; and punctuality and attendance at rehearsals and performances.
- Demonstrating the ability to synthesize vocal and physical acting technique, as well as the skills of character analysis in the performance of believable characters.
- Demonstrating appropriate interaction with cast and audience.

Exemplary – 4

In the performance of 4 monologues (2 contrasting Shakespeare, 2 contrasting contemporary) and 2 leads in play productions:

- Student shows evidence of artistic discipline through the early memorization of lines, blocking, and cues; as well as punctuality and attendance in virtually all rehearsals and performances.
- Student shows evidence of the achievement of advanced skill in acting and character analysis, including vocal and physical technique, in the performance of believable characters.
- Student shows evidence of comfortable and controlled interactions with cast and audience.

Proficient – 3

In the performance of 2 monologues (1 Shakespeare, 1 contemporary) and 2 leads or featured roles in play productions:

- Student shows evidence of artistic discipline through the timely memorization of lines, blocking, and cues; as well as punctuality and attendance in most all rehearsals and performances.
- Student shows evidence of the achievement of basic skills in acting and character analysis, including vocal and physical technique, in the performance of believable characters.
- Student shows evidence of comfortable interactions with cast and audience.

Developing ,2

In the performance of 1 monologue and 1 ensemble role in a play production:

- Student shows evidence of artistic discipline through the partial or delayed memorization of lines, blocking, and cues; as well as satisfactory punctuality and attendance in most all rehearsals and performances.
- Student shows evidence of attempting basic skills in acting and character analysis, including vocal and physical technique, in the performance of characters.
- Student shows evidence of discomfort when interacting with cast and audience.

Emerging -1

In the performance of 1 monologue or 1 ensemble role in a play production:

- Student shows little evidence of artistic discipline.
- Student shows evidence of attempting basic skills in acting and character analysis.
- Student shows evidence of much discomfort when interacting with cast and audience.

RESPONDING (ACTING)

Exemplary – 4

In response to 4 live theatrical productions:

- Student will identify, describe, and explain directorial concepts, acting techniques, and the basic production elements used through the use of extensive theatre vocabulary.
- Student will analyze 4 recorded acting performances of self by identifying, describing, and explaining the acting techniques used and the means for self-improvement through the use of extensive theatre vocabulary.
- Student shows evidence of masterful communication and collaboration with the Director and cast by responding positively to feedback and utilizing it towards self-improvement and the improvement of the play as a whole.

Proficient – 3

In response to 2 live theatrical productions:

- Student will identify, describe, and explain directorial concepts, acting techniques, and the basic production elements used through the use of appropriate theatre vocabulary.
- Student will analyze 2 recorded acting performances of self by identifying, describing, and explaining the acting techniques used and the means for self-improvement through the use of appropriate theatre vocabulary.
- Student shows evidence of appropriate communication and collaboration with the Director and cast by responding positively to feedback and utilizing it towards self-improvement.

Developing -2

In response to 1 live theatrical production:

- Student will identify, describe, and explain directorial concepts, acting techniques, and the basic production elements used through the use of minimal theatre vocabulary.
- Student will analyze 1 recorded acting performance of self by identifying, describing, and explaining the acting techniques used and the means for self-improvement through the use of minimal theatre vocabulary.
- Student shows evidence of communication and collaboration with the Director and cast by responding positively to feedback and attempting to utilize it towards self-improvement.

Emerging -1

In response to 1 live theatrical production:

- Student will attempt to identify basic acting techniques, through the use of minimal theatre vocabulary.
- Student will analyze 1 recorded acting performance of self.

CREATING (TECHNICAL)

Students will demonstrate their ability to create functional designs in a chosen area of technical interest for a theatrical production by:

Exemplary – 4

In creating designs/plots for 4 full play productions:

- Student will show evidence of unique conceptual understanding of the Director's vision using the principles of design in design drawings, models, and/or plots.
- Student will show evidence of complex artistic, historical, cultural, and socioeconomic influences in the design, model, and/or plot.
- Student will show evidence of understanding and skillfully expressing the psychological affect of design elements on an audience through design drawings, models, and/or plots.
- Student will show evidence of using masterful theatre language, terminology, common procedures, and traditions through design drawings, models, and/or plots.

Proficient – 3

In creating designs / plots for 2 full play productions:

- Student will show evidence of appropriate conceptual understanding of the Director's vision using the principles of design in design drawings, models, and/or plots.
- Student will show evidence of appropriate artistic, historical, cultural, and socioeconomic influences in the design, model, and/or plot.
- Student will show evidence of understanding and expressing the psychological affect of design elements on an audience through design drawings, models, and/or plots.
- Student will show evidence of using appropriate theatre language, terminology, common procedures, and traditions through design drawings, models, and/or plots.

Developing – 2

In creating designs / plots for 1 full play production:

- Student will show evidence of minimal conceptual understanding of the Director's vision through design drawings, models, and/or plots.
- Student will show evidence of minimal artistic, historical, cultural, and socioeconomic influences in the design, model, and/or plot.
- Student will show evidence of minimal understanding and expressing the psychological affect of design elements on an audience through design drawings, models, and/or plots.
- Student will show evidence of using minimal theatre language, terminology, common procedures, and traditions through design drawings, models, and/or plots.

Emerging -1

In creating designs / plots for 1 full play production:

- Student will show evidence of minimal conceptual understanding of the Director's vision.
- Student will show minimal evidence of artistic, historical, cultural, and socioeconomic influences.
- Student will show evidence of minimal understanding and expressing the psychological affect of design elements.
- Student will show little evidence of using minimal theatre terminology.

PERFORMING (TECHNICAL)

Students will demonstrate their ability to apply their technical theatre knowledge and skills in a chosen area of technical interest by:

- Realizing a design or plot through its construction, organization, or arrangement in preparation for a performance.
- Operating, managing, or supervising some aspect of technical theatre during performances.
- Maintaining, striking, storing, and caring for the tools and materials used for a performance.

Exemplary – 4

In realizing designs/plots (set, lights, sound, costume, props, or makeup) for 4 full productions:

- Student will construct, organize, or arrange design with advanced level of craftsmanship and appropriate safety.
- Student will manage, or supervise some aspect of technical theatre during performances with advanced level of knowledge and communication skills.
- Student will show evidence of caring for the tools and materials used through skillful maintaining, striking, and storing.

Proficient – 3

In realizing designs/plots (set, lights, sound, costume, props, or makeup) for 2 full productions:

- Student will construct, organize, or arrange design with basic level of craftsmanship and appropriate safety.
- Student will manage, or supervise some aspect of technical theatre during performances with appropriate knowledge and communication skills.
- Student will show evidence of caring for the tools and materials used through appropriate maintaining, striking, and storing.

Developing -2

In realizing designs/plots (set, lights, sound, costume, props, or makeup) for 1 full production:

- Student will construct, organize, or arrange design with appropriate safety.
- Student will manage, or supervise some aspect of technical theatre during performance with minimal knowledge and communication skills.
- Student will show evidence of caring for the tools and materials used through appropriate attempts at maintaining, striking, and storing.

Emerging -1

In realizing designs/plots (set, lights, sound, costume, props, or makeup) for 1 full production:

- Student will construct, organize, or arrange design with occasional safety.
- Student will minimally manage, or supervise some aspect of technical theatre during performance.
- Student will show some evidence of caring for the tools and materials.

RESPONDING (TECHNICAL)

Students will demonstrate their ability to respond to a theatrical performance by:

- Observing, analyzing, and critiquing the quality and effectiveness of production elements.
- Observing, analyzing, and critiquing the quality and effectiveness of own designs, plots, and/or construction describing the theatrical techniques used and means for self-improvement.
- Communicating and collaborating appropriately with the director, other designers, technicians, and crew.

Exemplary – 4

In the observance of 4 theatrical productions:

- The student will show evidence of skillfully analyzing and critiquing the quality and effectiveness of all production elements.
- The student will show evidence of skillfully analyzing, describing, and critiquing the quality and effectiveness of own designs / plots, and construction describing the theatrical techniques used in detail and means for self-improvement.
- The student will show evidence of advanced and skillful communication and collaboration with the director, other designers, technicians, and crew

Proficient – 3

In the observance of 2 theatrical productions:

- The student will show evidence of analyzing, describing, and critiquing the quality and effectiveness of all production elements.
- The student will show evidence of analyzing, describing, and critiquing the quality and effectiveness of own designs / plots, and construction describing the theatrical techniques used and means for self-improvement.
- The student will show evidence of appropriate communication and collaboration with the director, other designers, technicians, and crew.

Developing -2

In the observance of 1 theatrical production:

- The student will show evidence of a minimal level of analyzing, describing, and critiquing the quality and effectiveness of some production elements.
- The student will show evidence of a minimal level of analyzing, describing, and critiquing the quality and effectiveness of own designs / plots, and construction describing some of the theatrical techniques used and means for self-improvement.
- The student will show evidence of attempted appropriate communication and collaboration with the director, other designers, technicians, and crew.

Emerging -1

- The student will show evidence of a minimal level of critiquing of some production elements.
- The student will show evidence of a minimal level of critiquing his/her own work.
- The student will show evidence of attempted communication and collaboration with the director, other designers, technicians, and crew.

PROFICIENCY IN THEATRE
-- THEATRE PROFICIENCY COMPENSATORY ASSESSMENT FORM

Student name: _____

Using the Benchmarks and Rubrics for each Domain that are attached, evaluate the above student's portfolio of evidence and/or performances to determine the level of proficiency in each Domain and determine the overall level of Theatre Proficiency. Please remember, that in order for a student to achieve an overall Proficient level in theatre, the student must present evidence in at least two domains, one of which must be Performing.

Domain	Benchmarks (circle points)	Domain Proficiency (circle points)	
Creating	Acting 4 3 2 1	EXEMPLARY: 4 PROFICIENT: 3 DEVELOPING: 2	
	Technical Theatre 4 3 2 1	EMERGING: 1	
Performing	Acting 4 3 2 1	EXEMPLARY: 4 PROFICIENT: 3 DEVELOPING: 2	
	Technical Theatre 4 3 2 1	EMERGING: 1	
Responding	Acting 4 3 2 1	EXEMPLARY: 4 PROFICIENT: 3 DEVELOPING: 2	
	Technical Theatre 4 3 2 1	EMERGING: 1	
(add the three domain scores) COMBINED DOMAIN TOTAL:			

Overall Proficiency Determination:

1. Does the student's evidence include at least two (2) points in Performance?

Yes No

2. What is the **Combined Domain Total** the student received? (add 3 domain scores) _____.

If the Answer to #1 above is Yes and the Combined Domain Total score is at least 9

then the Student is **EXEMPLARY**.

If the Answer to #1 above is Yes and the Combined Domain Total score is at least 7

then the Student is **PROFICIENT**

If the Answer to #1 above is Yes and the Combined Domain Total score is BELOW 7

then the Student is **EMERGING**