

Playwriting

For internal use only



THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

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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 Clear conflict and action that relates to an established plot and is believable for the world of the play. Transitions between events are clear.	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 muddled 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 and varied characters with clear objectives and relationships. The characters are purposeful to the story, authentic to the world, and easy to imagine.	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.	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.	
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Comment:

<p>Dialogue Cohesive, purposeful dialogue supports and amplifies the action and the characters, is authentic to the world of the play and reveals subtle character traits.</p>	<p>Dialogue consistently reveals subtle character traits and deepens character personalities.</p> <p>Dialogue is authentic and is cohesive throughout the play for each character.</p> <p>Dialogue supports and amplifies the action via word choice and subtext.</p>	<p>Dialogue helps establish character traits and suggest character personalities.</p> <p>Dialogue is believable and consistent throughout the play.</p> <p>Dialogue supports the action and implies subtext.</p>	<p>Dialogue suggests character traits.</p> <p>Dialogue is mostly believable and somewhat consistent throughout the play.</p> <p>Dialogue aligns with the action.</p>	<p>Dialogue occasionally suggests character traits.</p> <p>Dialogue is occasionally believable, however there is little or no consistency.</p> <p>Dialogue does little to support the action.</p>	
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Comment:

<p>Structure A cohesive world of the play is created connecting plot, characters, language, setting and spectacle.</p>	<p>All elements of the play (e.g., action, transitions, setting, characters, conflict) work together seamlessly and concisely to tell the story.</p> <p>Chosen structure is intentional, cohesively used to carry and extend the dramatic action.</p>	<p>Most elements of the play (e.g., action, transitions, setting, characters, conflict) work together to tell the story.</p> <p>Chosen structure is intentional and maintained throughout the play.</p>	<p>Some elements of the play (e.g., action, transitions, setting, characters, conflict) work together to tell the story.</p> <p>Chosen structure is intentional and maintained through most of the play</p>	<p>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.</p> <p>Chosen structure is unclear.</p>	
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Comment:

<p>Originality The chosen theme and style creates a compelling original piece of theatre in a unique voice.</p>	<p>Playwright's vision is clear, intentional, and cohesive to carry and present an innovative original work.</p> <p>Playwright constructs meaning by combining ideas in unique ways with a clear personal aesthetic and compelling voice..</p>	<p>Playwright's vision is clear, intentional, and maintained to carry and present an original work.</p> <p>Playwright constructs meaning by combining original ideas in with a personal voice.</p>	<p>Playwright's vision is somewhat clear and intentional, and mostly sustained to carry and present an original work.</p> <p>Playwright constructs meaning by combining some original ideas with the familiar for an emerging voice.</p>	<p>Playwright's vision is unclear and there is little cohesion to carry and present an original work.</p> <p>Playwright constructs little meaning and/or ideas lack originality and personal voice.</p>	
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Comment:

<p>RATING (Please circle)</p>	<p>4 Superior (Score of 20-18)</p>	<p>3 Excellent (Score of 17-13)</p>	<p>2 Good (Score of 12-8)</p>	<p>1 Fair (Score of 7-5)</p>	<p>TOTAL SCORE</p>
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Judge's name (please print)

Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

Timing Issue: (_____ mm _____ ss)

Rule Violation: _____; _____; _____

Other Comments:

This rubric should not be considered an assessment of student learning. However, it can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

For examples of standards aligned to the Thespys rubrics, see the alignment chart on EdTA's online Learning Center:
<https://learn.schooltheatre.org/thespy-standards-alignment>

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

Optional aligned state standards: _____

State standards website: _____