

	Excellent! 5	Good 4	Fair 3	Deficient 2
Characterization +5	Each character is represented comprehensively according to other evidence in the play, outside of the scene. Mannerisms and voice expression realistically represent the character being portrayed. It is obvious that each student has embodied the character in mood and tone for the performance.	Each character is well represented. The students have considered other evidence in the play, but the representation is mostly just based in this scene. Perhaps the mannerisms and voice inflection is lacking detail. A good attempt to embody the character has been made.	Each character is not well represented. Maybe some of the characters are effective, but others are lacking. The representation is not based on evidence outside the scene. The student does not incorporate mannerisms and expression to portray the character.	The characters are not represented. The lines are merely read and not performed at all. It is obvious the student has not embodied the character and is performing the scene strictly by what is on the page. No effort to represent mannerisms or expression has been made at all.
Evidence of understanding +5	The scene was interpreted very well for the audience; nuanced.	Well communicates the meaning of the scene	Satisfactorily communicates the meaning of the scene	Obscures the meaning of the scene.
Fluency of Performance +10	Each group member knew his or her role fluently. Each student was prepared for the presentation. The lines were performed with expression and enthusiasm, not just read. (Maybe they were even memorized!) Entrances and exits were efficient and effective. Everyone on stage has a dramatic presence and has a meaningful role.	Each group member was prepared; perhaps needed slight prompting. The lines were performed with expression and enthusiasm, but could use a little more. Entrances and exits were good. Students on stage who were not speaking were still in character and were not a disruption to the other performers.	Each group member was prepared but needed prompting. The lines were performed with minimal expression. Enthusiasm was lacking. Entrances and exits were not clear. Students who were not speaking on stage might not have been distracting others, but they did not maintain the dramatic presence.	Each group member was not prepared for the performance; needed prompting. The lines were just read; there was minimal expression. Entrances and exits were confusing. Each group member on stage did not have a meaningful role. He or she did not know what to do when he or she was not performing.
Props +5	Props are used comprehensively to identify characters and scene setting. All necessary props in the scene as implied by the text are present. The props realistically portray that which they aim to represent.	Some props are used, but there is room for more. All necessary props are present, but perhaps extra props in the setting that could be useful to represent the scene are lacking.	Some props are used, but there are also necessary props that are missing. The props that are used do not realistically portray that which they aim to represent.	Props are missing or not used at all. The props are not clean or appropriate for the representation.
Overall Performance +5	Very strong, compelling performance	Successful, enjoyable performance	Sufficient performance, nothing notable	Very weak performance; does disservice to the scene

Total =

30

	Excellent 5	Good 4	Average 3	Weak 2
Physical Presence +5	Confident and relaxed; posture and eye contact show commanding stage presence	Poised, good eye contact and posture	At times unsure, at times confident	Poor eye contact; stiff demeanor; nervous
Voice and Articulation +5	Very clear, crisp, well-paced, appropriate volume	Very clear, appropriate inflection, good pacing	Clear, sufficient tone, natural pacing	Inaudible; slow; distracting rhythm; singsong; hurried; mispronunciations
Appropriateness of dramatization +5	Well embodies poem; gestures illuminate poem's meaning	Only gestures that enhance interpretation; embodies poem	Minimal distracting gestures or distracting voice inflection	Significant distracting gestures; inflections or accents; acting out poem; too much movement
Level of difficulty +5	Contains multiple elements of very challenging content, language and length	Contains multiple elements of challenging content, language and/or length	Some challenging content, language or length	Simple content, language, length
Evidence of understanding +5	Interprets poem very well for audience; nuanced	Well communicates meaning of poem	Satisfactorily communicates meaning of poem	Obscures meaning of poem
Overall performance +5	Very strong, compelling performance	Successful, enjoyable performance	Sufficient performance, nothing notable	Very weak performance; does disservice to poem

Total =  $\frac{\quad}{30}$