

| <b>Criteria</b>   | <b>4</b>  | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>TOTAL</b> |
|---|---|--|--|---|--------------|
| <b>VOICE</b>  | Voice was loud and clear; words were easily understood                              | Student spoke clearly but it was difficult to understand some of the script; could've been louder. | Voice and language was not very clear; could've been much louder.      | Could not understand what was being said due to unclear and low speech. |              |
| <b>BLOCKING</b>   | Good use of stage and movement – did not turn back to audience                      | Almost used entire stage – turned away from audience only once or twice.                           | Could have used more of the stage; must concentrate on facing forward. | Needed more blocking – always face audience and use the stage!          |              |
| <b>SCRIPT/<br/>PURPOSE</b><br>(When applicable)             | Enticing vivid detail used in script/dialogue; evident reasons for the performance. | Script/dialogue was well-written; considerable detail with good purpose.                           | Some detail used in script/dialogue; needed more of a purpose.         | Script/dialogue contained no purpose and very little detail.            |              |
| <b>MEMORIZATION/<br/>IMPROVISATION</b><br>(When applicable) | Script was fully memorized; student improvised in place of lines.                   | Script was almost fully memorized-some improv used to make up for missed lines.                    | Script was partially memorized; student did not attempt improvisation. | Script was not at all memorized; no improvisation used.                 |              |
| <b>FACIAL<br/>EXPRESSION/<br/>BODY LANGUAGE</b>             | Great use of gestures, facial expression and body movement!                         | Contained some facial expression, gestures & body movement.  | Needed more facial expressions gestures & movement.                    | Contained little to no facial expression, gesture or movement.          |              |

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