

MONOLOGUE PERFORMANCE RUBRIC

NAME: _____ DATE: _____
 TITLE OF MONOLOGUE: _____

	All elements present (4)	Most elements present (3)	Some elements present (2)	No elements present (1)
COMPREHENSION	Thorough understanding of the text. Brings the text to life.	Good understanding of the text and what it means.	Some understanding of the text and what it means.	Minimal to no understanding of the text and what it means.
MEMORIZATION	Fully memorized text. Delivered easily and without assistance.	Memorized with a few errors. Delivered with no assistance.	Somewhat memorized. Several errors. Needs assistance.	Needs script. Not memorized and contains many errors.
FOCUS	Actor is fully focused on the performance and not distracted by any outside influences.	Actor is focused and is able to ignore many outside influences.	Actor is mostly focused but sometimes distracted by outside influences.	Actor is very distracted by outside influences.
CHARACTERIZATION	Fully developed and believable character.	Believable character with many details present in the performance.	Character is somewhat believable. Lacking in details.	Character is not believable. Clearly lacking in character research.
VOCAL DELIVERY	Excellent vocal expression. Speaks clearly and projects loud enough for the audience to hear.	Good vocal expression. Projects clearly and loudly for audience enjoyment.	Satisfactory vocal expression. Some projection and articulation issues.	Audience struggled to understand words, phrases or to hear the performance. Additional work needed.
PHYSICAL DELIVERY	Excellent use of stage with well-defined, character-driven gestures.	Good use of the stage with some character-driven gestures.	Satisfactory use of the stage. Little to no character-driven gestures.	No use of the stage or character gestures present.
ENERGY	Excellent energy and connection with the audience. Great eye contact.	Good energy and connection to the audience. Consistent eye contact.	Moderate energy and some eye contact with the audience.	Flat performance that does not connect to the audience. Minimal eye contact.
OVERALL	EXCELLENT PERFORMANCE	GOOD PERFORMANCE	SAFELY ADEQUATE PERFORMANCE	NEEDS WORK

TOTAL SCORE: /130

Monologue Rubric High School

**Elizabeth Spalding, Jesus Garcia, Joseph
A. Braun**

Monologue Rubric High School:

The High School Theatre Teacher's Survival Guide Raina S. Ames, 2013-10-08 A reference for high school theatre teachers covering both curricular and extracurricular problems everything from how to craft a syllabus for a theatre class to what to say to parents about a student's participation in a school play

Strategies for Differentiating Instruction Julia Link Roberts, Tracy Ford Inman, 2023-01-31 This updated edition of *Strategies for Differentiating Instruction* offers practical approaches that allow all students to make continuous progress and be appropriately challenged by focusing on their various levels of knowledge and readiness to learn Written in an accessible teacher friendly style chapters explore methods to tier learning experiences so that all students unique learning needs are met The new edition updates the strategies complete with student examples and provides Developing and Assessing Products DAP tools for a variety of products as reproducible appendices Full of research supported examples and designed specifically for teachers who are new to differentiated instruction this book offers vetted practical advice for preassessing students implementing differentiation strategies and managing and assessing student learning This new edition is a must read for teachers seeking to master the essentials on how to differentiate instruction and address all students needs interests and abilities

Assignments Matter Eleanor Dougherty, 2012 Drawing from her extensive experience as a teacher coach author Eleanor Dougherty shows teachers and administrators how to craft high quality assignments and helps them understand the powerful impact that assignments can have on teaching and learning

A Teaching Artist at Work Barbara McKean, 2006 The works presented are moving and impressive their authenticity and tone in harmony with the story teller's voice The story itself may open new windows for those intent on enriching and humanizing what occurs in contemporary schools

Maxine Greene A fabulous book for arts and theater education

Merryl Goldberg Author of *Integrating the Arts* Third Edition Are you a theatre teaching artist or considering it No matter what kind of educational setting you're in the theatre skills you teach are intimately linked to your own artistry you've got to know how to teach from your own practice while you learn to practice the art of teaching The key is discovering how the educational setting the students and the stage link

A Teaching Artist at Work helps theatre teaching artists develop connections between their pedagogical and artistic selves The book presents a framework for thinking about the work of teaching artists in general and theatre teaching artists in particular Through descriptive examinations of practice the book also provides theatre teaching artists and those who prepare and work beside them with concrete examples of three theatre education projects in three different educational settings as well as the collaborative processes that helped them succeed Replicable in other settings such as community outreach programs after school and summer programs hosted by professional theatres and not for profit educational theatres these projects provide a jumping off point for others who work to create interesting theatre curriculum In any educational setting theatre teaching artists create spaces where teachers and students can envision a new different and exciting way of learning and doing that they can apply to theatre education and

many other content areas With emphasis on linking personal artistry with pedagogical artistry and examples drawn from McKean's own practice *A Teaching Artist At Work* is an invaluable resource for teaching artists and the arts education community *Handbook of Research on Learning and Instruction* Richard E. Mayer, Patricia A. Alexander, Logan Fiorella, 2025-12-16 The third edition of the *Handbook of Research on Learning and Instruction* provides an overview of contemporary research advances in the science of learning how people learn and the science of instruction how to help people learn With chapters written by leading researchers from around the world this volume examines learning and instruction in a variety of learning environments including in and out of K 16 and adult learning classrooms Contributors to this volume demonstrate how and why educational practice should be guided by research evidence concerning what works in instruction The book is written at a level that is appropriate for students researchers and practitioners interested in evidence based approaches to learning and instruction The book is divided into two sections learning and instruction The learning section consists of chapters on how people learn in a variety of domains from reading and writing to science and math and beyond as well as how people acquire the knowledge and processes required for critical thinking self regulation motivation and more The instruction section consists of chapters on effective instructional methods feedback visualizations active learning self explanation collaboration inquiry games simulations adaptive learning technologies among others Each chapter in this third edition has been thoroughly revised to integrate recent advances in the field of educational psychology Selected returning chapters have been merged for concision and comprehensiveness while new chapters reflect cutting edge insights into socioemotional learning educational neuroscience active learning in lecture classes and generative learning strategies As with the previous two editions this foundational volume showcases the highest quality research being done on learning and instruction by traversing a broad array of academic domains learning constructs and instructional methods *Virginia Journal of Education*, 2007 **Start Seeing and Serving Underserved Gifted Students** Jennifer Ritchotte, Chin-Wen Lee, Amy Graefe, 2020-10-21 2020 TAGT Legacy Book Award for Educators Winner Flexible tools help teachers see understand teach challenge and advocate for underserved gifted students The underrepresentation of students from historically marginalized populations including English language learners twice exceptional students culturally and linguistically diverse students and economically disadvantaged students in our gifted programs and services continues to be a critical issue in education The importance of a caring and committed teacher who sees and supports the potential in all learners and who respects linguistic diversity and students cultural identity cannot be overstated yet teachers need the knowledge and training to do so This reader friendly guide meets that need promoting equity in gifted education by providing teachers with a variety of flexible tools to nurture the academic and affective growth of their gifted students from traditionally underserved populations Over fifty strategies are outlined within five chapters addressing how teachers can see understand teach challenge and advocate for their underserved gifted learners in all content areas The authors share

numerous student quotes teacher anecdotes and spotlights on successful school efforts Digital downloads include all forms from the book and a PDF presentation A free PLC Book Study Guide for use in professional development is also available

An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching Elizabeth Spalding, Jesus Garcia, Joseph A. Braun, 2010-03-09 This easy to use introductory guide to teaching in contemporary middle and high schools provides teachers with the tools to become reflective practitioners It shows pre and inservice teachers how to use standards to choose instructional materials and methods that are appropriate with particular students at a particular time in a particular setting for a particular purpose While the authors are specialists in English and social studies this resource is appropriate for aspiring middle and high school teachers of any subject With a personal voice that will appeal to readers this book Links directly to the most recent version of standards for beginning teachers published by the Council of Chief State School Officers CCSSO Illustrates how teachers can be reflective about rather than reactive to standards Features an autobiographical approach to help readers understand how prior educational experiences may shape their future teaching Contains numerous reflective vignettes by practicing teachers [Literacy Assessment and Intervention for Classroom Teachers](#) Beverly A. DeVries, 2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies [Double Melancholy](#) C.E. Gatchalian, 2019-06-18 A moving memoir about how art from opera to literature to film provided a syllabus of living for the author and his self acceptance as a queer person of color

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Monologue Rubric High School Introduction

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