Performance Evaluation Form

Please complete the participant information on the top half of this page for each group/soliloquy performing.
Auditions: Make **two** copies, plus one Shakespeare scene script.
Performances: Make **four** copies and give **two copies** to the judges at **each** stage, along with one copy of the Shakespeare script being performed at each stages.

School: _____ School Coordinator: _____

Shakespeare Play: _____ Act: _____ Scene: _____

Performance Time: _____ Stage Name: _____ Run Time: _____

Group: Soliloquy: SCORE: | _____ /70 |

Names of Student Performers:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Judge's Comments

Judge's Comments: _____

_____

Judge's Name: _____

	Exceeds Expectations 10-8 points	Meets Expectations 7-5 points	Partially Proficient 4-1 points	Total Points
Shakespearean English (Shakespeare's Exact written words)	-Follows script exactly -Excellent understanding of text -Natural, conversational text delivery	-Few script errors -Proficient understanding of text -Mostly natural text delivery -Long pauses or lost lines	-Several script errors -Some understanding of text -Text delivery awkward and not convincing	
Costumes	-Appropriate, cohesive and enhance performance -Appropriate to character concept and time period	-Mostly appropriate and cohesive -Mostly fit concept and/or time period	-Loosely fit concept of scene -Inconsistent concept across characters -Minimal or no costume	
Character Development and Relationships	-Stays in character throughout entire scene -Strong depth of character and believability -Clearly defined relationships and interactions	-Stays in character for most of scene -Portrayal of characters sustains believability -Relationships and inter-actions mostly defined	-Inconsistently stays in character, mostly when speaking -Some believable character moments -Relationships and inter-actions may be forced and not conversational	
Voice/Diction Projection	-Voices clear, articulate, and loud enough to fill the room -Vocal variety: pitch, inflection, volume, tempo, pauses, phrases, are creative and show characters thoughts and emotions	-Voices mostly clear, articulate and loud enough to fill the room -Vocal variety somewhat enhance character portrayal	-Somewhat clear, sometimes hard to hear or understand -Minimal variation which effects interest and understanding	
Blocking/Staging	-Interesting blocking and movement about the stage, motivated by text, and enhance performance -Actors open to audience throughout -Create interesting, exciting stage pictures using blocking, facial expressions, gestures and timing	-Movement/blocking is natural and appropriate to the performance -Mostly open to audience -Creates some interesting stage pictures	-Some movement about stage, but minimally enhances performance -Inconsistently open to audience -Creates some stage pictures	
Stage Presence/ Energy	-Honest and strong level of character emotions -High level of energy throughout, even in stillness	-Somewhat honest and appropriate level of character emotions -High level of energy throughout	-Some level of character emotions -Energy evident only when speaking	
Overall Presentation	-Exceptional acting and understanding of scene -Creatively orchestrated performance from beginning to end	-Effective acting, understanding of text, and purpose of the scene -Well-orchestrated throughout	-Demonstrates some understanding of text, if not purpose of scene -May flow unevenly from beginning to end	
			TOTAL POINTS:	

Performance Evaluation Rubric