

Senior Scholarship-Performance



Student(s): _____ School: _____

Troupe: _____ Selection 1: _____

Selection 2: _____

| SKILLS | 4 Superior Above standard | 3 Excellent At standard | 2 Good Near standard | 1 Fair Aspiring to standard | SCORE |
|---|---|--|--|---|-------|
| <p>Acting Transitions Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.</p> <p>Comment:</p> | <p>Clear articulation of name and selection; intuitive transition into and between characters, distinctive final moment and transition out of character into exit.</p> | <p>Clear articulation of name and selection; recognizable transition into and between characters, final moment and into exit.</p> | <p>Moderately clear articulation of name and selection; transition into and between characters and/or final moment may or may not be present.</p> | <p>Unclear articulation of name and selection; transitions into and between characters and/or final moment are not evident.</p> | |
| <p>Characterization Emotional and physical believability and commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s).</p> <p>Comment:</p> | <p>Character is consistently emotionally and physically believable; committed choices and tactics toward an objective prompt intuitive reactions to real or implied partner(s).</p> | <p>Character is frequently emotionally and physically believable; committed choices and tactics toward an objective prompt identifiable reactions to real or implied partner(s).</p> | <p>Character is infrequently emotionally and physically believable; choices and tactics toward an objective prompt some reactions to real or implied partner(s).</p> | <p>Character is rarely emotionally and physically believable; choices, tactics, objectives and a relationship to a real or implied partner(s) are not evident.</p> | |
| <p>Voice Projection, articulation, intonation, and other chosen vocal techniques that reflect the character's emotions and subtext.</p> <p>Comment:</p> | <p>Vocal projection is appropriately varied and dialogue is consistently clearly articulated throughout; use of pitch, tempo, tone, and inflection communicate the character's emotions and subtext.</p> | <p>Vocal projection is appropriately varied and dialogue is frequently clearly articulated; use of pitch, tempo, tone, and inflection usually communicate the character's emotions and subtext.</p> | <p>Vocal projection and clearly articulated dialogue are inconsistent; use of pitch, tempo, tone, and inflection sometimes communicate the character's emotions and subtext.</p> | <p>Vocal projection and articulated dialogue are limited or absent; use of pitch, tempo, tone, and inflection rarely communicate the character's emotions and subtext.</p> | |
| <p>Movement/Staging Gestures, facial expressions, movements, and actions that communicate the character's emotions and subtext.</p> <p>Comment:</p> | <p>Gestures and facial expressions consistently communicate appropriate character emotions and subtext; blocking is varied, purposeful, and reflects the character's emotions and subtext.</p> | <p>Gestures and facial expressions communicate appropriate character emotions and subtext; blocking is purposeful and reflects the character's emotions and subtext.</p> | <p>Gestures and facial expressions sometimes communicate the character's emotions and subtext; blocking generally reflects the character's emotions and subtext.</p> | <p>Gestures and facial expressions are limited or absent and rarely communicate the character's emotions and subtext; blocking usually does not reflect the character's emotions and subtext.</p> | |

| SKILLS | 4 Superior Above standard | 3 Excellent At standard | 2 Good Near standard | 1 Fair Aspiring to standard | SCORE |
|---|--|--|--|--|---------------------|
| <p>Execution Concentration and commitment to moment-to-moment choices; integration of voice, body, and emotions create a believable character/relationship that tells a story.</p> <p>Comment:</p> | <p>Concentration and commitment to moment-to-moment choices are sustained throughout the performance; integration of voice, body, and emotions create a believable character/relationship that tells a story.</p> | <p>Concentration and commitment to moment-to-moment choices are sustained throughout most of the performance; integration of voice, body, and emotions create a frequently believable character/relationship that tells a story.</p> | <p>Concentration, and commitment to moment-to-moment choices are inconsistently sustained; integration of voice, body, emotion choices create a sometimes believable character/relationship that tells a story.</p> | <p>Concentration and commitment to moment-to-moment choices are limited or absent; voice, body, emotion choices rarely create a believable character/relationship that tells a story.</p> | |
| <p>Resume/Headshot Interview Confident, personable, professional, and relaxed during interview; exceptionally answered all questions; resume/headshot are aesthetically professional and student is extremely involved in Thespian activities as well as extracurricular activities and service projects.</p> <p>Comment:</p> | <p>Confident, personable, professional, and relaxed throughout entire interview; exceptionally answered all questions; resume/headshot are aesthetically professional and student is extremely involved in Thespian activities as well as involved in extracurricular activities and service projects.</p> | <p>Confident, personable, professional, and relaxed throughout most of interview; exceptionally answered most but not all questions; resume/headshot are mostly aesthetically professional and student is somewhat involved in Thespian activities as well as involved in extracurricular activities and service projects.</p> | <p>Somewhat confident, personable, professional, and relaxed throughout interview; somewhat exceptionally answered questions; resume/headshot are somewhat aesthetically professional/or missing one and student is involved in very few Thespian activities as well as very few extracurricular activities and service projects.</p> | <p>Not confident, personable, professional, and relaxed throughout interview; Did not exceptionally answer questions; resume/headshot are both missing and student is not involved in Thespian activities as well as not involved in extracurricular activities and service projects.</p> | |
| <p>RATING (Please circle)</p> | <p>4 Superior (24-22)</p> | <p>3 Excellent (21-16)</p> | <p>2 Good (15-10)</p> | <p>1 Fair (9-6)</p> | <p>TOTAL</p> |

School/University (Please print)

Judge's signature

**PLEASE NOTE: Judges must determine 1st, 2nd, and 3rd place for the senior scholarship.
Please circle below if the student is 1st, 2nd, or 3rd:**

Senior Scholarship: 1st 2nd 3rd