Acting

Solo __ Duet __ Group __

For internal use only

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): ....

School: ....

Selection: ....

Troupe: ....

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

Movement/Staging	Gestures and facial expressions **consistently communicate** appropriate character emotions and subtext; blocking is **varied, purposeful, and reflects** the character's emotions and subtext.	Gestures and facial expressions **communicate** appropriate character emotions and subtext; blocking is **purposeful and reflects** the character's emotions and subtext.	Gestures and facial expressions **sometimes communicate** the character's emotions and subtext; blocking **generally reflects** the character's emotions and subtext.	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.	
Gestures, facial expressions, movements, and actions that communicate the character's emotions and subtext.					

Comment:

Execution	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.	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.	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.	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.	
Concentration and commitment to moment-to- moment choices; integration of voice, body, and emotions create a believable character/ relationship that tells a story.					

Comment:

RATING (Please circle)	4 │ **Superior** (Score of 20-18)	3 │ **Excellent** (Score of 17-13)	2 │ **Good** (Score of 12-8)	1 │ **Fair** (Score of 7-5)	**TOTAL SCORE**

_____   _____

Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)
❑ Rule Violation: _____; _____; _____
❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Costume Construction

For internal use only

Student(s): ....

School: ....

Selection: ....

Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Presentation Explanation of the executed design, unifying concept, creative decisions, and process.	Presentation **thoroughly explains** the functional and aesthetic role of the constructed garment, unifying concept, and creative process, with **compelling examples.**	Presentation **explains** the functional and aesthetic role of the constructed garment, unifying concept, and creative process, with **appropriate examples.**	Presentation **partially explains** the functional and aesthetic role of constructed garment, unifying concept, and creative process, with **cursory examples.**	Presentation **fails to explain t**he functional and aesthetic role of the constructed garment, unifying concept, and/or creative process.	
Comment:					
Research Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.	Evidence of **extensive research** into the character, time, period, mood, style, genre, and functionality.	Evidence of **thorough research** into the character, time, period, mood, style, genre, and functionality.	Evidence of **incomplete** research into the character, time, period, mood, style, genre and/or functionality.	**Little or no** evidence of research.	
Comment:					
Interpretation Construction choices merge the unifying concept with the maker's unique vision.	Detailing choices **powerfully enhance and communicate** the mood, style, period, locale, and genre of the script, and **bring the character to life**.	Detailing choices **communicate** the mood, style, period, locale, and genre of the script and i**nform the character.**	Detailing choices **somewhat communicate t**he mood, style, period, locale, and genre of the script and **suggest** the character.	Detailing choices **fail to communicat**e the mood, style, period, locale, genre of the script or the character.	
Comment:					
Design Justification Connecting the construction choices with the needs of the production and artistic and practical considerations.	Construction choices are **justified by detailed explanations** of all budgetary, practical and artistic considerations.	Construction choices are **justified** by explanations of budgetary, practical, and artistic considerations.	Construction choices are **mentioned with some limited explanations o**f budgetary, practical, and artistic considerations.	**Fails to justify** construction choices **and /or connect** to practical and artistic considerations.	
Comment:					

Execution	Garment construction and production collage **demonstrates precision and meticulous attention to detail**; **expertly reproducing** the design.	Garment construction and production collage **demonstrates skills and attention to detail; accurately reproducing** the design.	Garment construction and production collage **demonstrates limited skill and attention to detail; and/or partially reproducing** the design.	Garment construction and/or production collage l**ack detail or are missing and/or fails to reproduce** the design.	
Garment and products presented convey ideas and choices that support the script and unifying concept.					

Comment:

RATING (Please circle)	4 | **Superior** (Score of 20-18)	3 | **Excellent** (Score of 17-13)	2 | **Good** (Score of 12-8)	1 | **Fair** (Score of 7-5)	**TOTAL SCORE**

_____   _____

Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)
❑ Rule Violation: _____; _____; _____
❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Costume Design

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): .... School: ....

Selection: .... Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Presentation Explanation of the executed design, unifying concept, creative decisions, and process.	Presentation **thoroughly explains** the functional and aesthetic role of the executed design and the creative process, demonstrating an **in depth understanding** of their contribution to the unifying concept.	Presentation **explains** the functional and aesthetic role of the executed design, and the creative process, demonstrating **an understanding** of their contribution to the unifying concept.	Presentation offers a **limited** explanation of the functional and aesthetic role of the executed design and/or creative process, demonstrating a **partial understanding** of their contribution to the unifying concept.	Presentation offers **little or no explanation** of the creative process and/or fails to explain the executed design and their contribution.	
Comment:					
Research Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.	Comprehensive and detailed **research addresses** the artistic and practical needs of the production and illuminates the unifying concept.	Thorough research addresses the artistic and practical needs of the production and aligns with the unifying concept.	Limited r**esearch partially** addresses the artistic and practical needs of the production and/or **inconsistently** supports the unifying concept.	**Research fails to address t**he artistic and practical needs of the production and/or lacks alignment with the unifying concept.	
Comment:					
Interpretation Design choices merge the unifying concept with the designer's unique vision.	**Design choices powerfully enhance and communicate** the mood, style, period, locale, and genre of the play, and demonstrate a unique voice.	**Design choices communicate** the mood, style, period, locale, and genre of the play and align with the given circumstances.	**Design choices partially communicate** the mood, style, period, locale, and genre of the play and do not distract from the given circumstances.	Design choices fail to **communicate** the mood, style, period, locale, and genre of the play; choices may or may not support the given circumstances.	
Comment:					
Design Justification Connecting the design choices to the artistic and practical needs of the production.	**Comprehensive explanations j**ustify the design choices, **illuminating** the connection between the artistic and practical needs of the production.	**Appropriate explanations** justify the design choices and **demonstrate** the connection with the artistic and practical needs of the production.	**Partial explanations somewhat connect** the design choices with the artistic and practical needs of the production.	**Limited explanations fail to make the connection** between the design choices and the artistic and practical needs of the production.	
Comment:					

Execution Products presented convey ideas and choices that support the script and unifying concept.	**Detailed** products **communicate and enhance** artistic ideas and choices to provide **exceptional** support for the script and unifying concept.	Products **communicate** artistic ideas and choices that support the script and unifying concept.	Products **partially communicate** artistic ideas and choices and/or **inconsistently** support the script and unifying concept.	Products **lack a clear focus and/or fail to support the artistic ideas and choices, script and/or** unifying concept.	
Comment:					

RATING (Please circle)	4 | Superior (Score of 20-18)	3 | Excellent (Score of 17-13)	2 | Good (Score of 12-8)	1 | Fair (Score of 7-5)	TOTAL SCORE

_____   _____

Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

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❑ Rule Violation: _____; _____; _____
❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Lighting Design

For internal use only

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): .... School: ....

Selection: .... Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Presentation Explanation of the executed design, unifying concept, creative decisions, and process.	Presentation **thoroughly explains** the functional and aesthetic role of the executed design and the creative process, demonstrating an **in depth understanding** of their contribution to the unifying concept.	Presentation **explains** the functional and aesthetic role of the executed design, and the creative process, demonstrating **an understanding** of their contribution to the unifying concept.	Presentation offers a **limited** explanation of the functional and aesthetic role of the executed design and/or creative process, demonstrating a **partial understanding** of their contribution to the unifying concept.	Presentation offers **little or no explanation** of the creative process and/or fails to explain the executed design and their contribution.	
Comment:					
Research Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.	Comprehensive and detailed **research addresses** the artistic and practical needs of the production and illuminates the unifying concept.	Thorough research addresses the artistic and practical needs of the production and aligns with the unifying concept.	Limited r**esearch partially** addresses the artistic and practical needs of the production and/or **inconsistently** supports the unifying concept.	**Research fails to address t**he artistic and practical needs of the production and/or lacks alignment with the unifying concept.	
Comment:					
Interpretation Design choices merge the unifying concept with the designer's unique vision.	**Design choices powerfully enhance and communicate** the mood, style, period, locale, and genre of the play, and demonstrate a unique voice.	**Design choices communicate** the mood, style, period, locale, and genre of the play and align with the given circumstances.	**Design choices partially communicate** the mood, style, period, locale, and genre of the play and do not distract from the given circumstances.	Design choices fail to **communicate** the mood, style, period, locale, and genre of the play; choices may or may not support the given circumstances.	
Comment:					
Design Justification Connecting the design choices to the artistic and practical needs of the production.	**Comprehensive explanations j**ustify the design choices, **illuminating** the connection between the artistic and practical needs of the production.	**Appropriate explanations** justify the design choices and **demonstrate** the connection with the artistic and practical needs of the production.	**Partial explanations somewhat connect** the design choices with the artistic and practical needs of the production.	**Limited explanations fail to make the connection** between the design choices and the artistic and practical needs of the production.	
Comment:					

Execution Products presented convey ideas and choices that support the script and unifying concept.	**Detailed** products **communicate and enhance** artistic ideas and choices to provide **exceptional** support for the script and unifying concept.	Products **communicate** artistic ideas and choices that support the script and unifying concept.	Products **partially communicate** artistic ideas and choices and/or **inconsistently** support the script and unifying concept.	Products **lack a clear focus and/or fail to support the artistic ideas and choices, script and/or** unifying concept.	
Comment:					

RATING (Please circle)	**4 | Superior** (Score of 20-18)	**3 | Excellent** (Score of 17-13)	**2 | Good** (Score of 12-8)	**1 | Fair** (Score of 7-5)	**TOTAL SCORE**

_____   _____

Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)
❑ Rule Violation: _____; _____; _____
❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Makeup Design

For internal use only

Student(s):

School:

Selection:

Troupe:

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Presentation Explanation of the executed design, unifying concept, creative decisions, and process.	Presentation **thoroughly explains** the functional and aesthetic role of the executed design and the creative process, demonstrating an **in depth understanding** of their contribution to the unifying concept.	Presentation **explains** the functional and aesthetic role of the executed design, and the creative process, demonstrating **an understanding** of their contribution to the unifying concept.	Presentation offers a **limited** explanation of the functional and aesthetic role of the executed design and/or creative process, demonstrating a **partial understanding** of their contribution to the unifying concept.	Presentation offers **little or no explanation** of the creative process and/or fails to explain the executed design and their contribution.	
Comment:					
Research Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.	Comprehensive and detailed **research addresses** the artistic and practical needs of the production and illuminates the unifying concept.	Thorough research addresses the artistic and practical needs of the production and aligns with the unifying concept.	Limited r**esearch partially** addresses the artistic and practical needs of the production and/or **inconsistently** supports the unifying concept.	**Research fails to address t**he artistic and practical needs of the production and/or lacks alignment with the unifying concept.	
Comment:					
Interpretation Design choices merge the unifying concept with the designer's unique vision.	**Design choices powerfully enhance and communicate** the mood, style, period, locale, and genre of the play, and demonstrate a unique voice.	**Design choices communicate** the mood, style, period, locale, and genre of the play and align with the given circumstances.	**Design choices partially communicate** the mood, style, period, locale, and genre of the play and do not distract from the given circumstances.	Design choices fail to **communicate** the mood, style, period, locale, and genre of the play; choices may or may not support the given circumstances.	
Comment:					
Design Justification Connecting the design choices to the artistic and practical needs of the production.	**Comprehensive explanations j**ustify the design choices, **illuminating** the connection between the artistic and practical needs of the production.	**Appropriate explanations** justify the design choices and **demonstrate** the connection with the artistic and practical needs of the production.	**Partial explanations somewhat connect** the design choices with the artistic and practical needs of the production.	**Limited explanations fail to make the connection** between the design choices and the artistic and practical needs of the production.	
Comment:					

Execution Products presented convey ideas and choices that support the script and unifying concept.	**Detailed** products **communicate and enhance** artistic ideas and choices to provide **exceptional** support for the script and unifying concept.	Products **communicate** artistic ideas and choices that support the script and unifying concept.	Products **partially communicate** artistic ideas and choices and/or **inconsistently** support the script and unifying concept.	Products **lack a clear focus and/or fail to support the artistic ideas and choices, script and/or** unifying concept.	

Comment:

RATING (Please circle)	4 | Superior (Score of 20-18)	3 | Excellent (Score of 17-13)	2 | Good (Score of 12-8)	1 | Fair (Score of 7-5)	TOTAL SCORE

_____   _____

Judge's name (please print)   Judge's signature

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State standards website: _____

Musical Theatre Dance

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THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Students: ....

School: ....

Selection: ....

Troupe: ....

SKILLS	4 │ Superior Above standard	3 │ Excellent At standard	2 │ Good Near standard	1 │ Fair Aspiring to standard	SCORE
Transitions Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.	Clear articulation of name and selection; **intuitive transition** into characters, **distinctive final moment and transition** out of character into exit.	Clear articulation of name and selection; **recognizable transition** into characters, final moment and into exit.	**Moderately clear** articulation of name and selection; **transition** into characters and/or final moment **may or may not be present.**	**Unclear articulation** of name and selection; **transitions** into characters and/ or final moment are **not evident**.	
Comment:					
Characterization Emotional and physical believability and commitment to character; choices that demonstrate a relationship with real or implied partner(s).	Character is **consistently** emotionally and physically believable; **committed choices prompt intuitive reaction** to real or implied partner(s).	Character is **frequently** emotionally and physically believable; **committed choices and tactics prompt identifiable reaction** to real or implied partner(s).	Character is **infrequently** emotionally and physically believable; **choices prompt some reactions** to real or implied partner(s).	Character is **rarely** emotionally and physically believable; **choices and tactics,** are **not evident.**	
Comment:					
Technique Pace, rhythm, physicality, and control that aligns with the score.	**Consistently poised and confident** with **precise rhythm and pacing** with **mastery** of balance, flexibility, range of motion, body positioning and use of space. Movement **illuminates the score.**	Demonstrates **confident movement** with **appropriate pace and rhythm** with **competent control** of balance, flexibility, range of motion, body positioning and use of space. Movement **follows the score.**	Demonstrates **some appropriate pace and rhythm with partial control** of balance, flexibility, range of motion, body positioning and use of space. Movement **mostly aligns** with the score.	**Infrequently uses appropriate pitch and rhythm** with limited control of balance, flexibility, range of motion, body positioning and use of space. **Movement is frequently misaligned** with the score.	
Comment:					

Expression					
Expression Intentional use of physical expression to communicate character and reflect the story.	**T*ruthfully* communicates** and **embodies** a **nuanced believable** character through physical expression.	**Consistently portrays** a **believable** character through physical expression.	**Inconsistently portrays a believable** character through physical expression.	**Rarely portrays** a believable character through physical expression.	
Comment:					
Movement & Physicality Gestures, facial expressions, blocking, and movement/dance that communicate emotion, subtext and story. This is the union of technique and expression.	Gestures and facial expressions **consistently communicate** appropriate character emotions and meaning; blocking and movement/dance are **varied, purposeful, and enhance** the story.	Gestures and facial expressions **frequently communicate** appropriate character emotions and meaning; blocking and movement/dance are **varied, purposeful, and support the story.**	Gestures and facial expressions **infrequently communicate** appropriate character emotions and their meanings; blocking and movement/dance are **mostly align with the story**.	Gestures and facial expressions are **limited and fail to communicate** suitable character emotions or meaning; blocking and movement/dance seems misaligned with the story.	
Comment:					
Execution Sustained concentration and commitment to moment-to-moment choices and integration of all elements of performance to create a believable character and tell a story.	Concentration and commitment to moment-to-moment choices are **sustained throughout.** **All elements** of performance work **together seamlessly to** create a **nuanced believable character/relationship that tells a story.**	Concentration and commitment to moment-to-moment choices are **mostly sustained**. Elements of performance work together to **create a believable character/ relationship** that tells a story.	Concentration and commitment to moment-to-moment choices are **inconsistently sustained.** **Elements of performance occasionally work together to create a** believable character/ relationship that tells a story.	Concentration and commitment to moment-to-moment choices are **limited or absent**. Elements of performance **rarely work together to create a believable character/ relationship** that tells a story.	
Comment:					

RATING (Please circle)	**4 │ Superior** (Score of 24-21)	**3 │ Excellent** (Score of 20-15)	**2 │ Good** (Score of 14-9)	**1 │ Fair** (Score of 8-6)	**TOTAL SCORE**

_____   _____
Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)

❑ Rule Violation: _____; _____; _____

❑ Other Comments:

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State standards website: _____

Musical Theatre Performance

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

For internal use only

Solo __ Duet __ Group __

Student(s): ....

School: ....

Selection: ....

Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Acting Transitions Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.	**Clear articulation** of name and selection; **intuitive transition** into and between characters, **distinctive final moment and transition** out of character into exit.	**Clear articulation** of name and selection; **recognizable transition** into and between characters, final moment and into exit.	**Moderately clear** articulation of name and selection; **transition** into and between characters and/or final moment **may or may not be present.**	**Unclear articulation** of name and selection; **transitions** into and between characters and/or final moment are **not evident**.	
Comment:					
Characterization Emotional and physical believability and commitment to character; choices or tactic towards an objective that create a relationship with real or implied partner(s).	Character is **consistently** emotionally and physically believable; **committed choices and tactics** toward an objective **prompt intuitive reaction** to real or implied partner(s).	Character is **frequently** emotionally and physically believable; **committed choices and tactics** toward an objective **prompt identifiable reaction** to real or implied partner(s).	Character is **infrequently** emotionally and physically believable; **choices and tactics** toward an objective **prompt some reactions** to real or implied partner(s).	Character is **rarely** emotionally and physically believable; **choices, tactics, objectives, and a relationship** to a real or implied partner(s) are **not evident.**	
Comment:					
Singing Technique Pitch, articulation, pace, rhythm, projection, breath support and control that follows the score.	**Consistently** on pitch, **appropriate** articulation and pace, **precise** rhythm, and varied projection, with **skillful phrasing** and **strong** mechanical skills proven by breath support/control, tone, and placement, and use of ranges, **always** follows score.	**Frequently** on pitch with **appropriate** articulation, pace, rhythm, projection, breath support and control; **follows** the score.	**Infrequently** on pitch with **inconsistent** articulation, pace, rhythm, projection, breath support and control; **usually** follows the score.	**Rarely** on pitch with **limited** articulation, pace, rhythm, projection, breath support and control; **frequently deviates** from the score.	
Comment:					

Singing Expression Musical expression that communicates and reflects the character's emotions and subtext.	**Intuitively integrates** voice, lyrics, and music to *truthfully* **communicate** and portray a **believable** character through emotions and subtext.	**Integrates** voice, lyrics, and music to **communicate** and portray a **believable** character through emotions and subtext.	**Inconsistently integrates** voice, lyrics, and music to **communicate** and portray a character through emotions and subtext.	**Rarely integrates** voice, lyrics, and music to **communicate** and portray a character through emotions and subtext.	

Comment:

Movement & Dance Gestures, facial expressions, blocking, and movement/dance that communicate the character's emotions and subtext.	Gestures and facial expressions **consistently communicate** appropriate character emotions and their meanings; blocking and movement/dance are **varied, purposeful, and reflect** the character's emotion and subtext.	Gestures and facial expressions **frequently communicate** appropriate character emotions and their meanings; blocking and movement/dance are **varied, purposeful, and reflect** the character's emotion and subtext.	Gestures and facial expressions **infrequently communicate** appropriate character emotions and their meanings; blocking and movement/dance **generally reflect** the character's emotion and subtext.	Gestures and facial expressions are **limited/absent and rarely communicate** suitable character emotions; blocking and movement/dance **does not reflect** the character's emotion and subtext.	

Comment:

Execution Concentration and commitment to moment-to-moment choices; integration of voice, body, and acting technique to create a believable character/ relationship that tells a story.	Concentration and commitment to moment-to-moment choices are **sustained throughout**; integration of singing, movement/dancing, and acting **create a believable character/ relationship** that tells a story.	Concentration and commitment to moment-to-moment choices are **mostly sustained**; integration of singing, movement/dancing, and acting **often create a believable character/ relationship** that tells a story.	Concentration and commitment to moment-to-moment choices are **inconsistently sustained**; integration of singing, movement/ dancing, and acting **occasionally create a believable character/ relationship** that tells a story.	Concentration and commitment to moment-to-moment choices are **limited or absent**; singing, movement/ dancing, and acting are **rarely integrated to create a believable character/ relationship** that tells a story.	

Comment:

RATING (Please circle)	**4 | Superior** (Score of 24-21)	**3 | Excellent** (Score of 20-15)	**2 | Good** (Score of 14-9)	**1 | Fair** (Score of 8-6)	**TOTAL SCORE**

_____
Judge's name (please print)

_____
Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)

❑ Rule Violation: _____; _____; _____

❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Playwriting

For internal use only

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): ....   School: ....

Selection: ....   Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Plot	All elements of the plot work together seamlessly to build the world of the play. The plot is presented through compelling believable action for the world of the play, supported by clear conflict and transitions between events. Chosen plot structure is intentional and consistently drives the dramatic action pulling the story to its conclusion.	Elements of plot are mostly cohesive, working together to build the world of the play. The plot is presented through believable action for the world of the play, supported by clear conflict and transitions between events. Chosen plot structure is intentional and maintained throughout the play.	Elements of the plot occasionally work together to build the world of the play. The plot is presented through mostly believable action for the world of the play, conflict and transitions are not always clear. Chosen plot structure is inconsistently maintained throughout the play.	Elements of the plot lack cohesion and/or fail to work together to build the world of the play. The plot is muddied by inconsistent action for the world of the play; conflict and transitions are unclear or detract from the whole. Chosen plot structure is unclear and/or inconsistent.	
Comment:					
Characterization	Well-developed multi-dimensional characters motivated by a strong and urgent through line, conflict, and obstacles. Characters seem authentic and indispensable to the world of the play. The playwright makes it easy to imagine character inner life and empathize with their dilemmas	Well-developed characters with actions motivated by a clear through line, conflict, and obstacles. Characters are believable. It is possible to empathize with the character dilemmas.	Partially developed characters with somewhat motivated actions connected to the conflict. Characters are mostly believable. There are moments when it is possible to empathize with the character dilemmas. Partially developed characters with somewhat motivated actions connected to the conflict.	Underdeveloped characters with occasionally motivated actions connected to the conflict. Characters seem contrived or unrealistic. There are few moments when it is possible to empathize with the character dilemmas.	
Comment:					

| Dialogue | Dialogue consistently reveals subtle character traits and deepens character personalities.

Dialogue is authentic and is cohesive throughout the play for each character.

Dialogue supports and amplifies the action via word choice and subtext. | Dialogue helps establish character traits and suggest character personalities.

Dialogue is believable and consistent throughout the play.

Dialogue supports the action and implies subtext. | Dialogue suggests character traits.

Dialogue is mostly believable and somewhat consistent throughout the play.

Dialogue aligns with the action. | Dialogue occasionally suggests character traits.

Dialogue is occasionally believable, however there is little or no consistency.

Dialogue does little to support the action. | |
|---|---|---|---|---|---|
| **Comment:** | | | | | |
| **Structure** | All elements of the play (e.g., action, transitions, setting, characters, conflict) work together seamlessly and concisely to tell the story.

Chosen structure is intentional, cohesively used to carry and extend the dramatic action. | Most elements of the play (e.g., action, transitions, setting, characters, conflict) work together to tell the story.

Chosen structure is intentional and maintained throughout the play. | Some elements of the play (e.g., action, transitions, setting, characters, conflict) work together to tell the story.

Chosen structure is intentional and maintained through most of the play | There is little cohesion; elements of the play (e.g., action, transitions, setting, characters, conflict) fail to work together or may even detract from each other.

Chosen structure is unclear. | |
| **Comment:** | | | | | |
| **Originality** | Playwright's vision is clear, intentional, and cohesive to carry and present an innovative original work.

Playwright constructs meaning by combining ideas in unique ways with a clear personal aesthetic and compelling voice.. | Playwright's vision is clear, intentional, and maintained to carry and present an original work.

Playwright constructs meaning by combining original ideas in with a personal voice. | Playwright's vision is somewhat clear and intentional, and mostly sustained to carry and present an original work.

Playwright constructs meaning by combining some original ideas with the familiar for an emerging voice. | Playwright's vision is unclear and there is little cohesion to carry and present an original work.

Playwright constructs little meaning and/or ideas lack originality and personal voice. | |
| **Comment:** | | | | | |

RATING (Please circle)	4 | Superior (Score of 12-11)	3 | Excellent (Score of 10-8)	2 | Good (Score of 7-5)	1 | Fair (Score of 4-3)	TOTAL SCORE

_____   _____

Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)

❑ Rule Violation: _____; _____; _____

❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Scenic Design

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): .... School: ....

Selection: .... Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Presentation Explanation of the executed design, unifying concept, creative decisions, and process.	Presentation **thoroughly explains** the functional and aesthetic role of the executed design and the creative process, demonstrating an **in depth understanding** of their contribution to the unifying concept.	Presentation **explains** the functional and aesthetic role of the executed design, and the creative process, demonstrating **an understanding** of their contribution to the unifying concept.	Presentation offers a **limited** explanation of the functional and aesthetic role of the executed design and/or creative process, demonstrating a **partial understanding** of their contribution to the unifying concept.	Presentation offers **little or no explanation** of the creative process and/or fails to explain the executed design and their contribution.	
Comment:					
Research Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.	Comprehensive and detailed **research addresses** the artistic and practical needs of the production and illuminates the unifying concept.	Thorough research addresses the artistic and practical needs of the production and aligns with the unifying concept.	Limited r**esearch partially** addresses the artistic and practical needs of the production and/or **inconsistently** supports the unifying concept.	**Research fails to address t**he artistic and practical needs of the production and/or lacks alignment with the unifying concept.	
Comment:					
Interpretation Design choices merge the unifying concept with the designer's unique vision.	**Design choices powerfully enhance and communicate** the mood, style, period, locale, and genre of the play, and demonstrate a unique voice.	**Design choices communicate** the mood, style, period, locale, and genre of the play and align with the given circumstances.	**Design choices partially communicate** the mood, style, period, locale, and genre of the play and do not distract from the given circumstances.	Design choices fail to **communicate** the mood, style, period, locale, and genre of the play; choices may or may not support the given circumstances.	
Comment:					
Design Justification Connecting the design choices to the artistic and practical needs of the production.	**Comprehensive explanations j**ustify the design choices, **illuminating** the connection between the artistic and practical needs of the production.	**Appropriate explanations** justify the design choices and **demonstrate** the connection with the artistic and practical needs of the production.	**Partial explanations somewhat connect** the design choices with the artistic and practical needs of the production.	**Limited explanations fail to make the connection** between the design choices and the artistic and practical needs of the production.	
Comment:					

Execution Products presented convey ideas and choices that support the script and unifying concept.	**Detailed** products **communicate and enhance** artistic ideas and choices to provide **exceptional** support for the script and unifying concept.	Products **communicate** artistic ideas and choices that support the script and unifying concept.	Products **partially communicate** artistic ideas and choices and/or **inconsistently** support the script and unifying concept.	Products **lack a clear focus and/or fail to support the artistic ideas and choices, script and/or** unifying concept.	
Comment:					

RATING (Please circle)	**4 | Superior** (Score of 20-18)	**3 | Excellent** (Score of 17-13)	**2 | Good** (Score of 12-8)	**1 | Fair** (Score of 7-5)	**TOTAL SCORE**

_____   _____

Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)
❑ Rule Violation: _____; _____; _____
❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Short Animated Film

For internal use only

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): ....   School: ....

Selection: ....   Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Storytelling Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion.	**Story is well organized, fully developed, and compelling**; harmonizing visuals and dialogue **seamlessly advance the narrative** to enhance the connection to plot and character(s); choice of opening and closing titles, credits, graphics, and animations **enhance and support** film's message; ending **succinctly resolves** central conflict.	**Story is well organized, and engaging;** visuals and dialogue **advance the narrative** and the connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations **support** the film's message; **distinct** conclusion.	**Story is somewhat organized and mostly developed**; visuals and dialogue **moderately advance the narrative** and the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations **inconsistently support** the film's message; conclusion is **somewhat unclear.**	**Story is disorganized and/or difficult to follow;** minimal use of visual cues and weak dialogue **fail to advance** the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations **do not support** the film's message; conclusion is **lacking or unclear.**	
Comment:					
Cinematography and Audio Integrated use of camera, lighting, and sound.	**Scenes and characters are skillfully framed and align** with filmmaker's vision; lighting exposure and camera movement and angles are **purposefully chosen to enhance** performances and visually advance the story; music (if applicable) **clearly** underscores action and offers clues to character and plot; sound levels are **consistently** even and well metered.	**Scenes and characters are appropriately framed and align** with filmmaker's vision; lighting exposure and camera movement and angles are **purposefully chosen to advance** the story; music (if applicable) is appropriate to the story; sound levels are **mostly even** and well metered.	**Inconsistent use of appropriate framing** and lighting exposure **do not align** with filmmaker's vision; camera movement and angles **sometimes advance** the story visually; **some** music (if applicable) is appropriate to the story; sound level **errors are evident**.	**Scenes and characters are not framed properly**, are under or over exposed, and **do not align** with filmmaker's vision; scenes include **multiple errors** in camera movement and angles; music (if applicable) **detracts from rather than supports** the story; sound levels are **inconsistent**.	
Comment:					
Editing Editing skills; scene length and flow.	**Purposeful continuity in editing produces well-composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **purposefully and effectively** lead audience from one focal point to another while **consistently maintaining** the physical and spatial relationship of narrative.	**Continuity in editing produces composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **effectively** lead audience from one focal point to another while **consistently maintaining** the physical and spatial relationship of narrative.	**Changing continuity in editing produces transitions that sometimes disrupt** scene flow, audience engagement, and narrative; scene length and flow **sometimes** lead audience from one focal point to another yet **seldom maintain** the physical and spatial relationship of narrative.	**Discontinuity in editing does not produce well-composed transitions** that enhance scene flow, audience engagement, and narrative; scene length and flow **do not** lead audience from one focal point to another, and **does not maintain** the physical and spatial relationship of the narrative.	
Comment:					

Voice Acting and Animation Techniques Believability and compatibility of voice and animation; animation style and choices.	Character voices and animation (movements, actions, gestures, and expressions) are **consistently believable and work in unison to create character**; strong and consistent animation choices are reflected through an original art style that helps build a unique animated world for viewer.	Character voices and animation (movements, actions, gestures, and expressions) **are believable and mostly work in unison to create character**; consistent animation choices are reflected through an original art style that helps build a unique animated world for viewer.	Character voices and animation (movements, actions, gestures, and expressions) are **sometimes believable and work in unison to create character**; animation choices are occasionally reflected through an art style that helps build a unique animated world for viewer.	Character voices and animation (movements, actions, gestures, and expressions) are **rarely believable and do not connect well** with each other; strong animation choices are rarely evident, and the art style does not help build a unique animated world for viewer.	
Comment:					
Filmmaker's Vision Use of film elements to create a successful final product.	Filmmaker **conveyed a clear vision** and **consistently adhered** to rules established for the film; **all elements worked together** to create an impactful, engaging film with a powerful voice.	Filmmaker **conveyed a mostly clear vision** and **frequently adhered** to the rules established for the film; **most elements worked together** to create an engaging film.	Filmmaker **attempted to convey a clear vision** and **inconsistently adhered** to the rules established for the film; **few elements worked together** to create an engaging film.	Filmmaker **failed to convey a clear vision** and did not adhere to the rules established for the film; **elements did not work together** to create an engaging film.	
Comment:					

RATING (Please circle)	4 | Superior (Score of 20-18)	3 | Excellent (Score of 17-13)	2 | Good (Score of 12-8)	1 | Fair (Score of 7-5)	TOTAL SCORE

_____

Judge's name (please print)

_____

Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

☐ Timing Issue: (_____mm_____ss)
☐ Rule Violation: _____; _____; _____
☐ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Short Documentary

THESPY AWARDS
THE INTERNATIONAL THESPIAN EXCELLENCE AWARDS

For internal use only

Student(s): _____ School: _____
Selection: _____ Troupe: _____

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Storytelling Visual development of story and interview sequences; opening and closing titles, credits, graphics, and animations; conclusion.	Story is well organized, **fully developed, and compelling**; thoughtful visuals and interview sequences **seamlessly advance the narrative** and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations **enhance and support** film's message; ending **succinctly resolves** central conflict.	Story is well organized, **and engaging**; visuals and interview sequences **advance** the narrative and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations **support** film's message; **distinct** conclusion.	Story is somewhat **organized and mostly developed**; visuals and interview sequences are **moderately advance the narrative** and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations **inconsistently support** film's message; conclusion is **somewhat unclear.**	Story is disorganized **and/or difficult to follow;** minimal use of visual cues and weak interview sequences **fail to develop** the narrative or produce audience connection; choice of opening and closing titles, credits, graphics, and animations **do not support** film's message; conclusion is **lacking or unclear.**	
Comment:					
Cinematography and Audio Integrated use of camera, lighting, and sound.	Subjects, images, and scenes are **skillfully shot or framed and align** with filmmaker's vision; lighting exposure and camera movement and angles are **purposefully chosen to enhance** subject and visually advance subject's story; music (if applicable) **clearly** underscores the action and offers clues to subject and experiences; sound levels **consistently** even and well metered.	Subjects, images, and scenes are **appropriately shot or framed and align** with filmmaker's vision; lighting exposure and camera movement and angles are **purposefully chosen to advance** subject's story; music (if applicable) is **appropriate** to the story; sound levels are **mostly even** and well metered.	Subjects, images, and scenes **inconsistently shot or framed and do not align** with filmmaker's vision; lighting exposure and camera movement and angles **sometimes advance** subject's story visually; **some** music (if applicable) is appropriate to the story; sound level **errors are evident**.	Most subjects, images, and scenes are not shot **or framed properly**, are under or over exposed, and **do not align** with the filmmaker's vision; scenes include **multiple errors** in camera movement and angles; music (if applicable) **detracts from rather than supports** the story; sound levels are **inconsistent**.	
Comment:					
Editing Editing skills; scene length and flow.	**Purposeful continuity in editing produces well-composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **purposefully and effectively** lead audience from one focal point to another while **consistently maintaining** physical and spatial relationship of narrative.	**Continuity in editing produces composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **effectively** lead audience from one focal point to another while **consistently maintaining** physical and spatial relationship of narrative.	**Inconsistency in editing produces transitions that sometimes disrupt** scene flow, audience engagement, and narrative; scene length and flow **sometimes** lead audience from one focal point to another yet **seldom maintain** physical and spatial relationship of narrative.	**Discontinuity in editing does not produce well-composed transitions** that enhance scene flow, audience engagement, and narrative; scene length and flow **do not** lead audience from one focal point to another, and **does not maintain** physical and spatial relationship of narrative.	
Comment:					

POV and Portrayal of Subject Filmmaker's POV; choices that affect the portrayal of the subject(s).	**Consistently strong POV** gives viewer a deeper understanding of film's subject(s); filmmaker's main thesis and intentions for telling story are **always clear**; strong choices and tactics employed by filmmaker **create solid and insightful** portrayal of subject.	**Mostly consistent POV** gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are **clear**; choices and tactics employed by filmmaker help **create solid and insightful** portrayal of subject.	**Fairly consistent POV** sometimes gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are **sometimes clear**; at times, choices and tactics employed by filmmaker help **create a meaningful** portrayal of subject.	**Inconsistent POV** rarely gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are **rarely clear**; **no evidence** of choices and tactics that help to create a meaningful portrayal of subject.	
Comment:					
Filmmaker's Vision Use of film elements to create a successful final product.	Filmmaker **conveyed clear vision** and **consistently adhered** to rules established for the film; **all elements** worked together to create **an impactful, engaging** film with a powerful voice.	Filmmaker **conveyed mostly clear vision** and **frequently adhered** to the rules established for the film; **most elements** worked together to create an engaging film.	Filmmaker **attempted to convey clear vision** and **inconsistently adhered** to the rules established for the film; **few elements** worked together to create an engaging film.	Filmmaker **failed to convey a clear vision** and **did not adhere** to the rules established for the film; **elements did not work together** to create an engaging film.	
Comment:					

RATING (Please circle)	4 │ **Superior** (Score of 20-18)	3 │ **Excellent** (Score of 17-13)	2 │ **Good** (Score of 12-8)	1 │ **Fair** (Score of 7-5)	**TOTAL SCORE**

_____   _____

Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)

❑ Rule Violation: _____; _____; _____

❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Short Live-Action Film

For internal use only

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): ....
School: ....

Selection: ....
Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Storytelling Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion.	**Story is well organized, fully developed, and compelling**; visuals and dialogue **seamlessly advance** the narrative **to** enhance the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations **enhance and support** film's message; ending **concisely resolves** the central conflict.	**Story is well organized, and engaging;** visuals and dialogue **advance** the narrative and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations **support** the film's message; **distinct** conclusion.	**Story is somewhat organized and mostly developed**; visuals and dialogue are **moderately effective in advancing the narrative** and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations **inconsistently support** the film's message; conclusion is **somewhat unclear.**	**Story is disorganized and/or difficult to follow;** minimal use of visual cues and weak dialogue **fail to develop** the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations **do not support** the film's message; conclusion is **lacking or unclear.**	
Comment:					
Cinematography and Audio Integrated use of camera, lighting, and sound.	**Scenes/characters are skillfully shot or framed and align** with filmmaker's vision; lighting exposure and camera movement/angles are **purposefully chosen to enhance** performances and advance the story; music (if applicable) underscores action and offers clues to character/ plot; sound levels are **consistently even** and well metered.	**Scenes/characters are appropriately shot or framed and align** with filmmaker's vision; lighting exposure and camera movement/angles are **purposefully chosen to advance** the story; music (if applicable) is appropriate to the story; sound levels are **mostly even** and well metered.	**Inconsistent use of appropriate shots** or framing and lighting exposure **do not align** with filmmaker's vision; camera movement/angles **sometimes advance** the story visually; **some** music (if applicable) is appropriate to the story; sound level **errors are evident**.	**Most scenes/characters are not shot or framed properly**, are under or over exposed, and **do not align** with filmmaker's vision; scenes include **multiple errors** in camera movement/angles; music (if applicable) **detracts from rather than supports** the story; sound levels are **inconsistent**.	
Comment:					
Editing Editing skills; scene length and flow.	**Purposeful continuity in editing** produces well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow **purposefully and effectively** lead audience from one focal point to another while **consistently maintaining** physical/spatial relationship of the narrative.	**Continuity in editing** produces composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow **effectively** lead audience from one focal point to another while **consistently maintaining** physical/spatial relationship of the narrative.	**Inconsistent continuity in editing** produces transitions that disrupt scene flow, audience engagement, and narrative; scene length and flow **sometimes** lead audience from one focal point to another yet **seldom maintain** physical/spatial relationship of the narrative.	**Discontinuity in editing** does not produce well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow **does not** lead audience from one focal point to another, and **does not maintain** physical/spatial relationship of the narrative.	
Comment:					

Acting Emotional and physical believability; choices and tactics.	Character movements, actions, gestures, and expressions are **consistently believable**; choices and tactics toward an objective **prompt instinctive reaction** to partners or events that create insight into the text.	Character movements, actions, gestures, and expressions **are believable**; choices and tactics toward an objective **prompt reaction** to partners or events.	Character movements, actions, gestures and expressions are **sometimes emotionally/ physically believable**; choices and tactics toward an objective **sometimes prompt reactions** to partners or events.	Character movements, actions, gestures, and expressions **are rarely emotionally/physically believable**; choices and tactics toward an objective **are not evident and do not prompt** reactions to partners or events.	
Comment:					
Filmmaker's Vision Use of film elements to create a successful final product.	Filmmaker **conveyed clear vision** and consistently adhered to rules established for film; **all elements** worked together to create **an impactful, engaging** film with a powerful voice.	Filmmaker **conveyed mostly clear vision** and **frequently adhered** to the rules established for the film; **most elements** worked together to create an engaging film.	Filmmaker **attempted to convey clear vision** and **inconsistently adhered** to the rules established for the film; **few elements** worked together to create an engaging film.	Filmmaker **failed to convey a clear vision** and did not adhere to the rules established for the film; **elements did not work together** to create an engaging film.	
Comment:					

RATING (Please circle)	**4 │ Superior** (Score of 20-18)	**3 │ Excellent** (Score of 17-13)	**2 │ Good** (Score of 12-8)	**1 │ Fair** (Score of 7-5)	**TOTAL SCORE**

_____ _____
Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)
❑ Rule Violation: _____; _____; _____
❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Sound Design

For internal use only

Student(s): ....

School: ....

Selection: ....

Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Presentation Explanation of the executed design, unifying concept, creative decisions, and process.	Presentation **thoroughly explains** the functional and aesthetic role of the executed design and the creative process, demonstrating an **in depth understanding** of their contribution to the unifying concept.	Presentation **explains** the functional and aesthetic role of the executed design, and the creative process, demonstrating **an understanding** of their contribution to the unifying concept.	Presentation offers a **limited** explanation of the functional and aesthetic role of the executed design and/or creative process, demonstrating a **partial understanding** of their contribution to the unifying concept.	Presentation offers **little or no explanation** of the creative process and/or fails to explain the executed design and their contribution.	
Comment:					
Research Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.	Comprehensive and detailed **research addresses** the artistic and practical needs of the production and illuminates the unifying concept.	Thorough research addresses the artistic and practical needs of the production and aligns with the unifying concept.	Incomplete r**esearch partially** addresses the artistic and practical needs of the production and/or **inconsistently** supports the unifying concept.	**Research fails to address t**he artistic and practical needs of the production and/or lacks alignment with the unifying concept.	
Comment:					
Interpretation Design choices merge the unifying concept with the designer's unique vision.	**Design choices powerfully enhance and communicate** the mood, style, period, locale, and genre of the play, and demonstrate a unique voice.	**Design choices communicate** the mood, style, period, locale, and genre of the play and align with the given circumstances.	**Design choices partially communicate** the mood, style, period, locale, and genre of the play and do not distract from the given circumstances.	Design choices fail to **communicate** the mood, style, period, locale, and genre of the play; choices may or may not support the given circumstances.	
Comment:					
Design Justification Connecting the design choices to the artistic and practical needs of the production.	**Comprehensive explanations j**ustify the design choices, **illuminating** the connection between the artistic and practical needs of the production.	**Appropriate explanations** justify the design choices and **demonstrate** the connection with the artistic and practical needs of the production.	**Partial explanations somewhat connect** the design choices with the artistic and practical needs of the production.	**Limited explanations fail to make the connection** between the design choices and the artistic and practical needs of the production.	
Comment:					

Execution Products presented convey ideas and choices that support the script and unifying concept.	**Detailed** products **communicate and enhance** artistic ideas and choices to provide **exceptional** support for the script and unifying concept.	Products **communicate** artistic ideas and choices that support the script and unifying concept.	Products **partially communicate** artistic ideas and choices and/or **inconsistently** support the script and unifying concept.	Products **lack a clear focus and/or fail to support the artistic ideas and choices, script and/or** unifying concept.	
Comment:					

RATING (Please circle)	4 | Superior (Score of 20-18)	3 | Excellent (Score of 17-13)	2 | Good (Score of 12-8)	1 | Fair (Score of 7-5)	TOTAL SCORE

_____   _____

Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)
❑ Rule Violation: _____; _____; _____
❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

Stage Management

THESPY AWARDS

THE INTERNATIONAL THESPIAN EXCELLENCE AWARDS

For internal use only

Student(s): _____ School: _____

Selection: _____ Troupe: _____

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Presentation Explanation of duties, responsibilities, and materials.	Presentation **thoroughly explains** the roles and responsibilities of the stage manager throughout the production process and addresses the specific needs of the production with **exceptional examples and documentation**.	Presentation **clearly explains** the roles and responsibilities of the stage manager throughout the production process and addresses the specific needs of the production **with sufficient examples and documentation**.	Presentation **partially explains** the roles and responsibilities of the stage manager and addresses the specific needs of the production with **cursory examples and documentation**.	Presentation **fails to explain** the roles and responsibilities of the stage manager and/or **fails to provide sufficient** examples and documentation.	
Comment:					
Promptbook Representative promptbook sample demonstrates organized thought and execution of production needs.	Promptbook sample demonstrates **thorough and consistent planning**; cues and notation are **comprehensive**, legible, and well organized.	Promptbook sample demonstrates **clear planning;** cues and notation are **legible, and well organized**.	Promptbook sample demonstrates **some organization and planning;** cues and notation are **legible**.	Promptbook sample demonstrates **marginal planning; cues and notation may or may not be included** and/or legible.	
Comment:					
Leadership Organization and presentation combine to demonstrate unique strengths and leadership skills.	Documentation and presentation combine to provide evidence of **exceptional organization and leadership**.	Documentation and presentation combine to **demonstrate organization and leadership** skills.	Documentation and presentation combine to demonstrate **some organization** and **emerging leadership**.	Documentation and presentation **fail to demonstrate effective organization and/or leadership**.	
Comment:					
Paperwork Representative paperwork samples demonstrate organized thought and management of the production's needs.	Representative paperwork samples demonstrate **consistent and clear planning;** documents are **comprehensive and well-organized** to support **seamless management** of production needs.	Representative paperwork samples demonstrate **clear planning;** documents are **well organized,** to support **effective management** of production needs.	Representative paperwork samples demonstrate **some planning; documents minimally contribute to management** of production needs.	Representative paperwork samples demonstrate **limited planning; documents are not well organized and do not contribute** to management of the production's needs.	
Comment:					

Execution Products demonstrate conveyed ideas, procedures, and choices that support collaboration and production needs.	Comprehensive evidence of the stage manager's ability to expertly choose and use processes and procedures for seamless production support.	Evidence of the stage manager's ability to effectively choose and use processes and procedures for production support.	Limited evidence of the stage manager's ability to effectively use processes and procedures for production support.	Little to no evidence of the stage manager's ability to effectively use processes and procedures for production support.	

Comment:

RATING (Please circle)	4 │ Superior (Score of 20-18)	3 │ Excellent (Score of 17-13)	2 │ Good (Score of 12-8)	1 │ Fair (Score of 7-5)	TOTAL SCORE

_____   _____

Judge's name (please print)   Judge's signature

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Optional aligned state standards: _____

State standards website: _____

Theatre Marketing

For internal use only

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): ....

School: ....

Selection: ....

Troupe: ....

SKILLS	4 │ Superior Above standard	3 │ Excellent At standard	2 │ Good Near standard	1 │ Fair Aspiring to standard	SCORE
Presentation Presentation and explanation of the executed design, unifying concept, creative decisions, and process.	**Precisely explains** the executed design, creative decisions, unifying concept, and process.	**Clearly explains** the executed design, creative decisions, unifying concept, and process.	**Inconsistently explains** the executed design, creative decisions, unifying concept, and process.	**Does not explain** an executed design, creative decisions, unifying concept, and process.	
Comment:					
Research Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.	Comprehensive and **detailed research evidence-**addresses the artistic and practical needs of the production and target market and illuminates the unifying production concept.	**Detailed research** addresses the artistic and practical needs of the production and the target market and correlates to the unifying production concept.	**Some research** addresses the artistic and practical needs of the production and the target market and correlates to the unifying production concept.	**Little or no evidence** of research which addresses the artistic and practical needs of the production and the target market.	
Comment:					
Interpretation Creative assets and marketing choices reflect the mood, style, period, locale, and genre of the script	Design **choices and campaign elements powerfully enhance and communicate** the mood, style, period, locale, and genre of the script.	Design **choices and campaign elements communicate** the mood, style, period, locale, and genre of the script.	Design **choices and campaign elements somewhat communicate** the mood, style, period, locale, and genre of the script.	Design and campaign elements **lack choices** that communicate the mood, style, period, locale, and genre of the script.	
Comment:					
Design Justification Explanations which connect the creative assets and marketing campaign to the production concept and the budgetary income and expenditures.	**Comprehensive examples** justify the creative decisions, **illuminating** the connection between the marketing campaign, the budget, and the production concept.	**Examples justify** the creative decisions **and connect** the marketing campaign, the budget, and the production concept.	**Partial explanations** with some examples **somewhat connect** the creative decisions, the marketing campaign, the budget, and the production concept.	**Limited explanations and few examples fail to make the connection** to the creative decisions, marketing campaign, the budget and production concept.	
Comment:					

Execution Products presented demonstrate a coordinated, realizable marketing strategy.	Marketing campaign is **innovative** and realizable with **exceptionally clear** and focused goals featuring a **carefully targeted** distribution strategy.	Marketing campaign is **realizable** with **practical goals** and **planned distribution** strategy.	Marketing campaign is **mostly realizable** with a planned distribution strategy.	Marketing campaign **seems impractical and//or disorganized** without a clear distribution strategy.	

Comment:

RATING (Please circle)	4 │ **Superior** (Score of 20-18)	3 │ **Excellent** (Score of 17-13)	2 │ **Good** (Score of 12-8)	1 │ **Fair** (Score of 7-5)	**TOTAL SCORE**

_____   _____

Judge's name (please print)   Judge's signature

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❑ Timing Issue: (_____mm_____ss)
❑ Rule Violation: _____; _____; _____
❑ Other Comments:

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