

# Stage Management

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**INTERNATIONAL  
THESPIAN SOCIETY**

HONORING STUDENT ACHIEVEMENT IN THEATRE

Student(s): \_\_\_\_\_

School: \_\_\_\_\_

Troupe: \_\_\_\_\_

Selection: \_\_\_\_\_

SKILLS	<b>4   Superior</b> Above standard	<b>3   Excellent</b> At standard	<b>2   Good</b> Near standard	<b>1   Fair</b> Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of the stage manager's role and specific job responsibilities; presentation and explanation of the director's concept, collaborative process, and production book.  <b>Comment:</b>	Articulates a <b>comprehensive understanding</b> of the stage manager's role and specific job responsibilities; <b>thoroughly presents and explains</b> the director's concept, collaborative process, and production book.	Articulates an <b>understanding</b> of the stage manager's role and specific job responsibilities; <b>adequately presents and explains</b> the director's concept, collaborative process, and production book.	Articulates a <b>partial understanding</b> of the stage manager's role and specific job responsibilities; <b>inconsistently presents and explains</b> the director's concept, collaborative process, and/or production book.	Articulates <b>little understanding</b> of the stage manager's role and specific job responsibilities; <b>does not explain</b> the director's concept, collaborative process or production book.	
<b>Production book</b> Written document that includes a prompt script, contact sheet, cast list, rehearsal schedule, and blocking/technical cue sheets.  <b>Comment:</b>	<b>Presents and explains</b> a production book that <b>demonstrates consistent and clear planning</b> ; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are, <b>accurate, comprehensive, and well organized.</b>	<b>Presents and explains</b> a production book that <b>demonstrates clear planning</b> ; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are <b>well organized, with few omissions or errors.</b>	<b>Presents and explains</b> a production book that <b>demonstrates some planning</b> ; elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets <b>may or may not be included, and/or feature several errors.</b>	Presents a production book that <b>demonstrates marginal planning</b> ; elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets <b>frequently missing and/or feature many errors.</b>	
<b>Execution:</b> Interview and production book present evidence of ideas, products, and choices that support collaboration and the realized production.  <b>Comment:</b>	Interview and production book <b>present comprehensive evidence</b> of ideas, products, and choices <b>that support collaboration</b> and the realized production with <b>demonstrated self-reflection.</b>	Interview and production book <b>present adequate evidence</b> of ideas, products, and choices <b>that support collaboration</b> and the realized production.	Interview and production book <b>present inconsistent evidence</b> of ideas, products, and choices <b>that support collaboration</b> and the realized production.	Interview and production book <b>present little evidence</b> of ideas, products, and choices <b>that support collaboration</b> or the realized production.	
<b>RATING</b> (Please circle)	<b>4   Superior</b> (12-11)	<b>3   Excellent</b> (10-8)	<b>2   Good</b> (7-5)	<b>1   Fair</b> (4-3)	<b>TOTAL</b>

Judge's name (Please print) \_\_\_\_\_

Judge's signature \_\_\_\_\_

*Individual Events should not be considered an assessment of student learning. However, Individual Events 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.*

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Example National Core Theatre Standards aligned to this rubric: TH:Cr2.1.I.b, TH:Cr3.1.III.c

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To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

For additional Standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_