

Arts Assessment For Learning

THEATER - 7TH GRADE

PERFORMANCE RUBRIC: SCRIPTWRITING

Grades	4 (100-90 points)	3 (89-80 points)	2 (79-70 points)	1 (69 and below points)
CHARACTERIZATION	Student has created a rich and interesting character to watch and shows a deep understanding of his/her character and the choices made.	Student has created a unique character to watch and shows an understanding of his/her character and the choices made.	Student has created a character that is not very interesting to watch and shows little understanding of his/her character and/or the choices made.	Student has created a character that does not make sense in the piece and/or that are stereotypical and shows no understanding of his/her character and the choices made.
MEMORIZATION	Student is off book, improvising through if needed. There is clear evidence of work being done at home to memorize.	Student is mostly off book, improvising through if needed. There is some evidence of work being done at home to memorize.	Student is somewhat off book, seldom improvising through if needed. There is little evidence of work being done at home to memorize.	Student is not off book and does not improvise where needed. There is no evidence of work being done at home to memorize.
CREATIVITY AND EXPRESSION	Student uses his/her whole body and facial expressions to perform. Student shows emotion and energy in performance. Student makes imaginative choices in performance.	Student uses most of his/her body and facial expressions to perform. Student shows some emotion and energy in performance. Student makes imaginative choices in performance.	Student sometimes uses his/her body and facial expressions to perform. Student rarely shows emotion or energy in performance. Student rarely makes imaginative choices in performance.	Student does not use his/her body or facial expressions to perform. Student does not show emotion or energy in performance. Student does not make imaginative choices in performance.
COMMITMENT	Student always takes his/her work seriously and is in the moment.	Student usually takes his/her work seriously and is in the moment.	Student sometimes takes his/her work seriously and is in the moment.	Student rarely takes his/her work seriously and is in the moment.
DICTION AND PROJECTION	Student is always able to be heard loud and clear at the back of the room.	Student is usually able to be heard loud and clear at the back of the room.	Student is sometimes able to be heard loud and clear at the back of the room.	Student is rarely able to be heard loud and clear at the back of the room.

Teacher Comments:

Grade: _____

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RUBRIC: SCRIPTWRITING

This rubric is more descriptive than frequency based. We would recommend introducing one category at a time for students to truly use the rubric in a formative nature.

	4	3	2	1
Proper Script Format	<p>Dialogue is written without quotation marks. Dialogue is written with a colon after the character's name. <i>ex.: Al: It's a nice day!</i></p> <p>Stage directions are in parenthesis, and have detailed descriptions of setting and actions, and use abbreviations for stage areas.</p>	<p>Dialogue is written without quotation marks, but occasionally a colon is lacking or there is a lapse into narrative.</p> <p>Stage directions are in parenthesis, but have uneven descriptions of setting and/or actions of the characters.</p>	<p>Dialogue is written mostly in narrative form, but correct punctuation is not used.</p> <p>Stage directions do not consistently have parenthesis, and have very few descriptions of setting and/or actions of the characters.</p>	<p>Dialogue is written entirely in narrative form.</p> <p>Stage directions are not used.</p>
Character & Objectives	<p>Each character is well developed. Character histories and relationships are specific, have details, and avoid stereotypes.</p> <p>The characters' objectives and tactics are clear and appropriate to the character. A variety of tactics are utilized by each character.</p>	<p>Each character is generally well developed. Histories, relationships, objectives and tactics may be stated or implied, but may lack specificity.</p> <p><i>ex: The audience may know that two characters are sisters, but what is the nature of the relationship?</i></p> <p>Characters may use the same tactics repeatedly in trying to achieve their objectives, or the tactics used do not fit the character.</p>	<p>Characters are not well developed. They have some individual traits, but histories, objectives and relationships are not clear.</p> <p>Tactics to achieve objectives do not make sense.</p>	<p>Characters are not developed.</p> <p>There is no evidence of any character history, relationships or objectives.</p>

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RUBRIC: SCRIPTWRITING

	4	3	2	1
Structure	<p>The play has a clear beginning, middle and end. The story line is easy to follow.</p> <p>The beginning of the play grabs the interest of the audience. The middle of the play develops plot complications that hold the interest of the audience.</p> <p>The end of the play proceeds logically from the beginning to middle, and the end wraps up loose ends or intentionally leaves the audience with questions to ponder.</p>	<p>The play has a clear beginning, middle and end. The storyline is easy to follow. Elements of each may need further development.</p> <p><i>ex: The beginning may not arouse the interest of the audience. The middle may progress too slowly. The end may leave the audience with questions the playwright did not intend.</i></p>	<p>The play has a beginning, middle and end, but the storyline of the play is difficult to follow.</p> <p>Scenes may seem out of sequence, scenes or information necessary for understanding the story may be missing.</p> <p>The beginning may not attract the audience's attention. The middle The ending may leave the audience with questions the playwright did not intend.</p>	<p>The play does not have a clear beginning, middle, and end. The storyline is difficult to follow.</p> <p>Scenes are out of sequence or missing information necessary to understand the story.</p> <p>The beginning of the play does not attract the attention of the audience, the plot development is confusing,</p>
Proofreading/ Mechanics	<p>The script is free of grammatical or mechanical errors. It is easy for the actors to read the script fluently.</p> <p>The use of punctuation and grammar makes the writer's meaning clear and helps the actors read the script with expression and understanding.</p>	<p>The script has a few grammatical or mechanical errors that may at times cause them to stumble in their reading.</p> <p>The use of punctuation and grammar makes the writer's meaning clear, and the actors are able to read the script with expression.</p>	<p>Grammatical and mechanical errors make it difficult for the actors to read the text with fluency, but do not affect their comprehension of the play.</p>	<p>Grammatical and mechanical errors make it difficult to read or comprehend the play.</p>

Teacher Comments

Student Comments

Arts Assessment For Learning

THEATER — 7TH GRADE

REHEARSAL RUBRIC: SCRIPTWRITING

Name: _____

Class: _____

Scene Study Rehearsal Rubric

TASK: Student will rehearse his/her scene in class toward the goal of performance. Students will identify a goal based on this rubric to work toward it in rehearsal and periodically assess his/her progress on that goal, changing the goal as necessary.

Grades	4 (100-90 points)	3 (89-80 points)	2 (79-70 points)	1 (69 and below points)
CHARACTERIZATION	Student is consistently working on developing a rich and interesting character to watch and shows a deep understanding of his/her character and the choices made.	Student is working on developing a unique character to watch and shows an understanding of his/her character and the choices made.	Student is sometimes working on developing a character but character is not very interesting to watch and shows little understanding of his/her character and/or the choices made.	Student is not developing a character or developing a character that does not make sense in the piece and/or that are stereotypical and shows no understanding of his/her character and the choices made.
MEMORIZATION	Student tries to get off book, improving each rehearsal. There is clear evidence of work being done at home to memorize.	Student usually tries to get off book, improving each rehearsal. There is some evidence of work being done at home to memorize.	Student somewhat tries to get off book, not improving much each rehearsal. There is little evidence of work being done at home to memorize.	Student rarely tries to get off book, not improving in rehearsal. There is no evidence of work being done at home to memorize.
CREATIVITY AND EXPRESSION	Student uses his/her whole body and facial expressions to perform. Student shows emotion and energy in rehearsals. Student makes imaginative choices in rehearsal.	Student uses most of his/her body and facial expressions to perform. Student shows some emotion and energy in rehearsals. Student makes imaginative choices in rehearsal.	Student sometimes uses his/her body and facial expressions to perform. Student rarely shows emotion or energy in rehearsals. Student rarely makes imaginative choices in rehearsal.	Student does not use his/her body or facial expressions to perform. Student does not show emotion or energy in rehearsals. Student does not make imaginative choices in rehearsal.
COMMITMENT	Student always takes his/her work seriously and is in the moment.	Student usually takes his/her work seriously and is in the moment.	Student sometimes takes his/her work seriously and is in the moment.	Student rarely takes his/her work seriously and is in the moment.
DICTION AND PROJECTION	Student is consistently working on being able to be heard loud and clear at the back of the room.	Student is usually working on being able to be heard loud and clear at the back of the room.	Student is sometimes working on being able to be heard loud and clear at the back of the room.	Student is rarely working on being able to be heard loud and clear at the back of the room.

Teacher Comments:

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Grade: _____

Date: _____ My Goal for rehearsal is to _____

Date: _____ My Goal for rehearsal is to _____

Date: _____ My Goal for rehearsal is to _____

Date: _____ My Goal for rehearsal is to _____

Date: _____ My Goal for rehearsal is to _____

Date: _____ My Goal for rehearsal is to _____

Date: _____ My Goal for rehearsal is to _____

Date: _____ My Goal for rehearsal is to _____

Date: _____ My Goal for rehearsal is to _____

Date: _____ My FINAL GRADE for rehearsal would be a _____.

I deserve this grade because _____

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THEATER — 7TH GRADE

SCRIPTWRITING RUBRIC: SCRIPTWRITING

Grades	4 (100-90 points)	3 (89-80 points)	2 (79-70 points)	1 (69 and below points)
DIALOGUE	Dialogue is written without quotation marks or “said,” and includes a colon after the character’s name in the margin for every line.	Dialogue is mostly written without quotation marks or “said,” and includes a colon after the character’s name in the margin for every line, but is occasionally written in narrative form.	Dialogue frequently is written in narrative.	Dialogue is written entirely in narrative.
STAGE DIRECTION	Stage directions are written in parenthesis and describe the setting and actions on stage in detail using abbreviations for stage areas.	Stage directions are mostly written in parenthesis and describe the setting and the actions on stage with some detail, using abbreviations for stage areas.	Stage directions are frequently not indicated and/or written within the dialogue with little detail.	Stage directions are missing and/or they are written within the dialogue with no detail.
5 W’s	The 5Ws are clear from the text or subtext of the script.	Some of the 5Ws are clear from the text or subtext of the script.	Most of the 5Ws are unclear from the text or subtext of the script.	The 5Ws are unclear from the text or subtext of the script.
CHARACTERS	All characters are well developed with a history and visible connections to the script.	Characters are almost all well developed with a history and visible connections to the script, but some lack depth.	Some characters are well developed, but do not include a history and/or visible connections to the script.	Characters are not well developed and/or do not include a history or visible connections to the script.
OBJECTIVES AND TACTICS	All characters have something that they want to achieve and utilize different tactics to try to achieve their objective.	Characters almost all have something that they want to achieve and utilize tactics to try to achieve their objective, but tactics are all similar.	Some characters have something that they want to achieve, but do not utilize different tactics to try to achieve their objective.	Characters do not have something that they want to achieve and/or do not utilize different tactics to try to achieve their objective.
ORIGINALITY	Script has unique ideas for plot points and creative solutions to problems.	Script has some unique ideas for plot points and solutions to problems.	Script has few unique ideas for plot points and creative solutions to problems.	Script is plagiarized or uses many unoriginal ideas from other scripts or stories.
GRAMMAR/ ORGANIZATION	Proofread and virtually error free of grammatical/mechanical mistakes. Script has a clear beginning, middle and end.	Somewhat proofread with some grammatical/mechanical mistakes. Beginning, middle and/or end are somewhat clear.	Not clearly proofread with several grammatical/mechanical mistakes. Script has no clear beginning, middle and/or end.	Not proofread with many grammatical/mechanical mistakes. Script has no clear beginning, middle or end.

Teacher Comments: _____

Grade: _____

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THEATER — 7TH GRADE

SCRIPTWRITING RUBRIC: SCRIPTWRITING

Date: _____ My Goal for today is to _____
My Grade for today would be a _____. I need to work on _____

Date: _____ My Goal for today is to _____
My Grade for today would be a _____. I need to work on _____

Date: _____ My Goal for today is to _____
My Grade for today would be a _____. I need to work on _____

Date: _____ My Goal for today is to _____
My Grade for today would be a _____. I need to work on _____

Date: _____ My Goal for today is to _____
My Grade for today would be a _____. I need to work on _____

Date: _____ My Goal for today is to _____
My Grade for today would be a _____. I need to work on _____

Date: _____ My Goal for today is to _____
My Grade for today would be a _____. I need to work on _____

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THEATER — 7TH GRADE

SCRIPTWRITING RUBRIC: SCRIPTWRITING

Date: _____ My Goal for today is to _____.

My Grade for today would be a _____. I need to work on _____.

Date: _____ My Goal for today is to _____.

My Grade for today would be a _____. I need to work on _____.

My FINAL GRADE for scriptwriting would be a _____.

I deserve this grade because
