

# Monologue 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
<b>Blocking/ Movement</b>	Movement is very innovative, accentuates the lines, adds greatly to the depth of the character, and supports plot. Creates well-balanced poignant pictures.	Movement accents the lines, adds to the depth of the character, and is interesting to the audience. Creates interesting pictures.	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	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.
<b>Voice/Diction (vocal quality, pitch, pace, enunciation and pronunciation)</b>	Superior vocal control, differentiation in pace & inflection, resonance, quality and very clear & distinct enunciation. Communicates character's uniqueness.	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
<b>Characterization/ Believability</b>	Has internalized the subtext and self-talk & the actor is transformed into the character throughout the performance.	Performer has a distinct character and stayed in character throughout the performance. 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.
<b>Emotional Commitment/ Energy</b>	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.
<b>Memorization/ Concentration</b>	The student has 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 student has to ask for help or look at script as a prompt.	Student does not appear to have lines memorized and loose concentration often.