

**Academic Rodeo Drama Festival  
High School Monologue**

**Place:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

**Title of Selection:** \_\_\_\_\_

Evaluate the presenter using the following criteria on a scale of 0 (= Not at all) to 5 (= Very Much) for each item. Please offer justification and constructive suggestions for improvement in

<b>Selection:</b> Is the selection appropriate for the speaker? Does it show interest, intelligibility, and literary value?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Introduction:</b> Are the title and author clearly stated? Is interest in the scene created: Is the mood set? Is the information relevant to and sufficient for the scene?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Insight and Understanding:</b> Does the speaker appear to have insight into the mood and meaning of the scene? Does the speaker display an understanding of the author's theme, point of view, and intent?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Characterization:</b> Does the speaker clearly distinguish each of the characters in the selection? Are the character(s) and their attitudes clear and vivid? Are the body responses and attitudes appropriate?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Voice and Diction:</b> Is pronunciation acceptable? Is enunciation distinct without being pedantic? Are pitch, rate, and volume appropriate? Is the speaker's voice responsive and pleasant? Is the use of vocal variety appropriate and sufficient?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Bodily Action:</b> Is the speaker poised? Do gestures and expressions contribute to the interpretation of the material? Does the speaker avoid distracting and unmotivated movement?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>General Effectiveness:</b> Does the speaker clearly communicate the selection? Does the speaker maintain the listener's interest? Is the performance consistent? Is the total effect pleasing?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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The rubric provides a level of achievement, not a specific score for the performance. The overall effect of the component parts will determine the judge's final decision in placing.

**Time Limit is 10 minutes with a 30 second grace.**

**Time Length:** \_\_\_\_\_

**Remarks:**

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**Academic Rodeo Drama Festival  
High School Duologue**

**Place:** \_\_\_\_\_

**Students :** \_\_\_\_\_ & \_\_\_\_\_

**Group:** \_\_\_\_\_

**Title of Selection:** \_\_\_\_\_

Evaluate the presenter using the following criteria on a scale of 0 (= Not at all) to 5 (= Very Much) for each item. Please offer justification and constructive suggestions for improvement in

<b>Selection:</b> Is the selection appropriate to the duet? Does it show interest, intelligibility, and literary value?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Introduction:</b> Are the title and author clearly stated? Is interest in the scene created: Is the mood set? Is the information relevant to and sufficient for the scene?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Insight and Understanding:</b> Do the performers appear to have insight into the mood and meaning of the scene?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Characterization:</b> Do the performers establish believable characters? Are they consistent with the mood of the		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Voice and Diction:</b> Is pronunciation acceptable? Is enunciation distinct without being pedantic? Are rate, pitch, and volume appropriate? Are the performers' voices		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Movement and Strategy:</b> Is the acting area used effectively? Is the blocking well attuned to the content of the scene? Are a variety of levels employed?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Ensemble:</b> Is the scene shared equally? Do the performers act, react, interact, and respond to the motivation of the		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Overall Effectiveness:</b> Is the total effect of the scene pleasing? Did the performers hold the audience's		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Time Limit is 10 minutes with a 30 second grace.**      **Time Length:** \_\_\_\_\_

**Remarks:**  
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\_\_\_\_\_

**Academic Rodeo Drama Festival  
High School Musical Theater Solo**

**Place:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

**Title of Selection:** \_\_\_\_\_

Evaluate the presenter using the following criteria on a scale of 0 (= Not at all) to 5 (= Very Much) for each item. Please offer justification and constructive suggestions for improvement in

<b>Selection:</b> Is the selection appropriate for the student? Does it show interest, intelligibility, and literary value?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Introduction:</b> Is the title and author of the theatrical piece, as well as the composer for the musical selection, clearly stated? Is interest in the scene created: Is the mood set? Is the information relevant to and sufficient for the scene and musical selection?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Insight and Understanding:</b> Does the student appear to have insight into the mood and meaning of the scene featuring the selection and is this conveyed in the		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Characterization:</b> Does the student clearly present the character involved in the selection? Is the character and the character's attitude and emotions clear and vivid? Are the body responses and attitudes appropriate?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Voice and Diction:</b> Is the singing voice acceptable? Is enunciation distinct? Are pitch, rate, and volume appropriate? Is the student's vocal presentation responsive and pleasant? Is the use of vocal variety in		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Bodily Action:</b> Is the student appropriately poised for the selection? Do gestures and expressions contribute to the interpretation of the piece? Does the student avoid distracting and unmotivated movement?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>General Effectiveness:</b> Does the student clearly present the selection, with the appropriate emotions for the selection involved? Does the student maintain the listener's interest? Is the performance consistent? Is the		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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The rubric provides a level of achievement, not a specific score for the performance. The overall effect of the component parts will determine the judge's final decision in placing.

**Time Limit is 10 minutes with a 30 second grace.**

**Time Length:** \_\_\_\_\_

**Remarks:**

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**Academic Rodeo Drama Festival  
High School Musical Theater Ensemble**

**Place:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

**Title of Selection:** \_\_\_\_\_

Evaluate the presenter using the following criteria on a scale of 0 (= Not at all) to 5 (= Very Much) for each item. Please offer justification and constructive suggestions for improvement in

<b>Selection:</b> Is the selection appropriate for the group? Does it show interest, intelligibility, and literary value?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Introduction:</b> Is the title and author of the theatrical piece, as well as the composer for the musical selection, clearly stated? Is interest in the scene created: Is the mood set? Is the information relevant to and sufficient for the scene and musical selection?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Insight and Understanding:</b> Do all students appear to have insight into the mood and meaning of the scene featuring the selection and is this conveyed in the performance?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Characterization:</b> Do the students clearly present the characters involved in the selection? Are characters and the characters' attitude and emotions clear and vivid? Are the body responses and attitudes appropriate?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Voice and Diction:</b> Are the singing voices acceptable and harmonious? Is each enunciation distinct? Are pitch, rate, and volume appropriate? Are the vocal presentations collectively responsive and pleasant? Is the use of vocal variety in the piece appropriate and		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Bodily Action:</b> Are students appropriately poised for the selection? Do gestures and expressions contribute to the interpretation of the piece? Do students avoid distracting and unmotivated movement?		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>General Effectiveness:</b> Do students clearly present the selection in harmony, maintaining the listener's interest? Is the performance consistent? Is the total effect		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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The rubric provides a level of achievement, not a specific score for the performance. The overall effect of the component parts will determine the judge's final decision in placing.

**Time Limit is 10 minutes with a 30 second grace.**

**Time Length:** \_\_\_\_\_

**Remarks may be added on back.**

There should not be a tie.