

HS THEATRE ASSESSMENT RUBRIC
OPTION 2

NAME _____

_____ / 100

Director/ Producer Pitch

Guidelines Followed/ Each Question Addressed

10-9	8-7	6-5	4-3	2-1-0
Pitch responds specifically to each question listed in the assessment description. Each question asked by the assessor shows a deep understanding of the pitch and source material.	Pitch responds specifically to most of the questions listed in the assessment description. Most questions asked by the assessor shows a deep understanding of the pitch and source material.	Pitch responds generally to each question listed in the assessment description. Most questions asked by the assessor shows a deep understanding of the pitch and source material.	Pitch responds generally to each question listed in the assessment description. Some of the elements addressed show a deep understanding of the pitch and source material.	Pitch responds generally to some of the questions listed in the assessment description. Few to none of the elements addressed shows a deep understanding of the pitch and source material.

Message

10-9	8-7	6-5	4-3	2-1
There is a clear message that is drawn from an understanding of the text and designed for an audience and the pitch is driven by the necessity for that audience to hear it.	There is a clear message that is drawn from an understanding of the text but evidence of thought toward why an audience needs to hear this message isn't present.	There is a message that is drawn from an understanding of the text but the message isn't clear.	There is a message explained during the pitch but it is drawn from inaccurate understanding of the text or understanding of the text seems minimal or not apparent.	There is little to no evidence of a message in the pitch.

Rationale for Location and Time

10-9	8-7	6-5	4-3	2-1
There is purpose behind where and when this story takes place and the choices enhances the message, mood and makes sense with the relationships.	There is purpose behind where and when the story takes place. There is evident rationale behind the decisions but it does not enhance the story.	The location and time are clear but do not make sense with the playwright's intentions.	The location and time are evident but unclear or lack specific thought.	There is no mention of the location or time.

Mood

10-9	8-7	6-5	4-3	2-1
Pitch has a clear strategy or reasoning behind how mood is established through artistic choices. The student expresses how mood informs relationships and the other elements in the pitch.	There is a clear strategy or reasoning behind how mood is established through artistic choices.	There is a strategy behind how mood is established through artistic choices, but it isn't always clear how those choices will affect the mood.	Mood is mentioned as a goal but there isn't a strategy in place for how mood will be achieved.	Mood is not mentioned or evident in the pitch.

Key Relationships

10-9	8-7	6-5	4-3	2-1
Throughout their pitch, it is clear the student has an understanding of the key relationships of the play and how they drive the story.	The student has a clear understanding of the relationships in the play, but does not give evidence in their pitch as to how they affect the story.	The student does not have a clear understanding of the relationships in the play.	The student gives little mention to the relationships in the play.	The student does not mention relationships from the story while giving their pitch.

Challenges

10-9	8-7	6-5	4-3	2-1
The student addresses the obstacles and challenges to a successful production of their concept. Evidence is given that there is thought behind the components necessary to an effective production.	The student addresses the potential obstacles and challenges to a successful production of their concept. They however do not have a strategy as to how to handle those problems.	The student gives little thought to the potential obstacles and challenges to a successful production of their concept. There is slight mention, but no specifics.	The student does not address any potential obstacles and challenges to a successful production.	The pitch idea has excessive issues in how it could reach actualization in an effective production. There is no mention of these possible obstacles.

Clarity

10-9	8-7	6-5	4-3	2-1
The student is clear throughout their pitch and has clearly prepared. They are sure and passionate about what they want to say about their vision of the play.	The student is clear throughout most of the pitch but there are times when their vision isn't well expressed or thought out.	About half of the pitch is clear but there wasn't proper preparation as there are times when their vision seems unclear.	Most of the concepts and vision seem unclear or lack preparation.	It is clear there was no preparation and there is a lack of clarity of their vision.

Questions Response 1

10-9	8-7	6-5	4-3	2-1
The student answers the question with a clear and well thought out response that shows a deep understanding of the text and its relation to the pitch.	The student answers the question completely but at times their answer may not show a complete understanding of the text in relation to the pitch.	The student's response does not fully address the question and their answer does not show a complete understanding of the text.	The student has clear trouble answering the question but attempts to articulate a response.	The student does not answer the question.

Question Response 2

10-9	8-7	6-5	4-3	2-1
The student answers the question with a clear and well thought out response that shows a deep understanding of the text and its relation to the pitch.	The student answers the question completely but at times their answer may not show a complete understanding of the text in relation to the pitch.	The student's response does not fully address the question and their answer does not show a complete understanding of the text.	The student has clear trouble answering the question but attempts to articulate a response.	The student does not answer the question.

Question Response 3

10-9	8-7	6-5	4-3	2-1
The student answers the question with a clear and well thought out response that shows a deep understanding of the text and its relation to the pitch.	The student answers the question completely but at times their answer may not show a complete understanding of the text in relation to the pitch.	The student's response does not fully address the question and their answer does not show a complete understanding of the text.	The student has clear trouble answering the question but attempts to articulate a response.	The student does not answer the question.