

Stage Management

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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
Job Understanding and Interview Articulation of stage manager's role and specific job responsibilities; presentation/explanation of director's concept, collaborative process, and production book.	Articulates comprehensive understanding of stage manager's role and specific job responsibilities; thoroughly presents and explains director's concept, collaborative process, and production book.	Articulates understanding of stage manager's role and specific job responsibilities; adequately presents and explains director's concept, collaborative process, and production book.	Articulates partial understanding of stage manager's role and specific job responsibilities; inconsistently presents and explains director's concept, collaborative process, and/or production book.	Articulates little understanding of stage manager's role and specific job responsibilities; does not explain director's concept, collaborative process or production book.	
Comment:					
Production book Written document that includes a prompt script, contact sheet, cast list, rehearsal schedule, and blocking/technical cue sheets.	Presents and explains a production book that demonstrates consistent and clear planning ; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are accurate, comprehensive, and well organized .	Presents and explains a production book that demonstrates clear planning ; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are well organized, with few omissions or errors .	Presents and explains a production book that demonstrates some planning ; elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets may or may not be included, and/or feature several errors .	Presents a production book that demonstrates marginal planning ; elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets frequently missing and/or feature many errors .	
Comment:					
Execution: Interview and production book present evidence of ideas, products, and choices that support collaboration and the realized production.	Interview and production book present comprehensive evidence of ideas, products, and choices that support collaboration and the realized production with demonstrated self-reflection .	Interview and production book present adequate evidence of ideas, products, and choices that support collaboration and the realized production.	Interview and production book present inconsistent evidence of ideas, products, and choices that support collaboration and the realized production.	Interview and production book present little evidence of ideas, products, and choices that support collaboration or the realized production.	
Comment:					

RATING <small>(Please circle)</small>	4 Superior <small>(Score of 12-11)</small>	3 Excellent <small>(Score of 10-8)</small>	2 Good <small>(Score of 7-5)</small>	1 Fair <small>(Score of 4-3)</small>	TOTAL SCORE

Judge's name (please print)

Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: (_____ mm _____ ss)
- Rule violation: _____; _____; _____
- Other comments:

Individual Events should not be considered an assessment of student learning. However, Individual Events 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.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, H:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

For additional standards resources visit: www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: _____

State standards website: _____