

# SOPHOMORE / JUNIOR ASSESSMENT

## RUBRIC FOR EVALUATING THEATRE STUDENT PERFORMANCES

Student Name \_\_\_\_\_ DATE \_\_\_\_\_

### ARTISTIC PRESENTATION SKILLS

**CHARACTERIZATION** The performer demonstrates believability in the acting choices. The performer is connected to the character's emotional world. The performer is connected to the needs of the character.

5    4    3    2    1

Comments:

**VOICE AND MOVEMENT** The performer articulates well, makes the material audible and understandable, and uses healthy vocal technique as required by the material. The performer has made strong choices about the physical life of the character as required by the material. Use of the available acting space, gestures, etc. should grow organically out of the characterization.

5    4    3    2    1

Comments:

### COMMUNICATION SKILLS

**PROFESSIONAL STAGE PRESENCE** (i.e. personal & professional comportment). Behavior, dress, and resume that would work favorably in a professional audition situation. Do they exude confidence and a strong stage persona? How well do they conduct their introduction, conclusion, work, relationship to you? Are they responsibly prepared?

5    4    3    2    1

Comments:

**VERBAL INTERACTION** : Student's facility with communication skills while responding to verbal prompts. (ULC #4)

**Sophomores:** "Describe a challenge you have faced in your work in the department, and explain how you handled that challenge." "What are your goals for your work in the department between now and the time you graduate?"

**Juniors:** "Describe a collaborative experience you have had in your work in the department, and explain how you handled that." "What are your goals upon graduation?"

5    4    3    2    1

Comments:

KEY				
5	4	3	2	1
Excellent		Average		Poor

Winthrop University Department of Theatre and Dance  
Annual Student Evaluation For Sophomores and Juniors

Student Name:		Evaluation Year: 2017-2018	Evaluation Date:
ID Number:	Year:	Review Committee Members:	
Major/Concentration:			
Overall GPA:	Major GPA:		
<b>#1: Students should demonstrate a fundamental understanding of and appreciation for the creative process of theatre, the socio-historical contexts and the nature of the theatrical event.</b>			
<u>Level of Competency:</u>			
I: Lacking or Not Progressing      II: Competent/Progressing      III: Fully Competent      IV: Advanced			
<b>#2: Students will achieve basic skills in performance and production.</b>			
<u>Level of Competency:</u>			
I: Lacking or Not Progressing      II: Competent/Progressing      III: Fully Competent      IV: Advanced			
<b>#3: Students should demonstrate a sense of commitment and a positive attitude that will foster the creative process.</b>			
<u>Level of Competency:</u>			
I: Lacking or Not Progressing      II: Competent/Progressing      III: Fully Competent      IV: Advanced			
<b>#4: (Certification Emphasis) The students will be an effective decision maker in directing the education of students.</b>			
<u>Level of Competency:</u>			
I: Lacking or Not Progressing      II: Competent/Progressing      III: Fully Competent      IV: Advanced			
<u>Comments:</u>			

Four-Level Evaluation System

Level IV: *Advanced* – Outstanding performance which exceeds professional expectations for immediate and rapid advancement in one or more theatre related fields, with special emphasis on the student’s specific track.

Level III: *Fully Competent*—Performs at a level compatible with professional expectations for immediate advancement in one or more theatre related fields, with emphasis on the student’s specific track.

Level II: *Competent or Progressing Towards Competency*—Performs at a level which meets the minimal professional expectations for entrance into one or more theatre related field, with special emphasis on the student’s specific track.

Level I: *Lacking in or Not Progressing Towards Competency*—Performs at a level which fails to meet minimal professional expectations for entry into one of the various theatre related fields.