

Duet Scene Study Performance Rubric

| | Fully Developed | | Developed | Developing | Not Developed | |
|--|---|--|--|---|--|---|
| | Excellent Performance 6 | Skillful Performance 5 | Pleasing Performance 4 | Adequate Performance 3 | Inadequate Performance 2 | Unsatisfactory Performance 1 |
| Blocking/ Movement | Movement is very innovative, accentuates the lines, adds greatly to the depth of the characters, and supports plot. Creates well-balanced poignant pictures. Are aware of partner's presence. | Movement accents the lines, adds to the depth of the characters, and is interesting to the audience. Creates interesting pictures. Awareness of partner. | There is movement, and it accents the lines being read. A bit awkward at times/fidgety/lacking movement in parts. Pictures created are most often interesting. Awareness of partner. | There is movement, and it accents the lines being read. Movement is inconsistent with scene or character; or several times movement is lacking. Not always aware of partner. | Movement is awkward, not well-thought out. Does not create an interesting picture. Do not always seem to know where partner is or what other is doing. | No movement or use of physical space or so much movement it is impossible to watch and distracting or annoying. No awareness that anyone else is on the stage. |
| Voice/Diction (vocal quality, pitch, pace, enunciation and pronunciation) | Superior vocal control, differentiation in pace & inflection, resonance, quality and very clear & distinct enunciation. Communicates characters' uniqueness. The two characters are completely unique & distinct from one another | Voice shows excellent expression, differentiation in pace, inflection, resonance, quality and enunciation. Hear the characters' uniqueness and variation from one another. | Voice shows expression, differentiation in pace and inflection, and enunciation. Can hear a unique voice true for each of the characters. | Some expressive moments; inconsistent in quality and pace. Some problems with enunciation. Some mispronunciation. While unique, may not always reflect each of the characters well. | Monotone .Unclear at times; too quick/ too slow several times; too high/too low several times. Lacks consistency. Voices of one or the other do not represent character. | Monotone and not expressive; too quick/ too slow; too high/too low. Completely indistinct & often unclear. Voice is not true to character or character is too "over the top" to be believed |
| Characterization/ Believability | Each has internalized the subtext and self-talk & the actor is transformed into the character throughout the performance. The dynamics between the 2 characters are interesting, diverse and believable. | Each performer has a distinct character and stayed in character throughout the performance and maintains the relationship of the two. Very Credible. | Each performer has a distinct character and stayed in character through almost all of the performance. The relationship is intact. | Each performer had a fairly distinct character, and tried to stay in character through most of the performance. The relationship is still viable. | Each performer did not have a distinct character and broke character several times. The dynamics of the relationship were breaking down & not always present. | The performers did not have distinct characters or have made relationship choices which are not understood. |
| Emotional Commitment/ Energy | Brilliant! Well developed with a great variety of emotion and very realistic | Well developed with a variety of different emotional levels and good realism | Good variation of with emotional levels. Very few spots that were lacking focus | Good emotional commitment with some variation and some levels. A couple spots were lacking focus | Weak commitment , one dimensional, very little focus, very little emotional variety and few levels. | No emotional commitment or energy. Not credible. |
| Memorization/ Concentration | The students have achieved an "ownership of lines" as if they are saying their own words to the point you almost forget there ever was a script. | Lines appear to be memorized, accurate, & flow . The students have achieved an "ownership of lines" as if they are saying their own words. | Lines appear to be memorized, accurate, and lines flow easily. A few unneeded pauses. | Lines appear to be memorized, but not accurately. Flow is a bit disjointed, unneeded pauses, and awkward hesitations. | Lines are there, but students have to ask for help or look at script as a prompt. | Students does not appear to have lines memorized and loose concentration often. |