National Individual Events 2017-18

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**Stage Management**

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| --- | --- |
| Student(s): | School: |
| Selection: | Troupe: |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SKILLS** | **4** | **Superior**  Above standard | | **3** | **Excellent**  At standard | | **2** | **Good**  Near standard | | **1** | **Fair**  Aspiring to standard | | **SCORE** |
| **Job Understanding**  Demonstrates under-standing of the stage manager’s role and specific job responsibilities. | Demonstrates a **comprehensive understanding** of the stage manager’s role and specific job responsibilities. | | Demonstrates an **understanding** of the stage manager’s role and specific job responsibilities. | | Demonstrates a **partial understanding** of the stage manager’s role and specific job responsibilities. | | Demonstrates **little understanding** of stage manager’s role and specific job responsibilities. | |  |
| **Comment:** | |  | |  | |  | |  |  |
| **Interview** Presentation/explanation of director’s concept, collaborative process, and production book | **Thoroughly presents and explains** the director’s concept, collaborative process, and production book. | | **Adequately presents and explains** thedirector’s concept, collaborative process, and production book. | | **Inconsistently presents and explains** the director’s concept, collaborative process, and/or production book. | | **Does not explain the** director’s concept, collaborative process or production book. | |  |
| **Comment:** | |  | |  | |  | |  |  |
| **Production book**  Written document that includes a prompt script, contact sheet, cast list, rehearsal schedule, and blocking/technical cue sheets. | **Presents and explains**  a production book that **demonstrates consistent and clear planning**; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are **accurate, comprehensive**, **and well organized**. | | **Presents and explains** a production book that **demonstrates clear planning**; prompt script, cast list, rehearsal schedule, and blocking/ technical cue sheets are **well organized, with few omissions or errors.** | | **Presents and explains** a production book that **demonstrates some planning**; elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets **may or may not be included, and/or feature several errors**. | | Presents a production book that **demonstrates marginal planning**; elements such as prompt script, cast list, rehearsal schedule, and blocking/ technical cue sheets **frequently missing and/or feature many errors**. | |  |
| **Comment:** | |  | |  | |  | |  |  |
| **Execution:**  Interview and production book present evidence of ideas, products, and choices that support collaboration and the realized production. | Interview and production book **present comprehensive evidence** of ideas, products, and choices **that support collaboration** and the realized production with **demonstrated self- reflection.** | | Interview and production book **present adequate evidence** of ideas, products, and choices **that support collaboration** and the realized production. | | Interview and production book **present inconsistent evidence** of ideas, products, and choices **that support collaboration** and the realized production. | | Interview and production book **present little evidence** of ideas, products, and choices **that support collaboration** or the realized production. | |  |
| **Comment:** | |  | |  | |  | |  |  |

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| **RATING**  (Please circle) | **4** | **Superior**  (Score of 16-14) | **3** | **Excellent**  (Score of 13-10) | **2** | **Good**  (Score of 9-6) | **1** | **Fair**  (Score of 5-4) | **TOTAL SCORE** |

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

Please add Tabulation Room remarks and additional comments on the back.

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| --- |
| 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](http://www.nationalartsstandards.org/)

For additional standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State standards website: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_