

# Stage Management

©2019 Educational Theatre Association. All rights reserved.

For internal use only



Student(s):

School:

Selection:

Troupe:

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

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

\_\_\_\_\_  
Judge's name (please print)

\_\_\_\_\_  
Judge's signature

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

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: (\_\_\_\_\_mm\_\_\_\_\_ss)
- Rule violation: \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_
- Other comments:

This rubric should not be considered an assessment of student learning. However, it 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:Cr3.1.1.a, TH:Cr3.1.1.b, TH:Pr4.1.1.a, H:Pr6.1.1.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: \_\_\_\_\_