

## Student Direction Rubric

School: \_\_\_\_\_ Play: \_\_\_\_\_

Student Director(s): \_\_\_\_\_

### Vision

Is there a clear vision for the production? Is there a clear setting, time, and visual style or mood? Does the vision articulate the playwright's objective? Does the vision effectively articulate the inciting incident that starts the character(s) on their journey? Does the vision move the story forward? Does the vision entice the audience to want to find out what happens next?

1	2	3	4	5	6	7	8	9	10
Vision is confusing and hard to grasp.		Some elements of the vision are established but some confusion exists.		Many elements of the vision are established but inconsistencies remain.		Most but not all elements of the vision are defined, with a clear visual aesthetic.		Vision is clearly articulated with a strong visual aesthetic, supporting a clear story and distinct conclusion.	

### Performance

Are the characters well defined, fleshed out and relatable? Did the director utilize the unique talents of the actors to shape their performance? Are performances authentic and appropriate to the characters, and not evolving into melodrama or caricature (unless that is consistent with the vision)?

1	2	3	4	5	6	7	8	9	10
Performances are not well developed.		Some performances have elements of authenticity and impact.		Some performances are authentic, compelling and relatable, but inconsistency remains.		Most performances are authentic, compelling, and relatable.		All performances are fully developed, authentic and appropriate, relatable, and compelling.	

### Staging

Did the Director create an interesting stage picture that supported effective storytelling? Did the blocking draw the focus where it needed to go to keep the pace moving and bring focus where needed? Did the actors have purpose to their movement? Were angles, lines, exits, and entrances used effectively? Was the performance space utilized effectively?

1	2	3	4	5	6	7	8	9	10
Staging was minimal and ineffective.		Staging had some effective moments but was generally inconsistent and ineffective.		Staging had many effective moments, but some were inconsistent or ineffective.		Staging was generally effective to drive the pace and story of the piece.		Staging was consistently effective, creating a consistent pace and served the vision and story of the piece.	

### Pacing

Did the Director set an appropriate pace? Is dialog delivered at a pace that is intentional and serves the story? Are blocking and transitions appropriately paced to promote the audience's understanding of what is happening on stage? Does the pace serve the emotional needs of the story?

1	2	3	4	5	6	7	8	9	10
Pacing was poor and distracted the audience's enjoyment of the piece.		The pacing was not consistently effective. At times when scenes moved too quickly or too slowly.		The pacing was generally effective and moved the story forward, with areas of inconsistency.		The pacing was effective in moving the story forward with few exceptions.		The pacing was consistently successful. There were no moments that seemed rushed or which seemed to drag.	

### Overall Success

How successfully is the play executed? Is there a clearly established vision that is maintained throughout the play? Is the play likely to hold the audience's attention to the end? Does the Director successfully incorporate theatrical elements into the piece including scenic, lighting, props, and costume? Is the overall piece impactful and moving, eliciting an emotional response from the audience?

1	2	3	4	5	6	7	8	9	10
Not successful		Somewhat successful		Moderately successful		Very successful		Completely successful	

Total points: \_\_\_\_\_

Sensitive/Mature Content: Yes / No

Respondent Name\_\_\_\_\_ Track\_\_\_\_\_ Shift\_\_\_\_\_

Day\_\_\_\_\_ Time\_\_\_\_\_

a.m. / p.m.

