### Acting Transitions

Slaughtering that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.

**4 | Superior**
- Clear articulation of name and selection; intuitive transition into and between characters, distinctive final moment and transition out of character into exit.

**3 | Excellent**
- Clear articulation of name and selection; recognizable transition into and between characters, final moment and into exit.

**2 | Good**
- Moderately clear articulation of name and selection; transition into and between characters and/or final moment may or may not be present.

**1 | Fair**
- Unclear articulation of name and selection; transitions into and between characters and/or final moment are not evident.

**SCORE**

#### Comment:

#### Characterization

Emotional and physical believability and commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s).

**4 | Superior**
- Characters are consistently emotionally and physically believable; committed choices and tactics toward an objective prompt intuitive reactions to real or implied partner(s).

**3 | Excellent**
- Characters are frequently emotionally and physically believable; committed choices and tactics toward an objective prompt identifiable reactions to real or implied partner(s).

**2 | Good**
- Characters are infrequently emotionally and physically believable; choices and tactics toward an objective prompt some reactions to real or implied partner(s).

**1 | Fair**
- Character are rarely emotionally and physically believable; choices, tactics, objectives and a relationship to a real or implied partner(s) are not evident.

**SCORE**

#### Comment:

#### Musicality/Rhythmic Ability

Sense of rhythm and phrasing with precise and correct counts throughout.

**4 | Superior**
- Excellent sense of rhythm and phrasing from all performers and all counts are correct and precise throughout.

**3 | Excellent**
- Good sense of rhythm from a majority or performers and counts seem correct or precise throughout.

**2 | Good**
- Phrasing needs improvement, performance struggles with rhythm while counts are sometimes correct.

**1 | Fair**
- Very little sense or concern for phrasing, rhythm or music.

**SCORE**

#### Comment:

#### Movement & Dance

Gestures facial expressions, blocking, and movement/dance that communicate the character’s emotions and subtext.

**4 | Superior**
- Gestures and facial expressions consistently communicate appropriate character emotions and their meanings; blocking and movement/dance are varied, purposeful, and reflect the character’s emotion and subtext.

**3 | Excellent**
- Gestures and facial expressions frequently communicate appropriate character emotions and their meanings; blocking and movement/dance are varied, purposeful, and reflect the character’s emotion and subtext.

**2 | Good**
- Gestures and facial expressions infrequently communicate appropriate character emotions and their meanings; blocking and movement/dance generally reflect the character’s emotion and subtext.

**1 | Fair**
- Gestures and facial expressions are limited/absent and rarely communicate suitable character emotions; blocking and movement/dance does not reflect the character’s emotion and subtext.

**SCORE**

#### Comment:
<table>
<thead>
<tr>
<th>RATING (Please circle)</th>
<th>4</th>
<th>Superior</th>
<th>3</th>
<th>Excellent</th>
<th>2</th>
<th>Good</th>
<th>1</th>
<th>Fair</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Score of 20-18)</td>
<td></td>
<td>(Score of 17-13)</td>
<td></td>
<td>(Score of 12-8)</td>
<td></td>
<td>(Score of 7-5)</td>
<td></td>
</tr>
</tbody>
</table>

Judge’s name (please print) ____________________________  Judge’s signature ____________________________

ATTENTION TABULATION ROOM: Please note the following:

☐ Timing issue: (_______mm _______ss)
☐ Rule violation: __________________________________; ___________________ ; ___________________
☐ Other comments: ________________________________

Individual Events should not be considered an assessment of student learning. However, Individual Events can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, H:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

For additional standards resources visit: www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: ____________________________________________

State standards website: _________________________________________________