



Performance Scoring Guide

Shade in a portion of each star based on performance

VOICE

Projection

Spoke loudly

Enunciation

Spoke clearly with
proper pacing

Characterization

Put character in
voice or used accent

READING

Accuracy

Read lines smoothly
and correctly

On Cue

Followed along so to
enter on time

Memorized

Memorized the lines

PRESENTATION

Direction

Kept face toward
audience

Script/Face

Kept script away
from face

Position

Maintained correct
place on stage

PARTICIPATION

Prepared

Came to rehearsals and
shows with script

Practiced

Practiced lines
independently

Behavior

Had good behavior
at all times

AUDIENCE

When a member of the audience:

Attentive

Paid attention
during show

Applauded

Clapped when
appropriate

Gave Feedback

Able to give valid
feedback



Performance Scoring Guide

Shade in a portion of each star based on performance

Write categories in each rectangle; identify a standard for each star.

Play Performance Scoring Guide Instructions

Guide 1 has categories and standards already defined. *(See below for details.)*

Guide 2 is blank; students and teacher can discuss and define the standards they want to emphasize and write them into the guide.

Discuss each category and standard before, during, and after rehearsals and performances.

Rubric can be scored by instructor or, better, used by students as a self-assessment. If any given standard is emphasized during rehearsals, it's likely students will score well in that category.

Each star is to be shaded based on the degree to which the student succeeded in that category. For example, if during the performance a student consistently spoke with an appropriate volume, he or she would shade in the entire star. If he or she only sometimes spoke loudly enough, he or she might shade in half the star.

VOICE

Projection: Student spoke with appropriate volume, “flinging” their voice toward the audience.

Enunciation: Student spoke clearly and at an appropriate tempo.

Characterization: Student spoke with inflection, characterization, or accent.

READING

Accuracy: Student read lines correctly.

On Cue: Student was able to follow along with the script and enter (physically or verbally) at the correct time.

Memorized: Student memorized his or her lines.

PRESENTATION

Direction: Student kept his or her face toward the audience, especially when speaking.

Script/Face: If using script, student kept script away from face so audience could see his or her mouth.

Position: Student maintained the appropriate position on stage, especially when delivering lines. (For example, in their nervousness, students will sometimes still be saying their lines as they rush off stage instead of finishing lines, then exiting.)

PARTICIPATION

Prepared: Student consistently came to rehearsals with script in hand, ready to fully participate. Student participated in the performance.

Practiced: Student practiced independently, such as for homework reading.

Behavior: Student demonstrated appropriate behavior during rehearsals, during performances, back stage, and when in the audience.

AUDIENCE

Attentive: Student followed along with the performance.

Applauded: Student clapped appropriately and at the correct time.

Gave Feedback: Student was able to give reasonable feedback to the performers.

