**Acting Workshop Final Performance Assessment Rubric:**

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|  | **18-20 points**  **Superior** | **15-17 points**  **Good** | **10-14 points**  **Fair** | **<10 points**  **Poor** | **Total** |
| **Tactics and Objectives played** | There is a strong objective apparent in performance. There are at least 3 strong tactics played by the student to obtain his or her objective. The student’s tactics are playable. The student is fully committed to their chosen tactics.  By the end of the scene the student either gains his/her objective or is defeated. | There is a strong objective apparent in performance. There are less than 3 tactics played, and/or some of the tactics are not strong, are not playable, but the scene still works well.  By the end of the scene the student either gains his/her objective or is defeated. | There is not a clear objective in performance. There are less than 5 tactics played, and/or none of the tactics are strong/work with the scene.  The student neither wins nor gains objective. | They have no focus or themes picked out and no direction for their performance.  There are no clear objectives/tactics/appropriate wins/losses that occur within the scene. |  |
| **Listening, Setting and Relationships played** | There is a clear, established relationship between the characters. There is a clear, established setting.  They listen to each other well, respond and REACT to each other, especially as tactics change and the scene evolves. | There is a clear, established relationship between characters. They listen mostly well. There may be some places where they don’t react with each other, but for the most part there are strong, motivated reactions and tactic changes that work with the scene. | There is not a clear established relationship between characters. Characters do not play with their partner but are in their own world and/or there are not motivated reactions/tactic changes that make sense. | Little to no thought has been placed on the characters’ relationship, and/or the partners are not communicating, listening or helping each other as actors in the scene. |  |
| **Characterization** | The student has a well-developed character (physical and emotional) that is believable and readable to the audience. They incorporate their characters’ attributes throughout the scene and their character is appropriate for the chosen scene. Outstanding character development. | The student has a well-developed character (physical and emotional) that is appropriate for the scene, but perhaps lacks consistency in the playing of it. Overall well done. | The student has traces of a well-developed character, but it is not clearly read by the audience, and/or the character played is not appropriate for the selected scene. | Little to no thought has been put to character development, and/or character attributes portrayed are very unclear, confusing or inconsistent. |  |
| **Secrets** | Students have strong secrets that impact their character, character reactions, and work with their partner. | Students have a secret, but they lose it occasionally or it does not consistently impact the scene. | Students have a secret, but they don’t play it, and/or it does not impact the scene very much. | Students do not have a secret. |  |
| **Room Conflict**  **& Physical Obstacle** | Students have both a room conflict and a physical obstacle that is continuously present and consistent, and played masterfully throughout the scene. | Students have both a room conflict and a physical obstacle, and are mostly consistent, but they lose it once or twice during the scene.  OR Student has one or the other to a Superior ranking, but is missing the other. | Students have both a room conflict and a physical obstacle, but they do not reference it more than one or two times during the scene.  OR Students have  one to a Good ranking, but the other is missing. | Students have both a room conflict and a physical obstacle, but neither are very strong or utilized to make the scene more interesting.  OR students have neither a room conflict or physical obstacle. (<5) |  |
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