



# **Comprehensive Theater Examination**

***Components, Rationale and Descriptors***

**To be administered January/June 2012**

**Office of Arts and Special Projects  
52 Chambers Street, Room 210  
New York, NY 10007**

## **New York City Department of Education** **Comprehensive Theater Examination**

The Comprehensive Theater Examination is available to students who have taken a minimum Of 9 to 10 credits of theater, equivalent to 4 ½ to 5 units as defined by New York State. One Unit is defined as 180 minutes per week (equivalent to four 45-minute periods per week) throughout the year. Courses bearing credit may include studio theater classes, directing and design classes, improvisation and ensemble classes, scene study, in-school performing groups, off-site supervised theater internships, and non-performance classes in theater history, dramatic literature, dramaturgy, technical theater, and theater career preparation. The examination is comprised of four components:

- I. Multiple Choice– 25 points/25%**
- II. Reflective Essay- 20 points/20%**
- III. On-Demand Performance Task – 25 points/25%**
- IV. Senior Exit Project– 30 points total/30%**  
*(students must complete & submit all three parts to receive any credit)*
  - A. Student Exit Project (20 points)
  - B. Statement of Goals (5 points)
  - C. End of Project Reflection (5 points)

**The various sections of the Comprehensive Theater Examination will be weighted as shown below**

| <b>SECTION</b>  | <b>Maximum points</b> | <b>Average Score</b> | <b>Initials A</b> | <b>Initials B</b> |
|---|-----------------------|----------------------|-------------------|-------------------|
| I. <u>Multiple Choice</u> : Theater Making, Stage Techniques, Theater Literacy, Cultural and Historical Connections, Dramatic Repertoire, Contemporary Practice, and Theater Careers  | 25<br>(25%)           |                      |                   |                   |
| II. <u>Constructed Response Essay</u> : Reflection on theater practice, a theatrical event, movement or practioner connected to personal experience using theater vocabulary and accepted conventions of English language           | 20<br>(20%)           |                      |                   |                   |
| *III. <u>On-Demand Performance Task</u> : Creativity and spontaneity, playing an objective with a change in tactics, using and activating language, ability to physicalize character, act with a partner, and incorporate direction | 25<br>(25%)           |                      |                   |                   |
| *IV. <u>Student Exit Project</u> : Performance, Direction, Design or Dramaturgy/Theater History and Playwriting with statement of goals and end of project reflection   | 30<br>(30%)           |                      |                   |                   |
| Total   | 100 points            |                      |                   |                   |

**Final Scoring Benchmarks:**

|                    |               |
|--------------------|---------------|
| Exemplary          | 85-100 %      |
| Meets Expectations | 65-84%        |
| Unsatisfactory     | 64% and below |

\* *These sections of the exam will be administered prior to the written examination.*

# Content Descriptors/Processes for Comprehensive Theater Examination

The content and testing processes covered by each of these sections is as follows:

## **I. Multiple Choice Section** (25 points)

The on-demand section of this exam includes approximately 50-60 multiple choice questions. This component will be administered at the school site on a city-wide date(s) to be selected in June 2012. This section will be administered in conjunction with the Constructed Response/Reflective Essay section.

Allocated testing time for this section is one (1) hour. This section along with the Constructed Response/Reflective Essay section will be returned to the Office of the Arts and Special Projects for scoring.

The content covered in the Multiple Choice section will include the following areas of theater study:

### **Theater Making**

- Elements of theater:
  - Physical Instrument
  - Voice and Diction
  - Basic stage craft and theater practice
  - Developing characterization
  - Ensemble work and understanding professional roles and relationships
- Techniques and concepts:
  - Physical and vocal warm-up (methods and purposes)
  - Motivation as relates to textual analysis
  - Western theater approaches to acting
- Improvisation and Theater Exercises
  - Types and uses of improvisation
- Performance/Production
  - Proscenium theater stage directions
  - Types of performance spaces and their effect on theater creation, performance and perception
  - Technical theater roles (before, during and after a performance)

### **Theater Literacy**

- Theater Vocabulary and Terminology:
  - Terms used across all styles of theater (see the Blueprint Glossary)
  - Stage directions
  - Elements of theater architecture
  - Elements of dramatic structure
- History, Styles and Genres, Major Works, Playwrights and Artists
  - Greek Theater
  - Roman Theater
  - Medieval theater
  - Commedia dell' arte
  - Shakespeare and Elizabethan Theater
  - 18<sup>th</sup> Century European Theater
  - 19<sup>th</sup> Century European Theater
  - World Theater
  - Musical Theater
  - 20<sup>th</sup> Century American Plays
  - Absurdist Theater
  - Contemporary Theater
  - Major acting methods and styles

## **I. Multiple Choice Section (continued)**

### **Making Connections**

- Theater in Context
  - Social, historical and cultural context for theater
- Theater Safety
  - Stage Craft and Safety
- Theater Collaboration
  - Roles of the Director and Actor
  - Working as an ensemble
  - Collaboration with designers
- Theater and English language arts
  - Script Analysis
  - Dramaturgy and Research
- Movement for Actors
  - Basic dance terminology
- Elements of Musical Theater
  - Musical theater practice and prominent individuals
  - Basic music vocabulary

### **Community and Cultural Resources**

- Community and Cultural Organizations
  - Identify New York City Theater organizations and resources
  - Professional performances that student has seen

### **Careers and Lifelong Learning**

- Theater and Theater -Related Careers
  - Identify various theater and theater related roles & careers
  - Theater career management
  - Theater unions, guilds and associated professional organizations

## **II. Constructed Response/Reflective Essay (20 points)**

This component will be administered at the school site on a city-wide on a June date(s) to be selected. This section will be administered in conjunction with the Multiple Choice section. Allocated testing time for this section is one (1) hour. This section along with the Multiple Choice section will be returned to the Office of the Arts and Special Projects for scoring. This section will be scored by two readers with a third assessor available if there is more than a fifteen (15) point spread in the scoring of the first two readers.

The Constructed Response/Reflective Essay section of the exam offers students several options for their reflective writing: a 500-700 word essay incorporating appropriate reference(s) to theater roles, events, movements and/or artists that impacted or influenced A) their own theatrical experience or B) theater practice.

*See following two rubrics (Appendix A) for assessment criteria and scaling the Constructed Response/Reflective Essay.*

PART II: **RUBRIC A for Questions 1, 3 and 6****Constructed Response/Reflective Essay  
RUBRIC FOR GRADING RESPONSES**

|   | <b>Responses at the Highest Level<br/>85-100</b>  | <b>Responses at the Middle Level<br/>65-84</b>   | <b>Responses at the Lowest Level<br/>0-64</b>  |
|---|---|--|--|
| <p><b>Meaning:</b><br/>The extent to which the response exhibits understanding of the question</p> <p><i>Up to 30 points</i></p> <p><b>*Note: "Theatrical roles" include any theater job contributing to a production.</b></p>                        | <p><b>Fully describes a theater process, theatrical role, and application of theater techniques</b></p> <ul style="list-style-type: none"> <li>- includes an explicit discussion of a valuable process learned in the study of theater</li> <li>- includes an explicit discussion of his/her theatrical role and contribution to a production</li> <li>- includes a clear articulation of one's process in fulfilling his/her theater responsibilities</li> <li>- includes specific, detailed examples</li> </ul> | <p><b>Moderately describes a theater process, theatrical role, and/ application of theater techniques</b></p> <ul style="list-style-type: none"> <li>- includes some discussion of a valuable process learned in the study of theater</li> <li>-includes some discussion of his/her theatrical role and contribution to a production</li> <li>-includes some articulation of one's process in fulfilling his/her theater responsibilities</li> <li>- includes somewhat general examples</li> </ul> | <p><b>Superficially describes a theater process, theatrical role, and application of theater techniques</b></p> <ul style="list-style-type: none"> <li>- includes minimal discussion a valuable process learned in the study of theater</li> <li>- includes a brief or no discussion of a theatrical role and his/her contribution to a production</li> <li>- includes a poor articulation of one's process in fulfilling his/her theater responsibilities</li> <li>- includes minimal, irrelevant or no examples</li> </ul> |
| <p><b>Use of Theater Vocabulary and Concepts:</b><br/>The extent to which the response uses theater concepts and vocabulary</p> <p><i>Up to 30 points</i></p>   | <p><b>Articulates processes clearly and effectively using theater language</b></p> <ul style="list-style-type: none"> <li>- demonstrates consistently accurate application of theater vocabulary and concepts</li> </ul>  | <p><b>Articulates processes in general terms using some theater language</b></p> <ul style="list-style-type: none"> <li>- demonstrates partially accurate application of theater vocabulary and concepts</li> </ul>  | <p><b>Articulates processes unclearly and not using theater language</b></p> <ul style="list-style-type: none"> <li>- demonstrates mostly inaccurate application of theater vocabulary and concepts, or a lack of theater vocabulary and concepts</li> </ul>   |
| <p><b>Development and Organization:</b><br/>The extent to which the ideas are explained using specific and relevant information</p> <ul style="list-style-type: none"> <li>- exhibit direction and coherence</li> </ul> <p><i>Up to 20 points</i></p> | <p><b>Develops ideas fully and clearly</b></p> <ul style="list-style-type: none"> <li>- maintains a consistent focus on the topic</li> <li>- exhibits a logical and coherent structure (i.e. progression of discussion, compare/contrast, chronological, etc.)</li> </ul>   | <p><b>Develops ideas somewhat and generally clearly</b></p> <ul style="list-style-type: none"> <li>- maintains basic focus and structure, but may have some inconsistencies or meandering off topic</li> <li>- maintains a general direction and coherence</li> </ul>  | <p><b>Develops ideas poorly and not clearly</b></p> <ul style="list-style-type: none"> <li>- lacks clear focus and structure</li> </ul>  |
| <p><b>Use of English Language Arts Conventions:</b><br/>Effective use of sentence structure, sentence variety, spelling, punctuation, paragraphing, capitalization and grammar.</p> <p><i>Up to 20 points</i></p>                                     | <p><b>Uses precise language with awareness of purpose</b></p> <ul style="list-style-type: none"> <li>- varies structure and length of sentences for effect</li> <li>- demonstrates control of conventions</li> <li>- uses above grade level vocabulary</li> </ul>   | <p><b>Uses appropriate language with some awareness of purpose</b></p> <ul style="list-style-type: none"> <li>- occasionally varies structure and length of sentences</li> <li>- demonstrates partial control of conventions with some errors which do not hinder comprehension</li> <li>- uses appropriate grade level vocabulary</li> </ul>  | <p><b>Uses simple language that is imprecise or unrelated</b></p> <ul style="list-style-type: none"> <li>- sentences lack variety and are constructed incorrectly</li> <li>- demonstrates a lack of control of conventions including many errors that make comprehension difficult</li> <li>- uses simple or below grade level vocabulary</li> </ul>   |

**PART II: RUBRIC B for Question 2, 4 and 5 –**  
**Constructed Response/Reflective Essay**  
**RUBRIC FOR GRADING RESPONSES**

|  | <b>Responses at the Highest Level<br/>85-100</b>   | <b>Responses at the Middle Level<br/>65-84</b>   | <b>Responses at the Lowest Level<br/>0-64</b>  |
|--|--|--|--|
| <p><b><u>Meaning:</u></b><br/>The extent to which the response exhibits understanding of the question</p> <p><i>Up to 30 points</i></p>  | <p><b>Fully describes the influence of a theater artist(s) and/or development on theater practice</b></p> <ul style="list-style-type: none"> <li>- includes an explicit discussion of how this theater artist(s) or development influenced theater practice</li> <li>- includes specific detailed examples or of the selected theater practice addressed</li> <li>- includes a full discussion of how this artist, development or theme influenced the student's thinking and practice in theater</li> </ul> | <p><b>Moderately describes the influence of a theater artist(s) and/or development on theater practice</b></p> <ul style="list-style-type: none"> <li>- includes some discussion of what theater practice was like before person or event's occurrence</li> <li>- includes some discussion of how this person or event influenced theater practice</li> <li>- includes some discussion of how this person or event influenced the student's thinking and practice in theater</li> <li>- includes general examples</li> </ul> | <p><b>Superficially describes the influence of a theater artist(s) and/or development on theater practice</b></p> <ul style="list-style-type: none"> <li>- includes minimal discussion of what theater practice was like before person or event's occurrence</li> <li>- includes a brief or no discussion of how this person or event influenced theater practice</li> <li>- includes a brief or no discussion of how this person or event influenced the student's thinking and practice in theater</li> <li>- includes minimal, irrelevant or no examples</li> </ul> |
| <p><b><u>Use of Theater Vocabulary and Concepts:</u></b><br/>The extent to which the response uses theater concepts and vocabulary</p> <p><i>Up to 30 points</i></p>   | <p><b>Articulates processes clearly and effectively using theater language</b></p> <ul style="list-style-type: none"> <li>- demonstrates consistently accurate application of theater vocabulary and concepts</li> </ul>   | <p><b>Articulates processes in general terms using some theater language</b></p> <ul style="list-style-type: none"> <li>- demonstrates partially accurate application of theater vocabulary and concepts</li> </ul>  | <p><b>Articulates processes unclearly and not using theater language</b></p> <ul style="list-style-type: none"> <li>- demonstrates mostly inaccurate application of theater vocabulary and concepts, or a lack of theater vocabulary and concepts</li> </ul>   |
| <p><b><u>Development and Organization:</u></b><br/>The extent to which the ideas are explained using specific and relevant information<br/>- exhibit direction and coherence</p> <p><i>Up to 20 points</i></p>           | <p><b>Develops ideas fully and clearly</b></p> <ul style="list-style-type: none"> <li>- maintains a consistent focus on the topic</li> <li>- exhibits a logical and coherent structure (i.e. progression of discussion, compare/contrast, chronological, etc.)</li> </ul>  | <p><b>Develops ideas somewhat and in general terms</b></p> <ul style="list-style-type: none"> <li>- maintains basic focus and structure, but may have some inconsistencies or meandering off topic</li> <li>- maintains a general direction and coherence</li> </ul>   | <p><b>Develops ideas poorly and not clearly</b></p> <ul style="list-style-type: none"> <li>- lacks clear focus and structure</li> </ul>  |
| <p><b><u>Use of English Language Arts Conventions:</u></b><br/>Effective use of sentence structure, sentence variety, spelling, punctuation, paragraphing, capitalization and grammar.</p> <p><i>Up to 20 points</i></p> | <p><b>Use precise language with awareness of purpose</b></p> <ul style="list-style-type: none"> <li>- varies structure and length of sentences for effect</li> <li>- demonstrates control of conventions</li> <li>- uses above grade level vocabulary</li> </ul>   | <p><b>Use appropriate language with some awareness of purpose</b></p> <ul style="list-style-type: none"> <li>- occasionally varies structure and length of sentences</li> <li>- demonstrates partial control of conventions with some errors which do not hinder comprehension</li> <li>- uses appropriate grade level vocabulary</li> </ul>   | <p><b>Use simple language that is imprecise or unrelated</b></p> <ul style="list-style-type: none"> <li>- sentences lack variety and are constructed incorrectly</li> <li>- demonstrates a lack of control of conventions including many errors that make comprehension difficult</li> <li>- uses simple or below grade level vocabulary</li> </ul>  |

### **III. On Demand Performance Task** (25 points)

#### **Spare Scene Performance Task and Assessment for Acting**

This task will be administered and scored at the school site prior to the written elements of the test. Each student should be assessed by two (2) adjudicators at the school site with the score being averaged. Of the two adjudicators, one should be from the school and one should be from a theater organization, another DOE High school or from a theater department at the university level.

With the On-Demand Performance Task, it is acknowledged that the assessment of acting is a complex, multi-faceted and subjective exercise. In striving to create a manageable and appropriate “on-demand” task for high school actors, we needed to arrive at an appropriate task and assessment criteria that provide demonstrable evidence in a real time setting. We realize that these chosen criteria may be seen as somewhat reductive and not inclusive of the entire range of acting and the creativity, imagination and skill that it entails. We do, however, believe that this task, the criteria and the corresponding rubric will provide an appropriate assessment if administered consistently and with commitment.

This on-demand performance task incorporates the use of “spare” or “open” scenes which are used in a variety of theater studio settings and should not be foreign to the teacher/practitioner. Actors are frequently asked to respond on the spot to direction in an audition or rehearsal situation. Actors also frequently find themselves in a situation of needing to respond creatively to new, unexamined text. The “spare scene” task recreates these scenarios and provides tools for the assessment of these particular abilities.

In choosing to use The Spare Scene performance task process, we hope to provide a means of assessing the student’s ability to:

- use and activate the voice
- physicalize character
- play an objective truthfully with a change in tactics
- collaborate with and connect to fellow actor(s)
- respond to and incorporate direction

*Note: the emotional life of the character is also a key factor and should be embodied and expressed through the physical and vocal choices of the actor. Collaboration with a scene partner and the ability to respond is also embedded in the assessment criteria and rubric descriptors.*

*(See Appendix B for On-Demand Performance Task Rubric)*

# Process for On-Demand Spare Scene Performance Task

## **Room set-up:**

Chairs for each actor and the workshop leader(s) (teacher) as well as any adjudicators  
One chair which may be used as a prop for each scene

## **Materials:**

5 Spare scenes (to be included)  
5 sets of given circumstance/scenario prompts (to be included)  
Directorial prompts (to be included)

**Time:** One-Hour (1) session for five scenes of two actors each

## **On Demand Performance Task Process:**

- 1) 10 students in any gender combination are brought into a studio room.
- 2) Students number off 1-10 and are paired in the following configuration.  
1-6    2-7    3-8    4-9    5-10
- 3) Each pair of students is given a Spare Scene, designated as either character "A" or "B" and given a "Given Circumstance Scenario" card. (Given Circumstance Scenario cards will be included)
- 4) Students are instructed they:
  - A. may use only one chair in the scene, but may choose to use that prop in any way they like.
  - B. should agree on the following for their scene:
    - performance style: realistic or stylized
    - genre: comic or serious
- 5) Students are instructed that the criteria they will be assessed on are their ability to:
  - use and activate the voice
  - physicalize character
  - play an objective truthfully with a change in tactics
  - collaborate with and connect to fellow actor(s)
  - respond to and incorporate direction
- 6) Students are advised that they will be given a directorial prompt after the first presentation of the scene and will then do a second presentation.
- 7) Students are sent into various corners of the room and are given five (5) minutes to craft a scene.
- 8) Scenes are presented in the following order:  
1-6    2-7    3-8    4-9    5-10
- 9) Following the presentation of the scenes, the assessment director will ask for adjustments based on a prompt (Directorial prompt cards will be included).
- 10) Students are given one minute to discuss and present the scene again (in same order, i.e. 1-6, 2-7, 3-8, 4-9, 5-10.).
- 11) Process is repeated for the each pair with the fellow students as workshop observers.

## **Note to facilitators:**

- Behavioral expectations for the student observers should be clearly laid out and should include:
- a. no applause following the scenes,
  - b. no planning or rehearsing while other scenes are being presented and
  - c. respectful and attentive audience behavior.

**On-Demand Performance Task:  
RUBRIC FOR SCORING**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

|  | <b>Highest Level/Exemplary<br/>85-100</b>  | <b>Middle Level/Satisfactory<br/>65-84</b>  | <b>Lowest Level/Unsatisfactory<br/>0-64</b>   |
|--|--|---|---|
| <p><b>VOICE</b><br/>(up to 20 points)</p> <p>Score _____</p>           | <ul style="list-style-type: none"> <li>- Actor is fully audible</li> <li>- Diction is completely clear</li> <li>- Actor varies, pitch, volume, and tempo appropriately throughout performance</li> </ul>   | <ul style="list-style-type: none"> <li>- Actor is moderately audible</li> <li>- Diction is moderately clear</li> <li>- Actor somewhat varies pitch, volume, and tempo</li> </ul>  | <ul style="list-style-type: none"> <li>- Actor is minimally or not audible</li> <li>- Diction is muddy or not clear</li> <li>- Actor uses little or no variation in pitch, volume, or tempo.</li> </ul>   |
| <p><b>OBJECTIVE</b><br/>(up to 25 points)</p> <p>Score _____</p>       | <ul style="list-style-type: none"> <li>- Character objective is clear and present throughout the scene</li> <li>- Stakes are high</li> <li>- Actor's choice of strategy/tactic(s) is clear and imaginative</li> </ul>                                  | <ul style="list-style-type: none"> <li>- Character objective is not consistently clear or present</li> <li>- Stakes are moderate or inconsistent</li> <li>- Actor's choice of strategy/tactic(s) is only partially clear and relatively unimaginative</li> </ul>                            | <ul style="list-style-type: none"> <li>- Character objective is unclear or absent</li> <li>- Stakes are minimal or not discernible at all</li> <li>- Actor's choice of strategy/tactic(s) is unclear or absent</li> </ul>   |
| <p><b>PHYSICALIZATION</b><br/>(up to 20 points)</p> <p>Score _____</p> | <ul style="list-style-type: none"> <li>- Physical choice(s) for character is consistent throughout</li> <li>- Awareness of space and appropriate use of staging conventions is strong</li> <li>- Body fully invested in achieving objective</li> </ul> | <ul style="list-style-type: none"> <li>- Physical choice(s) for character is inconsistent throughout scene</li> <li>- Awareness of space and appropriate use of staging is adequate or inconsistent</li> <li>- Body moderately or inconsistently invested in achieving objective</li> </ul> | <ul style="list-style-type: none"> <li>- Minimal or no discernible physical choice(s) made</li> <li>- Awareness of space and appropriate use of staging is lacking or does not exist</li> <li>- Body is minimally or not invested in achieving objective</li> </ul> |

|  |  |  |  |
|--|--|--|--|
| <p><b>RELATIONSHIP/<br/>COLLABORATION</b><br/>(up to 20 points)</p> <p>Score _____</p> | <p>-Connection to scene partner is strong (i.e. emotionally, physically and through active listening)</p>          | <p>Connection to scene partner is moderate or inconsistent</p>   | <p>Connection to scene partner is weak or non-existent</p>   |
| <p><b>RESPONDING TO DIRECTION</b><br/>(up to 15 points)</p> <p>Score _____</p>         | <p>- Physical and vocal adjustments are fully demonstrated</p> <p>- Objective remains clear or becomes clearer</p> | <p>- Physical and vocal adjustments are moderately demonstrated</p> <p>- Objective is inconsistent or becomes less clear</p> | <p>-Physical and vocal adjustments are minimal or not demonstrated</p> <p>- Objective remains unclear or becomes unclear</p> |
|  | <p><i>Exemplary</i><br/>(85-100)</p>   | <p><i>Satisfactory</i><br/>(65-84)</p>   | <p><i>Unsatisfactory</i><br/>(below 65)</p>  |

Total score \_\_\_\_\_

Reviewer Name \_\_\_\_\_

Reviewer Signature \_\_\_\_\_

## **Section IV: Student Exit Project (30 points)**

The objective of the Student Exit Project component of the Comprehensive Theater Exam is to assess the students' level of investment in their learning and how their artistic practices and skills have evolved as a result of engaging in a particular project. Each student project will include a "Statement of Goals" and an "End of Project Reflection" focusing directly on the individual student's understanding of their own learning and a self-assessment of their work.

**NOTE: ALL THREE (3) PARTS OF SECTION IV MUST BE COMPLETED IN ORDER FOR THE SCORE TO COUNT. NO PARTIAL CREDIT WILL BE ALLOWED FOR INCOMPLETE SUBMISSIONS**

### 1. Student Statement of Goals (5 points)

- At the initiation of the Student Exit Project, the student will write a 500-750 word statement of goals and questions as a way to guide and focus his/her inquiry:
  - a. This statement should be based on prior learning, curriculum for the coming year, and the student's self-assessment of strengths and weaknesses.
  - b. It should include goals for the development of specific theatre knowledge, skills, and understanding, as well as, personal growth and career preparation.

### 2. End of Project Reflection (5 points)

- At the end of the project, the student will write a 500-750 word reflection describing how he/she met their learning goals and answered their own inquiry question (s). The paper should include:
  - a. Knowledge, skills and understanding gained through the project process along with specific examples of learning
  - b. How he/she grew personally and artistically
  - c. Knowledge and understanding gained about career choices from the Exit Project

### 3. Student Exit Project Description (20 points)

Students may present one of the following types of projects to include the elements listed:

- Acting (*both elements required*)
  - a. A three to five minute solo performance (live or video)
  - b. An annotated script with beats, character notes, character biography and other related character research
- Musical Theater (*both elements required*)
  - a. A five to seven minute solo performance including monologue and song and/or dance (live or video)
  - b. An annotated script and sheet music with beats, character notes, character biography and other related character research
- Directing (*both elements required*)
  - a. A ten to fifteen minute staged scene or one-act play with two or more performers (live or video)
  - b. An annotated script with directorial staging notes, exploration of dramatic theme, and directorial statement of 500-750 words outlining the concept, artistic influences and plans for implementing the concept.
- Playwriting (*both elements required*)
  - a. Write an original 10 -15 minute one-act play
  - b. A staged reading or performance of the original work (live or video)
- Design for Theater (Element A and one of the other two elements)
  - a. A model, renderings, and/or research samples of design work
  - b. Five minute video from a performance for which the student provided the sound, lighting, set or costume designs along with photos of set, costumes, lighting, or media elements.
  - c. Design statement of 500-750 words outlining the concept, influences and plans for implementing a design concept for a chosen work of theater.

- Dramaturgy/Theater History
  - a. Research paper (10 page minimum) on a play, playwright, genre of theatre, or theatre company along with original source materials and research/mood board

## **Section IV: Student Exit Project (continued)**

### **4. Assessment Process and Criteria**

The Student Exit Project will take various forms in different schools, depending on the curriculum and resources. Each school will determine the nature of its exit projects, and will submit documentation of their processes and the tools used in evaluating the projects. It is recommended that student's own teacher(s) along with an outside adjudicator will score the projects. A minimum of two adjudicators should score each student's project.

REMINDER: ALL 3 PARTS OF SECTION IV MUST BE COMPLETED

**Assessment rubrics reflect the benchmarks and indicators of student learning in the *Blueprint for Teaching and Learning in the Arts: Theater*. Scoring will correspond to the following fields; Exemplary (85-100), Satisfactory (65-84) and Unsatisfactory (below 64).**

Criteria categories for scoring each type of Student Exit Project are listed below:

#### **Acting projects are to be scored on:**

- Range of use of physical instrument
- Command, clarity and variety in use of the voice
- Strength and clarity of characterization, objectives and imaginative character choices
- Expressiveness and individual style

#### **Musical Theater projects are to be scored on:**

- Range and use of physical instrument in text, song/and or dance
- Clarity, command and variety in use of the voice in text and song
- Strength and clarity of characterization, objectives and imaginative character choices
- Expressiveness and individual style

#### **Directing projects are to be scored on:**

- Ability to realize a stated concept in a staged performance
- Originality and clarity of staging choices
- Sustaining a stated theme or concept in direction and staging
- Ability to work and communicate well with actors and/or designers

#### **Playwriting projects are to be scored on:**

- Understanding and application of elements of dramatic structure
- Originality of playwright's voice
- Consistency of playwright's voice within the work
- Creation of well rounded, vivid characters and dimensional characters

#### **Design projects are to be scored on:**

- Ability to understand and apply principles of theatrical design
- Ability to articulate and realize a design concept in a production or rendering
- Ability to work and communicate well with actors and director and fellow designers
- Ability to use research and analysis to inform a design concept

#### **Dramaturgy/Theater History projects are to be scored on:**

- Identification and collection of a range of original source materials including photographs, reviews, letters, programs, etc.
- Ability to recognize and articulate trends or themes within a genre, theatrical period or in an artist's work
- Understanding of original source materials within a social, cultural and historical context
- Ability to make connections to current theater practice and culture through the study of the genre, playwright, play or theatre company

**Section IV: Senior Exit Project Rubric / ACTING  
FOR SCORING AT SCHOOL SITE/ DUPLICATE AS NEEDED**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

|   | <b>Highest Level<br/>Exemplary<br/>20-30</b>   | <b>Middle Level<br/>Satisfactory<br/>10-19</b>   | <b>Lowest Level<br/>Unsatisfactory<br/>0-9</b>  |
|---|--|--|---|
| <p><b>STUDENT STATEMENT<br/>OF GOALS</b><br/>(up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated very clearly and convincingly and include specific and detailed references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes at least four goals about personal growth and career preparation that represent an advanced level of challenge for the student.</li> <li>- Includes a clear and detailed statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum for the coming year are clear and specific.</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated somewhat clearly and convincingly, with a few general references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes fewer than four goals about personal growth and career preparation and represents an intermediate level of challenge for the student.</li> <li>- Includes a general statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum are vague and general.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are not clear and convincing and include little or no specific references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes little or no information about personal growth and career preparation. Information provided is at a level below expectations for this student at this level.</li> <li>- Includes little or no information about self-assessment of strengths and weaknesses. Information provided shows a low level of self-awareness.</li> <li>- Includes few, if any, references to prior learning and curriculum.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul> |
| <p><b>END OF PROJECT<br/>REFLECTION</b><br/>( up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and inquiry questions answered are clear and specific.</li> <li>- Includes several specific examples of knowledge, skills and understanding gained through the project along with several specific examples of learning.</li> <li>-Description of how the student grew artistically and personally is detailed and specific.</li> <li>-Includes a clear and detailed description of knowledge and understanding about specific career choices</li> <li>-Conforms to proper manuscript form regarding spelling and grammar.</li> </ul>   | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and inquiry questions answered are somewhat clear and specific.</li> <li>-Includes a moderate number of examples of knowledge, skills and understanding gained through the project along with a few general examples of learning.</li> <li>-Description of how student grew artistically and personally is general with few specific examples.</li> <li>-Includes a somewhat vague and general description of knowledge and understanding about career choices and is not very specific.</li> <li>-Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul>                      | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>-Descriptions of how learning goals were met and inquiry questions answered are thin and not clear and specific.</li> <li>- Includes few or fewer examples of knowledge, skills and understanding gained through the project and few, if any, examples of learning.</li> <li>-Description of how student grew artistically and personally is vague with no specific examples.</li> <li>- Includes little or no description of knowledge and understanding about career choices with no specific examples.</li> <li>-Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul>   |

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| <p><b>ACTING / Performance</b><br/>(up to 15 points)<br/>Score _____</p>    | <p>(10-15 points)</p> <ul style="list-style-type: none"> <li>-Selection of material represent an advance level of challenge for this student</li> <li>-Demonstrates an extremely wide range of use of physical instrument.</li> <li>-Demonstrates a solid command, definite clarity and wide variety in use of the voice.</li> <li>- Characterization and objectives are extremely strong and clear and choices are highly imaginative.</li> <li>- Demonstrates a high level of expressiveness with a very unique individual style.</li> <li>-Adheres to the time limit.</li> </ul> | <p>(5-9 points)</p> <ul style="list-style-type: none"> <li>-Selection of material represents an intermediate level of challenge for this student.</li> <li>-Demonstrates and average range of use of physical instrument.</li> <li>- Demonstrates a developing command and average clarity and variety in use of voice.</li> <li>-Characterization and objectives are present but not very strong and choices are interesting but predictable.</li> <li>- Demonstrates an average level of expressiveness and some individual style.</li> <li>-No serious deviation from the time limit.</li> </ul> | <p>(0-4 points)</p> <ul style="list-style-type: none"> <li>- Selection of material represents little or no challenge for this student.</li> <li>- Demonstrates little or no range in use of physical instrument.</li> <li>- Demonstrates little command, clarity and variety in use of the voice.</li> <li>-Characterization and objectives are not clear and there is little commitment to any choices.</li> <li>- Demonstrates little or no expressiveness and no individual style.</li> <li>- Is either below or above the required time limit.</li> </ul> |
| <p><b>ACTING/ Annotated script</b><br/>(up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- The annotated script includes several clear beat notations, specific character notes and a detailed character biography.</li> <li>- Includes several references to outside research.</li> </ul>  | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- The annotated script includes a moderate number of beat notations, a few character notes and a general character biography.</li> <li>- Includes some references to outside research.</li> </ul>  | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- The annotated script includes very few beat notations, few, if any, character notes and a vague character biography.</li> <li>- Includes no references to outside research.</li> </ul>   |

Total score \_\_\_\_\_

Reviewer Name \_\_\_\_\_  
Reviewer Signature \_\_\_\_\_

**Section IV: Senior Exit Project Rubric / MUSICAL THEATRE  
FOR SCORING AT SCHOOL SITE/DUPLICATE AS NEEDED**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

|   | <b>Highest Level<br/>Exemplary<br/>20-30</b>   | <b>Middle Level<br/>Satisfactory<br/>10-19</b>  | <b>Lowest Level<br/>Unsatisfactory<br/>0-9</b>   |
|---|--|---|--|
| <p><b>STUDENT STATEMENT OF GOALS</b><br/>(up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated very clearly and convincingly and include specific and detailed references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes at least four goals about personal growth and career preparation that represent an advanced level of challenge for the student.</li> <li>- Includes a clear and detailed statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum for the coming year are clear and specific.</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated somewhat clearly and convincingly, with a few general references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes fewer than four goals (2-3) about personal growth and career preparation and represent a moderate level of challenge for the student.</li> <li>- Includes a general statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum are appropriate but somewhat general.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are not clear and convincing and include few or no specific references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes little or no information about personal growth and career preparation. Information provided is at a level below expectations for this student at this level.</li> <li>- Includes little or no information about self-assessment of strengths and weaknesses. Information provided shows a low level of self-awareness.</li> <li>- Includes few, if any, references to prior learning and curriculum.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul> |
| <p><b>END OF PROJECT REFLECTION</b><br/>( up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are clear and specific.</li> <li>- Includes several (4-5) specific examples of knowledge, skills and understanding gained through the project, along with several specific examples of learning.</li> <li>-Description of how the student grew artistically and personally is detailed and specific.</li> <li>-Includes a clear and detailed description of knowledge and understanding about specific career choices</li> <li>-Conforms to proper manuscript form regarding spelling and grammar.</li> </ul>   | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are somewhat clear and specific.</li> <li>-Includes a moderate number (2-3) of examples of knowledge, skills and understanding gained through the project along with a few general examples of learning.</li> <li>-Description of how student grew artistically and personally is general with a few specific examples.</li> <li>-Includes an appropriate but general description of knowledge and understanding about career choices and is somewhat specific.</li> <li>-Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul>                      | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>-Descriptions of how learning goals were met and how inquiry questions were answered are weak, vague and not specific.</li> <li>- Includes few, (1 or less) if any, examples of knowledge, skills and understanding gained through the project and few if any examples of learning.</li> <li>-Description of how student grew artistically and personally is vague with no specific examples.</li> <li>- Includes little or no description of knowledge and understanding about career choices with no specific examples.</li> <li>-Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul>  |

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|--|---|---|--|
| <p><b>MUSICAL THEATRE / Performance</b><br/>(up to 15 points)<br/>Score _____</p>          | <p>(10-15 points)</p> <ul style="list-style-type: none"> <li>- Selection of material represents an advanced level of challenge for this student</li> <li>- Demonstrates a wide range of use of physical instrument.</li> <li>- Demonstrates a solid command, definite clarity and wide variety in use of the voice.</li> <li>- Characterization and objectives are extremely strong and clear and choices are highly imaginative.</li> <li>- Demonstrates a high level of expressiveness with a unique individual style.</li> <li>- Demonstrates a high level of musical accuracy regarding pitch, tempo and rhythm.</li> </ul> | <p>(5-9 points)</p> <ul style="list-style-type: none"> <li>- Selection of material represents an intermediate level of challenge for this student.</li> <li>- Demonstrates an average range of use of physical instrument.</li> <li>- Demonstrates a developing command and average clarity and variety in use of voice.</li> <li>- Characterization and objectives are present but not very strong and choices are somewhat predictable.</li> <li>- Demonstrates an average level of expressiveness and some individual style.</li> <li>- Demonstrates an intermediate level of musical accuracy regarding pitch, tempo and rhythm.</li> </ul> | <p>(0-4 points)</p> <ul style="list-style-type: none"> <li>- Selection of material represents little or no challenge for this student.</li> <li>- Demonstrates little or no range in use of physical instrument.</li> <li>- Demonstrates little command, clarity and variety in use of the voice.</li> <li>- Characterization and objectives are not clear and there is little commitment to any choices.</li> <li>- Demonstrates little or no expressiveness and no individual style.</li> <li>- Demonstrates an emerging level of musical accuracy regarding pitch, tempo and rhythm.</li> </ul> |
| <p><b>MUSICAL THEATRE/ Annotated script/score</b><br/>(up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- The annotated script/score includes several (4-5) clear beat notations, specific character notes and a detailed character biography.</li> <li>- Includes several (4-5) references to other outside research.</li> </ul>  | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- The annotated script/score includes a moderate number (2-3) of beat notations, a few character notes and a general character biography.</li> <li>- Includes some (2-3) references to other outside research.</li> </ul>  | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- The annotated script/score includes very few (1 or less) beat notations, few, if any, character notes and a thin character biography.</li> <li>- Includes one or less references to other outside research.</li> </ul>  |

Total score \_\_\_\_\_

Reviewer Name \_\_\_\_\_  
Reviewer Signature \_\_\_\_\_

**Section IV: Senior Exit Project Rubric / DIRECTING  
FOR SCORING AT SCHOOL SITE/DUPLICATE AS NEEDED**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

|   | <b>Highest Level<br/>Exemplary<br/>20-30</b>   | <b>Middle Level<br/>Satisfactory<br/>10-19</b>  | <b>Lowest Level<br/>Unsatisfactory<br/>0-9</b>  |
|---|--|---|---|
| <p><b>STUDENT STATEMENT OF GOALS</b><br/>(up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated very clearly and convincingly and include specific and detailed references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes at least four goals about personal growth and career preparation that represent an advanced level of challenge for the student.</li> <li>- Includes a clear and detailed statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum for the coming year are clear and specific.</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated somewhat clearly and convincingly, with a few general references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes fewer than four goals about personal growth and career preparation and represent an intermediate level of challenge for the student.</li> <li>- Includes a general statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum are vague and general.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are not clear and convincing and include little or no specific references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes little or no information about personal growth and career preparation. Information provided is at a level below expectations for this student at this level.</li> <li>- Includes little or no information about self-assessment of strengths and weaknesses. Information provided shows a low level of self-awareness.</li> <li>- Includes few, if any, references to prior learning and curriculum.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul> |
| <p><b>END OF PROJECT REFLECTION</b><br/>( up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and inquiry questions answered are clear and specific.</li> <li>- Includes several (4-5) specific examples of knowledge, skills and understanding gained through the project along with several specific examples of learning.</li> <li>- Description of how the student grew artistically and personally is detailed and specific.</li> <li>- Includes a clear and detailed description of knowledge and understanding about specific career choices</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul>  | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are somewhat clear and specific.</li> <li>- Includes a moderate number of examples of knowledge, skills and understanding gained through the project along with a few general examples of learning.</li> <li>- Description of how student grew artistically and personally is general with few specific examples.</li> <li>- Includes a general description of knowledge and understanding about career choices and is not very specific.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul>                           | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are thin and unclear and not specific.</li> <li>- Includes one or fewer examples of knowledge, skills and understanding gained through the project and few if any examples of learning.</li> <li>- Description of how student grew artistically and personally is vague with no specific examples.</li> <li>- Includes little or no description of knowledge and understanding about career choices with no specific examples.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul>   |
| <p><b>DIRECTING / Performance</b><br/>(up to 15 points)<br/>Score _____</p>   | <p>(10-15 points)</p> <ul style="list-style-type: none"> <li>- Selection of material represents an advanced level of challenge for this student.</li> <li>- Demonstrates a clear, specific and imaginative directorial concept.</li> </ul>   | <p>(5-9 points)</p> <ul style="list-style-type: none"> <li>- Selection of material represents an intermediate level of challenge for this student.</li> <li>- Demonstrates a vague,</li> </ul>  | <p>(0-4 points)</p> <ul style="list-style-type: none"> <li>- Selection of material represents little or no challenge for this student.</li> <li>- Demonstrates no clear concept or directorial theme.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>- Sustains the concept consistently throughout the piece.</li> <li>- Physical and staging choices are clear, precise and demonstrate a high level of originality and imagination.</li> <li>- Demonstrates an extremely healthy, respectful and positive working process with collaborators.</li> <li>- Adheres to the time limit.</li> </ul> | <ul style="list-style-type: none"> <li>general, perhaps, predictable concept.</li> <li>- Concept is inconsistent.</li> <li>- Physical and staging choices are general and show moderate originality and imagination.</li> <li>-Demonstrates an adequately healthy, respectful and somewhat positive working process with collaborators though with some issues.</li> <li>- No serious deviation from the time limit.</li> </ul> | <ul style="list-style-type: none"> <li>- Physical and staging choices are rough, seem under rehearsed and show little originality.</li> <li>- Demonstrates several problems working and communicating with collaborators.</li> <li>- Is either below or above the time limit.</li> </ul>                                  |
| <b>DIRECTING/ Annotated script</b><br>(up to 5 points)<br>Score _____ | (4-5 points) <ul style="list-style-type: none"> <li>- Includes a clear, detailed and highly imaginative directorial statement articulating the concept, research and influences and plans for implementing the scene.</li> <li>- Includes several detailed staging and directorial notes within the script along with an extensive description of dramatic theme.</li> </ul>        | (2-3 points) <ul style="list-style-type: none"> <li>- Includes a general directorial statement, with some mention of the concept, research and influences and plans for implementing the scene.</li> <li>- Includes a moderate amount of general staging and directorial notes with a brief mention of dramatic theme.</li> </ul>   | (0-1 points) <ul style="list-style-type: none"> <li>- Directorial statement is vague and unclear, little or no research and influences mentioned and no clear plan for implementing the scene.</li> <li>- Includes few, very vague, staging and directorial notes with little or no mention of dramatic theme.</li> </ul> |

Total score \_\_\_\_\_

Reviewer Name \_\_\_\_\_  
 Reviewer Signature \_\_\_\_\_

**Section IV: Senior Exit Project Rubric / PLAYWRITING  
FOR SCORING AT SCHOOL SITE/DUPLICATE AS NEEDED**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

|   | <b>Highest Level<br/>Exemplary<br/>20-30</b>   | <b>Middle Level<br/>Satisfactory<br/>10-19</b>   | <b>Lowest Level<br/>Unsatisfactory<br/>0-9</b>   |
|---|--|--|--|
| <p><b>STUDENT STATEMENT OF GOALS</b><br/>(up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated very clearly and convincingly and include specific and detailed references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes at least four goals about personal growth and career preparation that represent an advanced level of challenge for the student.</li> <li>- Includes a clear and detailed statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum for the coming year are clear and specific.</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated somewhat clearly and convincingly, with a few general references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes fewer than four goals about personal growth and career preparation and represents an intermediate level of challenge for the student.</li> <li>- Includes a general statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum are vague and general.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are not clear and convincing and include few, if any, specific references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes little or no information about personal growth and career preparation. Information provided is at a level below expectations for this student at this level.</li> <li>- Includes little or no information about self-assessment of strengths and weaknesses. Information provided shows a low level of self-awareness.</li> <li>- Includes few, if any references to prior learning and curriculum.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul> |
| <p><b>END OF PROJECT REFLECTION</b><br/>( up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are clear and specific.</li> <li>- Includes several (4-5) specific examples of knowledge, skills and understanding gained through the project along with several specific examples of learning.</li> <li>- Description of how the student grew artistically and personally is detailed and specific.</li> <li>- Includes a clear and detailed description of knowledge and understanding about specific career choices</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul>   | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are somewhat clear and specific.</li> <li>- Includes a few (2-3) examples of knowledge, skills and understanding gained through the project along with a few general examples of learning.</li> <li>- Description of how student grew artistically and personally is general with few specific examples.</li> <li>- Includes a general description of knowledge and understanding about career choices and is not very specific.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul>                                     | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are unclear and not specific.</li> <li>- Includes one or fewer examples of knowledge, skills and understanding gained through the project and few, if any, examples of learning.</li> <li>- Description of how student grew artistically and personally is vague with no specific examples.</li> <li>- Includes little or no description of knowledge and understanding about career choices with no specific examples.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul>   |

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| <p><b>PLAYWRITING/Script</b><br/>(up to 20 points)<br/>Score _____</p> | <p>(14-20 points)</p> <ul style="list-style-type: none"> <li>- Demonstrates a high level of originality and imagination in subject, content and style and consistently reveals the unique individual voice of the playwright.</li> <li>-Demonstrates a solid command of the elements of dramatic structure, including, plot, conflict, climax, action, obstacles and resolution.</li> <li>- Characters are highly original, vivid, well rounded and have a unique and distinct voice.</li> <li>- Adheres to proper manuscript form for plays including proper spelling and grammar.</li> </ul> | <p>(7-13 points)</p> <ul style="list-style-type: none"> <li>- Demonstrates an intermediate level of originality and imagination in subject, content and styles and fairly consistently reveals the individual voice of the playwright.</li> <li>-Demonstrates an average command of the elements of dramatic structure including, plot, conflict, climax, action, obstacles and resolution.</li> <li>- Characters are somewhat original and but need more development and distinction in their voices.</li> <li>- No serious deviations from proper manuscript form for plays, but needs some attention to format, spelling and grammar.</li> </ul> | <p>(0-6 points)</p> <ul style="list-style-type: none"> <li>- Demonstrates a low level of originality and imagination in subject, content and style and there is little or no individual voice of the playwright.</li> <li>- Demonstrates a beginning understanding of the elements of dramatic structure including, plot, conflict, climax, action, obstacles and resolution</li> <li>- Characters are cliché or predictable and seem one-dimensional and need substantial development.</li> <li>- There are serious deviations from proper manuscript form for plays including serious spelling and grammar errors.</li> </ul> |
|--|--|---|---|

Total score \_\_\_\_\_

Reviewer Name \_\_\_\_\_  
Reviewer Signature \_\_\_\_\_

**Section IV: Senior Exit Project Rubric / DESIGN  
FOR SCORING AT SCHOOL SITE/DUPLICATE AS NEEDED**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

|   | <b>Highest Level<br/>Exemplary<br/>20-30</b>   | <b>Middle Level<br/>Satisfactory<br/>10-19</b>  | <b>Lowest Level<br/>Unsatisfactory<br/>0-9</b>   |
|---|--|---|--|
| <p><b>STUDENT STATEMENT OF GOALS</b><br/>(up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated very clearly and convincingly and include specific and detailed references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes at least four goals about personal growth and career preparation that represent an advanced level of challenge for the student.</li> <li>- Includes a clear and detailed statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum for the coming year are clear and specific.</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated somewhat clearly and convincingly, with a few general references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes fewer than four goals about personal growth and career preparation and represents an intermediate level of challenge for the student.</li> <li>- Includes a general statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum are appropriate but somewhat general.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are not clear and convincing and include few or no specific references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes little or no information about personal growth and career preparation. What information is provided is at a level below expectations for this student at this level.</li> <li>- Includes little or no information about self-assessment of strengths and weaknesses. What information is provided shows a low level of self-awareness.</li> <li>- Includes few, if any, references to prior learning and curriculum.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul> |
| <p><b>END OF PROJECT REFLECTION</b><br/>( up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are clear and specific.</li> <li>- Includes several (4-5) specific examples of knowledge, skills and understanding gained through the project, along with several specific examples of learning.</li> <li>- Description of how the student grew artistically and personally is detailed and specific.</li> <li>- Includes a clear and detailed description of knowledge and understanding about specific career choices</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul>  | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are somewhat clear and specific.</li> <li>- Includes a moderate number (2-3) of examples of knowledge, skills and understanding gained through the project along with a few general examples of learning.</li> <li>- Description of how student grew artistically and personally is general with few specific examples.</li> <li>- Includes an appropriate, but general description of knowledge and understanding about career choices and is not very specific.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul>                   | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and inquiry questions answered are thin and not clear and specific.</li> <li>- Includes few if any examples of knowledge, skills and understanding gained through the project and few if any examples of learning.</li> <li>- Description of how student grew artistically and personally is thin with no specific examples.</li> <li>- Includes little or no description of knowledge and understanding about career choices with no specific examples.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul>  |

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| <p><b>DESIGN</b><br/>(up to 20 points)<br/>Score _____</p> | <p>(14 -20 points)</p> <ul style="list-style-type: none"> <li>- Demonstrates a high level of understanding of the elements of theatrical design in this particular area.</li> <li>- Demonstrates a high level of originality and imagination.</li> <li>- Demonstrates a strong ability to articulate a design statement and realize it in a production or rendering.</li> <li>-Demonstrates a strong ability to use research and analysis to inform a design concept.</li> <li>- Demonstrates an extremely healthy, respectful and positive working relationship with collaborators.</li> </ul> | <p>(7-13 points)</p> <ul style="list-style-type: none"> <li>- Demonstrates an intermediate level of understanding of the elements of theatrical design in this particular area.</li> <li>- Demonstrates an intermediate level of originality and imagination.</li> <li>- Demonstrates some ability to articulate a design statement and realize it in a production or rendering.</li> <li>- Demonstrates some ability to use research and analysis to inform a design concept.</li> <li>- Demonstrates an adequately healthy, respectful and somewhat positive working process with collaborators with some issues.</li> </ul> | <p>(0-6 points)</p> <ul style="list-style-type: none"> <li>- Demonstrates a low or emerging level of understanding of the elements of theatrical design in this particular area.</li> <li>- Demonstrates little or no originality and imagination.</li> <li>- Not fully able to articulate a clear design statement and realize it in a production or rendering.</li> <li>- There is little or no use of research or analysis to inform a design concept.</li> <li>- Demonstrates several problems working and communicating with others.</li> </ul> |
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Total score \_\_\_\_\_

Reviewer Name \_\_\_\_\_  
Reviewer Signature \_\_\_\_\_

**Section IV: Senior Exit Project Rubric / DRAMATURGY/THEATRE HISTORY  
FOR SCORING AT SCHOOL SITE/DUPLICATE AS NEEDED**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

|   | <b>Highest Level<br/>Exemplary<br/>20-30</b>   | <b>Middle Level<br/>Satisfactory<br/>10-19</b>  | <b>Lowest Level<br/>Unsatisfactory<br/>0-9</b>   |
|---|--|---|--|
| <p><b>STUDENT STATEMENT OF GOALS</b><br/>(up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated very clearly and convincingly and include specific and detailed references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes at least four goals about personal growth and career preparation that represent an advanced level of challenge for the student.</li> <li>- Includes a clear and detailed statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum for the coming year are clear and specific.</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are articulated somewhat clearly and convincingly, with a few general references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes fewer than four (2-3) goals about personal growth and career preparation and represents an appropriate level of challenge for the student.</li> <li>- Includes a general statement of self-assessment of strengths and weaknesses.</li> <li>- References to prior learning and curriculum are appropriate but general.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Goals and questions are not clear and convincing and include little or no specific references to theatre knowledge, skills and understanding that align with the specific area of study in the theatre blueprint.</li> <li>- Includes one or zero goals about personal growth and career preparation. Information provided is at a level below expectations for this student at this level.</li> <li>- Includes little or no information about self-assessment of strengths and weaknesses. Information provided shows a low level of self-awareness.</li> <li>- Includes few, if any, references to prior learning and curriculum.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul> |
| <p><b>END OF PROJECT REFLECTION</b><br/>( up to 5 points)<br/>Score _____</p> | <p>(4-5 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are clear and specific.</li> <li>- Includes several (4-5) specific examples of knowledge, skills and understanding gained through the project along with several specific examples of learning.</li> <li>- Description of how the student grew artistically and personally is detailed and specific.</li> <li>- Includes a clear and detailed description of knowledge and understanding about specific career choices</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul>   | <p>(2-3 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are somewhat clear and specific.</li> <li>- Includes a few (2-3) examples of knowledge, skills and understanding gained through the project along with a few general examples of learning.</li> <li>- Description of how student grew artistically and personally is general with few specific examples.</li> <li>- Includes a general description of knowledge and understanding about career choices and is not very specific.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul>  | <p>(0-1 points)</p> <ul style="list-style-type: none"> <li>- Descriptions of how learning goals were met and how inquiry questions were answered are unclear and not specific.</li> <li>- Includes one or fewer examples of knowledge, skills and understanding gained through the project and few if any examples of learning.</li> <li>- Description of how student grew artistically and personally is thin with no specific examples.</li> <li>- Includes little or no description of knowledge and understanding about career choices with no specific examples.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul>  |

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| <p><b>RESEARCH PAPER</b><br/>(up to 20 points)<br/>Score _____</p> | <p>(14-20 points)</p> <ul style="list-style-type: none"> <li>- The topic or subject matter represents an advanced level of challenge for this student.</li> <li>- The topic or subject is clear, focused and specific.</li> <li>- Includes a clear and imaginative thesis statement and distinct personal point of view about the topic/subject.</li> <li>- Research Board includes a wide range of original source material, including photographs, reviews, letters, and other related documentation.</li> <li>- Demonstrates a very strong ability to recognize and articulate trends or themes within the topic or subject matter.</li> <li>- Demonstrates a very strong understanding of the social, cultural and historical context of original source material.</li> <li>- Demonstrates a very strong ability to make connections between the topic/subject matter and current theater practice and culture.</li> <li>- Conforms to proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(7-13 points)</p> <ul style="list-style-type: none"> <li>- The topic or subject matter represents an intermediate level of challenge for this student.</li> <li>- The topic is somewhat clear, focused and specific.</li> <li>- Includes a clear thesis statement and some personal point of view about the topic/subject.</li> <li>- Research Board includes an appropriate range of original source material, including photographs, reviews, letters and other related documentation.</li> <li>- Demonstrates some ability to recognize and articulate trends or themes within the topic or subject matter.</li> <li>- Demonstrates some understanding of the social, cultural and historical context of original source material.</li> <li>- Demonstrates some ability to make connections between the topic/subject matter and current theatre practice and culture.</li> <li>- Includes some deviations from proper manuscript form regarding spelling and grammar.</li> </ul> | <p>(0-6 points)</p> <ul style="list-style-type: none"> <li>- The topic or subject matter represents little or no challenge for this student.</li> <li>- The topic is unclear, not focused or not specific.</li> <li>- The thesis statement lacks clarity and imagination. There is little or no personal point of view about the topic/subject.</li> <li>- Research Board includes little or no original source materials.</li> <li>- Demonstrates an emerging or cursory ability to recognize and articulate trends or themes within the topic or subject matter.</li> <li>- Demonstrates little or no understanding of the social, cultural and historical context of original source material.</li> <li>- Demonstrates an emerging ability to make connections between the topic/subject and current theatre practice and culture.</li> <li>- Includes serious deviations from proper manuscript form regarding spelling and grammar.</li> </ul> |
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Total score \_\_\_\_\_

Reviewer Name \_\_\_\_\_  
Reviewer Signature \_\_\_\_\_