

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 Remarks.

| | | | | | | |
|--|--|---|---|---|---|---|
| Selection: Is the selection appropriate for the speaker? Does it show interest, intelligibility, and literary value? | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|---|--|---|---|---|---|---|
| Introduction: 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? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

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|---|--|---|---|---|---|---|
| Insight and Understanding: 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? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

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|--|--|---|---|---|---|---|
| Characterization: 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? | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|---|--|---|---|---|---|---|
| Voice and Diction: 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? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

| | | | | | | |
|---|--|---|---|---|---|---|
| Bodily Action: Is the speaker poised? Do gestures and expressions contribute to the interpretation of the material? Does the speaker avoid distracting and unmotivated movement? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

| | | | | | | |
|---|--|---|---|---|---|---|
| General Effectiveness: Does the speaker clearly communicate the selection? Does the speaker maintain the listener's interest? Is the performance consistent? Is the total effect pleasing? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

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:

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 Remarks.

| | | | | | | |
|---|--|---|---|---|---|---|
| Selection: Is the selection appropriate to the duet? Does it show interest, intelligibility, and literary value? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

| | | | | | | |
|---|--|---|---|---|---|---|
| Introduction: 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? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

| | | | | | | |
|--|--|---|---|---|---|---|
| Insight and Understanding: Do the performers appear to have insight into the mood and meaning of the scene? Are | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|---|--|---|---|---|---|---|
| Characterization: Do the performers establish believable characters? Are they consistent with the mood of the scene? Are bodily actions attuned to the characters portrayed? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

| | | | | | | |
|--|--|---|---|---|---|---|
| Voice and Diction: Is pronunciation acceptable? Is enunciation distinct without being pedantic? Are rate, pitch, and volume appropriate? Are the performers' voices clear, resonant, and pleasant? Is vocal variety sufficient? | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|--|--|---|---|---|---|---|
| Movement and Strategy: Is the acting area used effectively? Is the blocking well attuned to the content of the scene? Are a variety of levels employed? | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|---|--|---|---|---|---|---|
| Ensemble: Is the scene shared equally? Do the performers act, react, interact, and respond to the motivation of the scene? Is the team a unit? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

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|---|--|---|---|---|---|---|
| Overall Effectiveness: Is the total effect of the scene pleasing? Did the performers hold the audience's interest? | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

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:

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

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 Remarks.

| | | | | | | |
|--|--|---|---|---|---|---|
| Selection: Is the selection appropriate for the student? Does it show interest, intelligibility, and literary value? | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|--|--|---|---|---|---|---|
| Introduction: 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? | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|--|--|---|---|---|---|---|
| Insight and Understanding: Does the student appear to have insight into the mood and meaning of the scene featuring the selection and is this conveyed in the | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|--|--|---|---|---|---|---|
| Characterization: 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? | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|--|--|---|---|---|---|---|
| Voice and Diction: 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 the piece | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|--|--|---|---|---|---|---|
| Bodily Action: 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? | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|

| | | | | | | |
|---|--|---|---|---|---|---|
| General Effectiveness: 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 total effect | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|

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:
