

NJ Thespian Art Advocacy Senior Scholarship Rubric

Student: _____ Troupe# _____

INTERVIEW RUBRIC 40%

Criteria	1	4	7	10	Score
Professionalism	Student did not put enough effort into appearing or behaving in a professional manner. Overall appearance was untidy, behavior and/or language was unprofessional. Student was unclear, or not conscientious about eye contact, or general courteousness expected within an interview.	Some improvement needed in professional behavior, language, and/or appearance. Student made some attempts to be courteous to all in interview setting and established eye contact with interviewers during the interview 70 -80% of the time.	Overall neat appearance acceptable behavior, and well mannered. Student was courteous to all involved in interview and student seemed mostly confident. Student made efforts to establish eye contact with interviewers during the interview 80 -90% of the time.	Student was very professional in both appearance and behaviour. Student looked relaxed and confident; established eye contact with interviewers during the interview 90-100% of the time and student was polite and courteous to all involved in interview. Student spoke clearly and distinctly with correct pronunciation and conveyed a businesslike tone.	
Responses to Questions	Student gave short answers to questions and failed to elaborate or explain. Student showed marked lack of interest and enthusiasm about the interview; responses seemed passive and/or indifferent	Student gave some well-constructed responses, but sounded hesitant, rehearsed or unsure. Student was somewhat interested in the interview with little enthusiasm.	Student gave well-constructed responses, and did not sound rehearsed or unsure. Student showed basic interest & enthusiasm in the interview.	Student gave genuine well-constructed, and confident responses to all questions. Student seemed appropriately interested and enthusiastic about the interview process.	
Candidate Integrity	Responses were inconsistent or contradictory. No concrete or specific examples used Candidate provided no verifiable information for claims, and/or claims may be exaggerated or even appear manufactured	Responses were somewhat inconsistent or contradictory Concrete and specific examples were occasionally used Candidate provided some verifiable information for claims	Responses were generally consistent Concrete and specific examples often used Candidate provided verifiable information for most claims	Responses were all consistent Concrete and specific examples were used Candidate provided verifiable information for all claims	
Overall Demonstration of Interview Skills	Demonstration of poor interview skills with little confidence displayed	Demonstrated limited proficiency of competent interview skills and confidence	Demonstrated average proficiency; average demonstration of competent interview skills in a generally confident manner	Highly proficient; appropriately utilized interview skills in an enthusiastic, motivating and engaging manner	
Total out of 40 points possible (4 topics x 10 max possible)					Total

RESUME/ THESPIAN & SERVICE ACTIVITIES RUBRIC 20%

Criteria	1	2	3	4	Score
Resume Content	<ul style="list-style-type: none"> ▪ Missing one of the following: heading, objective, experience, or education ▪ Below average relation to arts advocacy 	<ul style="list-style-type: none"> ▪ Heading, objective, skills, experience, and education covered with little detail ▪ Average relation to arts advocacy 	<ul style="list-style-type: none"> ▪ Heading, objective, skills, experience, and education covered in some detail ▪ Pretty clear relation to arts advocacy 	<ul style="list-style-type: none"> ▪ Heading, objective, skills, experience, and education covered in detail ▪ Clear relation to arts advocacy 	
Leadership Roles and/or Honors	<ul style="list-style-type: none"> ▪ Below average list of roles and honors that either include school or community based examples ▪ Sporadic involvement is shown 	<ul style="list-style-type: none"> ▪ Average list of roles and honors that sometimes include both in school and community based examples ▪ Sporadic involvement is shown 	<ul style="list-style-type: none"> ▪ Great list of roles and honors that include both in school and community based examples ▪ Somewhat sustained involvement is shown rather than one time activities 	<ul style="list-style-type: none"> ▪ Exceptional list of roles and honors that include both in school and community based examples ▪ Sustained involvement is shown rather than one time activities 	
Work and Volunteer Experience	Descriptions for the experience section are not detailed and/or offer little to no illustration of what was done.	Too little experience is included; verbs may be weak or verb tense may be incorrect; important information may be missing.	Appropriate experience is listed; there are errors with formatting.	Experience section details an exceptional list of previous work experience. Verbs are used in the right tense to state responsibilities and duties. Formatting is done well.	
Thespians Activities	Bare minimum list of Thespians Activities that includes local or state or national/ international levels	Average list of Thespians Activities that includes local or state or national/ international levels	Detailed list of Thespians Activities that includes local or state or national/ international levels	Detailed list of Thespians Activities that includes local, state, and national/ international levels	
Mechanics	Needs to be edited before being submitted to avoid excess number of grammatical/ convention errors.	There are multiple errors in spelling, capitalization, punctuation, grammar, usage and/or syntax.	There are minor errors in mechanics that do not distract from the overall writing	Writing represents consistent command of spelling, capitalization, punctuation, grammar, usage, and syntax.	
Total out of 20 points possible (5 topics x 4 max possible)					Total

PORTFOLIO PRESENTATION RUBRIC 40%

Criteria	2	4	6	8	Score
<p>Organization/Navigation <i>(How intuitive it is to locate materials in the portfolio, table of contents included to aid in navigation, links to artifacts work, use of relevant items that are grouped coherently.)</i></p>	<p>The portfolio is unorganized and difficult to navigate. Items included do not relate to the overall goal of the portfolio to showcase the student work.</p>	<p>The portfolio is unorganized. Some of the items included relate to the overall goal of the portfolio to showcase the student work.</p>	<p>The portfolio is organized and is somewhat easy to navigate. Most of the items included address the overall goal of the portfolio to showcase the student work.</p>	<p>The portfolio is very organized and is easy to navigate. The items included are focused on addressing the overall goal of the portfolio to showcase the student work.</p>	
<p>Items/Artifacts Demonstrating Learning Integration and Cohesiveness <i>(Items/Artifacts can include papers (writing), images, audio clips, videos, other documents, etc.)</i></p>	<p>Unclear or contradictory evidence of learning integration and cohesiveness. Student treats each disciplinary area as a separate area/field or some areas of integration are omitted.</p>	<p>Artifacts are of poor quality and/or some program competencies are not addressed. No inclusion rationale provided. Artifacts illustrate weak integration and cohesiveness of the fields of study.</p>	<p>Sufficient artifacts to demonstrate learning outcomes for each of the program competencies. Artifacts are of a high quality. Some general rationale for inclusion of artifacts is presented. Artifacts are drawn from a variety of contexts and illustrate the concepts from the fields of study/disciplines.</p>	<p>Clear evidence of a practical and theoretical understanding of a body of knowledge related to two or more disciplines and how they integrate with each other, includes assignments that address both theoretical and applied aspects of the disciplines. Demonstrates integrative conclusions, syntheses, and a deep understanding of the fields of study/disciplines.</p>	
<p>Reflection/Critique <i>(Describe professional growth over time in knowledge and skill, linking accomplishments and portfolio artifacts to course, program and personal goals. Reflections include a critique of own work and offers constructive, practical alternatives for continued growth.)</i></p>	<p>Student reflections/critiques are unclear on professional growth from inside and outside of the classroom, are generally at the surface level without relating to a broader perspective to the items or outcomes for the program.</p>	<p>Student reflections/critiques reveal some depth, with slightly broader perspectives but are not indicative of critical thought and reflection.</p>	<p>Most of the student reflections/critiques identify and describe professional growth from experiences and learning both inside and outside of the classroom and encompass and display broader perspectives related to the integration of the discipline areas.</p>	<p>Student reflections/critiques identify and describe professional growth from experiences both inside and outside of the classroom and encompass and display significantly changed perspectives about his/her understanding of complex questions or challenges related to the integration of the discipline areas.</p>	
<p>Integration of EdTA Core Values* <i>(Knowledge and application of core value list) *refer to sheet in folder</i></p>	<p>Core values are listed, but no integration is shown. OR Practical applications are given with little/no link to values.</p>	<p>The portfolio focuses on core values as separate components with little integration.</p>	<p>The portfolio focuses on core values with several components that illustrate deep integration. Individual fields from the fields of study are evident, though some areas more enhanced and demonstrated than others.</p>	<p>Clear evidence that shows integration of core values and includes meaningful syntheses of the connections among the courses, experiences, and disciplines and reflects a deeper understanding of both theory and application.</p>	

Mechanics	Needs to be edited before being submitted to avoid excess number of grammatical/convention errors.	There are multiple errors in spelling, capitalization, punctuation, grammar, usage and/or syntax.	There are minor errors in mechanics that do not distract from the overall writing	Writing represents consistent command of spelling, capitalization, punctuation, grammar, usage, and syntax.	
Total out of 40 points possible (5 topics x 8 max possible)					Total

INTERVIEW RUBRIC: _____/40

RESUME/ THESPIAN & SERVICE ACTIVITIES RUBRIC: _____/20

PORTFOLIO PRESENTATION RUBRIC: _____/40

Total: _____/100

Did this student win the scholarship? (please circle) YES NO

Comments: