

Senior Scholarship: Performance based assessment

School _____ Troupe _____ Judge _____ Student(s) _____
 Selection _____

Category	Superior (4)	Excellent (3)	Good (2)	Fair (1)
Professionalism: Slating/Opening	<input type="checkbox"/> Slating and opening: Clearly held the moment to end, clear slating articulation of name and pieces. <input type="checkbox"/> Very personable and confident.	<input type="checkbox"/> Slating and opening: Mostly clear articulation of name and piece(s). <input type="checkbox"/> Mostly confident approach and personable.	<input type="checkbox"/> Slating and opening: Somewhat clear articulation of name and pieces. <input type="checkbox"/> Somewhat confident approach and personable. <input type="checkbox"/> A few errors.	<input type="checkbox"/> Slating and opening: Unclear articulation of name and pieces. <input type="checkbox"/> Limited energy and reserved approach. Could be more personable, clean, and direct. Several errors.
Interview	<input type="checkbox"/> Interview/exiting: Confident, personable, professional, and relaxed during interview. <input type="checkbox"/> Confident exit from space. <input type="checkbox"/> No errors. <input type="checkbox"/> All questions answered exceptionally during interview.	<input type="checkbox"/> Interview/exiting: Mostly confident, personable and professional. <input type="checkbox"/> Seemed a little nervous during interview. <input type="checkbox"/> Mostly confident exit from space. <input type="checkbox"/> Most but not all questions answered exceptionally during interview.	<input type="checkbox"/> Interview/exiting: Somewhat confident, personable and professional. <input type="checkbox"/> Mostly nervous during interview. <input type="checkbox"/> Somewhat confident exit from space. <input type="checkbox"/> Questions were answered somewhat exceptionally during interview.	<input type="checkbox"/> Interview/exiting: Not confident, personable and professional. <input type="checkbox"/> Nervous during interview. <input type="checkbox"/> Not confident exit from space. <input type="checkbox"/> No questions were answered exceptionally during interview.
Character	<p>Character Development:</p> <input type="checkbox"/> Brings individuality to character. <input type="checkbox"/> Active tactics connected to character. <input type="checkbox"/> Risks taken within framework of given circumstances. <input type="checkbox"/> Honest discoveries and realizations as the character. <input type="checkbox"/> Character makes a clear journey. <input type="checkbox"/> Strong depth of character. <p>Character Relationships:</p> <input type="checkbox"/> Clearly defined relationships with others in the scene. <input type="checkbox"/> Relationship is ever-changing and reactionary within the scene. <input type="checkbox"/> Relationships and reactions live in the moment and are fresh and new to the actor.	<p>Character Development:</p> <input type="checkbox"/> Sustained believability connected to the text. <input type="checkbox"/> All choices are well-defined: obstacle, tactic, motivation, subtext, mannerisms, and physicality. <input type="checkbox"/> Character makes a journey. <input type="checkbox"/> Character displays different layers. <p>Character Relationships:</p> <input type="checkbox"/> Demonstrated through conflict (opposing objectives, creating obstacles, and tension). <input type="checkbox"/> Portrayed through interactions: emotional, factual, physical, trust, listening, and silence.	<p>Character Development:</p> <input type="checkbox"/> Believable moments occur within piece. <input type="checkbox"/> Character development is evident. <input type="checkbox"/> Student exhibits three to four choices: obstacle, tactic, motivation, subtext, mannerisms, and physicality. <input type="checkbox"/> Character attempts to make a journey. <input type="checkbox"/> Character displays a flat single layer. <p>Character Relationships:</p> <input type="checkbox"/> Actors appear to be engaged in a monologue and not reacting to others within the scene. <input type="checkbox"/> Some interactions present, but the interaction appears to be forced.	<p>Character Development:</p> <input type="checkbox"/> Characterization is not believable or present. <input type="checkbox"/> Student exhibits one to two choices: obstacle, tactic, motivation, subtext, mannerisms, and physicality. <input type="checkbox"/> No character journey. <input type="checkbox"/> No character layers present. <p>Character Relationships:</p> <input type="checkbox"/> Actors are not establishing any relationship outside of their characters sphere and strive to block others in pursuit of their own. <input type="checkbox"/> Actor actively chooses to ignore the interactions needed to be within the moment.
Voice	<input type="checkbox"/> Utilizes adept vocal techniques with specific choices to find the voice of the character (intonation and connotation, subtext revealed, and vocal emotion). <input type="checkbox"/> The orchestration of vocal techniques solidifies director's vision within the playwright's intent.	<input type="checkbox"/> Clearly projected, articulate voice, with vocal variety (pitch, rate, tone, tempo, volume, inflection), used throughout the scene.	<input type="checkbox"/> Some difficulties in dialogue articulation, and projection, resulting in difficulty of understanding. Lack of vocal variety.	<input type="checkbox"/> No projection and/or articulation. No vocal variety to express the character.

Movement	<input type="checkbox"/> Blocking, gestures, facial expressions create a new insight into the text and character. <input type="checkbox"/> Actor maintains a grounded presence, utilizes levels and positioning to create a believable character. <input type="checkbox"/> Dynamic, engaging, and connected stage compositions enhance production value.	<input type="checkbox"/> Blocking, gestures, facial expressions, posture are motivated by the text. <input type="checkbox"/> Actor represents a character that is grounded, while demonstrating proper stage positioning.	<input type="checkbox"/> Non-intuitive blocking and gesturing, and a disconnect from the text. <input type="checkbox"/> Actor demonstrates a character that is not grounded (posture and presence that is indicative of your character) within the scene.	<input type="checkbox"/> No variety in movement and improvisational blocking of the scene. <input type="checkbox"/> Frequent breakdown of traditional blocking rules, i.e. upstaging, not being open. <input type="checkbox"/> Character represents the student and not the textual identity.
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Overall presentation	<input type="checkbox"/> Appropriate material within actor's capabilities. <input type="checkbox"/> Lines and blocking well-executed in a creative manner and memorized. <input type="checkbox"/> Superior focus; never broke character. <input type="checkbox"/> Confident and poised. <input type="checkbox"/> Successfully orchestrated the performance (beginning, middle, and end) <input type="checkbox"/> Transitions: Thoughtful, motivated, creative, and smooth transitions.	<input type="checkbox"/> Material not completely within actor's capabilities. <input type="checkbox"/> Rarely demonstrated problems with lines and/or blocking. <input type="checkbox"/> Focus was frequently strong; slight character break. <input type="checkbox"/> Appeared confident. <input type="checkbox"/> Excellent attempt at orchestrating the performance (beginning, middle and end). <input type="checkbox"/> Transitions: Mostly smooth, creative transitions, thoughtful and motivated transitions.	<input type="checkbox"/> Questionable choice of material for this actor. <input type="checkbox"/> Often demonstrated problems with lines and/or blocking. <input type="checkbox"/> Often varying levels of focus and concentration demonstrated. Did not always showcase the student's talent. <input type="checkbox"/> More confidence needed. <input type="checkbox"/> Attempt to orchestrate the performance (beginning, middle and end). <input type="checkbox"/> Transitions: Somewhat smooth, thoughtful, creative, motivated transitions.	<input type="checkbox"/> Inappropriate material for this actor; did not showcase the student's talent. <input type="checkbox"/> Numerous problems with lines and/or blocking. <input type="checkbox"/> Lack of focus or concentration demonstrated. <input type="checkbox"/> Confidence lacking and not grounded. <input type="checkbox"/> Little attempt to orchestrate the performance (beginning, middle and end). <input type="checkbox"/> Transitions: Transitions could be more motivated, creative, smoother, transitions.
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Resume/Headshot	<input type="checkbox"/> Contains height, weight, eye color and hair color & contact information. <input type="checkbox"/> Contains role, play and theatre company/school for all acting experience. <input type="checkbox"/> Student is involved in extracurricular activities and service projects. <input type="checkbox"/> Student is extremely involved in Thespian activities. <input type="checkbox"/> Resume is exceptionally prepared and aesthetically professional. <input type="checkbox"/> Headshot accurately represents student	<input type="checkbox"/> Missing either physical description or contact information. <input type="checkbox"/> Missing one of the following: role, play and theatre company/school <input type="checkbox"/> Student is somewhat involved in extracurricular activities and service projects. <input type="checkbox"/> Student is somewhat involved in Thespian activities. <input type="checkbox"/> Resume is mostly exceptionally prepared and aesthetically professional. <input type="checkbox"/> Headshot mostly is an accurate representation of student.	<input type="checkbox"/> Missing physical description and contact information. <input type="checkbox"/> Missing two or more of the following: role, play and theatre company/school <input type="checkbox"/> Student is hardly involved in extracurricular activities and service projects. <input type="checkbox"/> Student is hardly involved in Thespian activities. <input type="checkbox"/> Resume is somewhat professional. <input type="checkbox"/> Headshot somewhat an accurate representation of student.	<input type="checkbox"/> There is no resume or the resume is incomplete. <input type="checkbox"/> Resume does not list experience. <input type="checkbox"/> Student is not involved in extracurricular activities and service projects. <input type="checkbox"/> Student is not involved in Thespian activities. <input type="checkbox"/> Resume is not professionally prepared <input type="checkbox"/> There is no headshot provided or it does not accurately represent student.
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Additional space for comments by the judge:

	S (4)	E (3)	G (2)	F (1)	Score	Total
Professionalism						X 5
Character						X 4
Voice						X 4
Movement						X 3
Overall presentation						X 4
Resume/Headshot						X 5
Final score	100 - 90	89 - 75	74 - 50	49 - 25		