

# THEATRE ARTS PARTICIPATION RUBRICS

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## Description:

This rubric is used to evaluate a student's class participation in various categories. To achieve full participation points in any one category, the student must achieve at the "Excellent" or "Good" work level. Categories may be used individually, together, or not at all – these are a general guideline and vary from activity to activity, assignment to assignment, or project to project.

| CATEGORY  | Excellent Work   | Good Work  | Satisfactory   | Needs Improvement  |
|---|--|--|--|--|
| <b>Attentiveness</b><br><i>(listening skills, allowing others to speak)</i>                                 | Very attentive, respects others' opinions and input, alert/engaged   | Listens attentively but sometimes off task, not always receptive to others' opinions and input   | Very often off task, disrespectful to others* while on stage or working in class<br><br>*others <i>also includes teacher</i>                           | Rarely pays attention, shows no interest in activities (appears "bored" or disinterested)  |
| <b>Cooperation</b><br><i>(taking part in group activities, enthusiasm, works with others, helps others)</i> | Always meets assignments with enthusiasm, full cooperation, works well with others   | Usually enthusiastic about assignments and working well with others  | More criticizing than enthusiastic, sometimes disruptive, sometimes dislikes working with others   | Sometimes refuses to participate, dislikes working with other students, a disruption in class  |
| <b>Personal Stage Ability</b><br><i>(projection, using the stage, comfort on stage, reading skills)</i>     | Loud and clear dialogue, very powerful stage presence, comfortable on stage, always facing the audience and aware of audience, good reader         | Dialogue usually loud and clear, stage presence is felt, comfortable on stage, usually faces the audience, good reader                 | Audience has to strain to understand dialogue, some stage presence, little attention to audience, doesn't read well                                    | Audience cannot understand dialogue, little stage presence, no attention to audience, doesn't read well  |
| <b>Improvement</b><br><i>(learns from the class)</i>  | Student shows marked improvement class to class; constant effort by student to improve skills  | Student shows improvement class to class; consistent effort by student to improve skills   | Student shows little improvement class to class; some improvement noticeable over the course of the semester; some effort by student to improve skills | Student shows no improvement class to class; no improvement noticeable over the course of the semester; no effort by student to improve skills |
| <b>Participation</b><br><i>(attendance, idea input, taking part in assignments/ activities)</i>             | Consistently timely and present, makes positive contributions to class, is always prepared, consistently involved and shares thoughts and feelings | Usually timely and present, makes positive contributions to class, usually prepared, usually involved and shares thoughts and feelings | While sometimes absent or untimely, student sometimes contributes to class, is sometimes unprepared, is only sometimes involved                        | Often absent or untimely, rarely contributes to class, arrives unprepared, has a negative impact on classmates' work                           |