

# Playwriting

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Structure</b>	<p>All elements of the play (e.g., action, transitions, setting, characters, conflict) work together seamlessly and concisely to tell the story.</p> <p>Chosen structure is intentional, cohesively used to carry and extend the dramatic action.</p>	<p>Most elements of the play (e.g., action, transitions, setting, characters, conflict) work together to tell the story.</p> <p>Chosen structure is intentional and maintained throughout the play.</p>	<p>Some elements of the play (e.g., action, transitions, setting, characters, conflict) work together to tell the story.</p> <p>Chosen structure is intentional and maintained through most of the play.</p>	<p>There is little cohesion; elements of the play (e.g., action, transitions, setting, characters, conflict) fail to work together or may even detract from each other.</p> <p>Chosen structure is unclear.</p>	
<p>Comment:</p>					
<b>Characterization</b>	<p>Well-developed multi-dimensional characters motivated by a strong and urgent through line, conflict, and obstacles.</p> <p>Characters seem authentic and indispensable to the world of the play.</p> <p>The playwright makes it easy to imagine character inner life and empathize with their dilemmas</p>	<p>Well-developed characters with actions motivated by a clear through line, conflict, and obstacles.</p> <p>Characters are believable.</p> <p>It is possible to empathize with the character dilemmas.</p>	<p>Partially developed characters with somewhat motivated actions connected to the conflict.</p> <p>Characters are mostly believable.</p> <p>There are moments when it is possible to empathize with the character dilemmas. Partially developed characters with somewhat motivated actions connected to the conflict.</p>	<p>Underdeveloped characters with occasionally motivated actions connected to the conflict.</p> <p>Characters seem contrived or unrealistic.</p> <p>There are few moments when it is possible to empathize with the character dilemmas.</p>	
<p>Comment:</p>					
<b>Dialogue</b>	<p>Dialogue consistently reveals subtle character traits and deepens character personalities.</p> <p>Dialogue is authentic and is cohesive throughout the play for each character.</p> <p>Dialogue supports and amplifies the action via word choice and subtext.</p>	<p>Dialogue helps establish character traits and suggest character personalities.</p> <p>Dialogue is believable and consistent throughout the play.</p> <p>Dialogue supports the action and implies subtext.</p>	<p>Dialogue suggests character traits.</p> <p>Dialogue is mostly believable and somewhat consistent throughout the play.</p> <p>Dialogue aligns with the action.</p>	<p>Dialogue occasionally suggests character traits.</p> <p>Dialogue is occasionally believable, however there is little or no consistency.</p> <p>Dialogue does little to support the action.</p>	
<p>Comment:</p>					

<b>RATING</b> (Please circle)	<b>4   Superior</b> (Score of 20-18)	<b>3   Excellent</b> (Score of 17-13)	<b>2   Good</b> (Score of 12-8)	<b>1   Fair</b> (Score of 7-5)	<b>TOTAL SCORE</b>
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Judge's name (please print)

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Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

- Timing Issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)
- Rule Violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_
- Other Comments:

This rubric should not be considered an assessment of student learning. However, it can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

For examples of standards aligned to the Thespys rubrics, see the alignment chart on Theatre Educator Pro: <https://learn.schooltheatre.org/resources>

To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

For additional Standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: \_\_\_\_\_

State standards website: \_\_\_\_\_