|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Adaptation to the genre | Important and specific elements of the scene are clearly evident and the major aspects of the genre are clearly present | Major elements of the scene and genre are clear and present. A definite effort has been made to accommodate the genre | Some elements of the scene/genre are missing but the basic framework is in place | Minimal adaptation to the genre have been made and/or some major elements of the genre/scene are missing |
| Creativity | Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through. | Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the performance | Student has copied some components from the source material. There is little evidence of creativity, but the student has done the assignment. | Student has not made much attempt to meet the requirements of the assignment.  |
| Delivery | The student uses consistent voices, facial expressions and movements to make the characters more believable and the scene more easily understood. | The student often uses voices, facial expressions and movements to make the characters more believable and the scene more easily understood. | The student tries to use voices, facial expressions and movements to make the characters more believable and the scene more easily understood. | The student tells the scene but does not use voices, facial expressions or movement to make the performance more interesting or clear. |
| Preparation | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Group Work | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |