

2023-2024 TeSA 3rd-5th Audition Rubric

ART						
	<b>0 No Evidence</b>	<b>1 Novice</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>5 Distinguished</b>
<b>REPRODUCE WHAT IS SEEN</b>	Student did not produce any shapes represented.	Student showed some attempt to produce the still-life shapes. Minimal shapes were represented and/or randomly represented.	Student produced some of the still-life shapes (2-3), as represented. Shapes were minimally formed.	Student demonstrated an adequate attempt to produce the majority of the still-life shapes (4+).	Student demonstrated great skill at drawing all shapes as they are seen.	Student successfully produced all shapes represented, including shadows.
<b>VALUE/SHADING/ BLENDING</b>	Student demonstrated no value, shading, or blending.	Student demonstrated completely inaccurate value, shading, or blending.	Student demonstrated minimal value, shading, or blending.	Student demonstrated some accuracy in value, shading, or blending.	Student accurately demonstrated value, shading, and blending.	Student excellently demonstrated value, shading, and blending.
<b>COMPOSITION/USE OF SPACE</b>	Student artwork was small and random. Space on the page was not used wisely.	Student artwork was small and did not fill the page. There was no evidence of purpose in how the objects were arranged.	Student artwork was small. There was little evidence of purpose in how the objects were arranged.	Student showed some attempt to fill the page, leaving some negative space. There was evidence of some purpose in how the objects were arranged.	Student showed great skill drawing large. There was evidence of purpose in how the objects were arranged on the page.	Student was successful drawing large and filling the page with their composition in a clearly purposeful and meaningful way.
<b>FOCUS/ATTENTION TO DETAIL</b>	Student displayed no commitment in the drawing process and was distracted or did not participate.	Student displayed hesitant, inconsistent commitment to drawing and was seldom focused and engaged.	Student displayed occasional commitment in the drawing process and demonstrated minimal attention to detail.	Student displayed adequate commitment in the drawing process and demonstrated moderate attention to detail.	Student displayed consistent commitment in the drawing process and demonstrated great attention to detail.	Student displayed complete commitment in the drawing process with incredible attention to detail.
<b>REFLECTION/ CREATIVITY</b>	Student showed no imagination in the creative drawing and/or did not participate. Student did not reflect a creative response or explanation.	Student showed minimal evidence of imagination in the creative drawing. Reflection was lacking and/or inconsistent and/or did not connect to the material.	Student showed little evidence of imagination in the creative drawing. Reflection minimally articulated ideas through visual representation.	Student showed evidence of some imagination in the creative drawing. Reflection articulated some ideas through visual representation.	Student showed great imagination in the creative drawing. Reflection articulated most ideas through visual representation.	Student showed extensive imagination in the creative drawing. Reflection clearly articulated all ideas through visual representation.

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<b>DANCE</b>						
	<b>0 No Evidence</b>	<b>1 Novice</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>5 Distinguished</b>
<b>SEQUENCE CONSISTENCY</b>	Student did not attempt to demonstrate the movements in the order presented.	Student performed most movements out of order and/or with minimal rhythmic consistency.	Student performed some movements in the order presented with several rhythmic inconsistencies.	Student performed most movements in the order presented with few rhythmic inconsistencies.	Student performed all movements in the order presented with few rhythmic inconsistencies OR performed some movements in the order presented with no rhythmic inconsistencies.	Student performed all movements in the order presented with no rhythmic inconsistencies.
<b>COORDINATION</b>	Student did not attempt to demonstrate synchronized movements with multiple parts of the body.	Student was unable to perform synchronized movements with multiple parts of the body.	Student performed some synchronized movements with multiple parts of the body with several mistakes.	Student performed all synchronized movements with multiple parts of the body with several (4+) mistakes.	Student performed all synchronized movements with multiple parts of the body with few (2-3) mistakes.	Student accurately performed all synchronized movements with multiple parts of the body with no mistakes.
<b>BODY ALIGNMENT</b>	Student did not attempt to hold their body in the specified posture and relative positions.	Student performed with inaccurate posture and relative positions.	Student performed with minimally accurate posture and relative positions.	Student performed with average posture and relative positions.	Student performed with mostly correct posture and relative positions.	Student performed with perfect posture and relative positions.
<b>TECHNICAL SKILLS</b>	Student did not attempt to demonstrate exercises with accurate rotation, extension, flexibility, preparation, and transitions.	Student performed with inaccurate rotation, extension, flexibility, preparation, and transitions.	Student inconsistently performed with rotation, average extension, flexibility, preparation, and transitions.	Student consistently performed with average rotation, extension, flexibility, preparation, and transitions.	Student consistently performed with good rotation, extension, flexibility, preparation, and transitions.	Student consistently performed with excellent rotation, extension, flexibility, preparation, and transitions.
<b>FOCUS/ATTENTION TO DETAIL</b>	Student displayed no commitment in the exercises and was distracted or did not participate.	Student displayed hesitant, inconsistent commitment to the exercises and was seldom focused and engaged.	Student displayed occasional commitment in the exercises and demonstrated minimal attention to detail.	Student displayed adequate commitment in the exercises and demonstrated moderate attention to detail.	Student displayed consistent commitment in the exercises and demonstrated great attention to detail.	Student displayed complete commitment in the exercises with incredible attention to detail.

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<b>MUSIC</b>						
	<b>0 No Evidence</b>	<b>1 Novice</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>5 Distinguished</b>
<b>PREPARATION</b>	Student did not attempt a prepared piece.	Student did not memorize the song.	Student minimally memorized the song.	Student memorized the song, but made several (4+) mistakes.	Student memorized the song, but made a few (2-3) mistakes.	Student completely memorized the song and made no mistakes.
<b>PITCH/TONE</b>	Student performed with inaccurate sound and intensity.	Student performed with poor sound and intensity.	Student performed with below average sound and intensity.	Student performed with average sound and intensity.	Student performed with accurate sound and intensity with few mistakes.	Student performed with accurate sound and intensity with no mistakes.
<b>RHYTHMIC ACCURACY</b>	Student did not participate or did not follow any given patterns.	Student performed with no rhythmic consistency when modeling music phrases.	Student performed with very little rhythmic consistency when modeling music phrases.	Student performed with average rhythmic consistency when modeling music phrases.	Student performed with very few rhythmic mistakes when modeling music phrases.	Student performed with 100% rhythmic accuracy when modeling music phrases.
<b>DICTION/ ARTICULATION</b>	Student performed with no enunciation or correct pronunciation and was unable to be understood.	Student performed with little enunciation or correct pronunciation and was minimally understood.	Student performed with some enunciation or correct pronunciation and was somewhat understood.	Student performed with average enunciation and correct pronunciation and was understood most of the time.	Student performed with good enunciation and correct pronunciation and was understood at all times.	Student performed with excellent enunciation and correct pronunciation and was easily understood at all times.
<b>MUSICALITY/ PRESENTATION</b>	Student appeared to have no connection to the music and did not attempt to engage the audience.	Student appeared to have minimal connection to the music and displayed no attempts to engage the audience.	Student appeared to have little connection to the music and displayed some attempts to engage the audience.	Student appeared to have some connection to the music but made no attempt to engage the audience OR appeared to have no connection to the music but engaged the audience.	Student connected to the music and engaged the audience.	Student purposefully connected to the music and fully engaged the audience.

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<b>THEATRE</b>						
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<b>PREPARATION</b>	Student did not perform a required monologue or poem.	Student did not memorize the monologue, nor rehearse and block their scene. Character objectives were unclear.	Student did not memorize the monologue and only minimally blocked the scene OR minimally memorized the monologue and did not block the scene. Character objectives were mostly unclear.	Student memorized the monologue and blocked the scene but made several mistakes. Character objectives were mostly clear.	Student memorized the monologue and blocked the scene, performing with minimal mistakes. Character objectives were clear.	Student completely memorized the monologue and blocked the scene, performing with no mistakes. Character objectives were very clear.
<b>EXPRESSION</b>	Student did not make or show a character choice and no expressions were shown.	Student changed to a slightly different character but did not stay in character and/or minimal expressions were shown.	Student changed to a slightly different character but did not consistently stay in character and/or some expressions were shown.	Student changed to a different character and remained mostly consistent in the character. Student expressions mostly matched the character choices.	Student changed to a different character and remained consistent in the character. Student expressions matched the character choices.	Student changed to a completely different character and remained consistent in the character with no mistakes. Student expressions effectively matched the character choices at all times.
<b>VOCALIZATION</b>	Student was inaudible and displayed poor articulation and diction. Student performed with no vocal inflection.	Student minimally projected and displayed poor articulation and diction. Student performed with little vocal inflection.	Student occasionally projected and displayed some difficulty in articulation and diction. Student performed with some vocal inflection.	Student moderately projected and displayed average articulation and diction. Student performed with average vocal inflection.	Student projected well and displayed appropriate articulation and diction. Student performed with above average vocal inflection.	Student projected exceptionally well and demonstrated outstanding articulation and diction. Student performed with excellent vocal inflection.
<b>IMAGINATION</b>	Student mimicked without original input and was unable to invent dramatic situations, original ideas, and/or unusual solutions.	Student mimicked with original input and was rarely able to invent dramatic situations, original ideas, and/or unusual solutions.	Student's original ideas were inconsistent and student was only occasionally able to invent dramatic situations, original ideas, and/or unusual solutions.	Student's ideas were mostly evident and student was mostly able to invent dramatic situations, original ideas, and/or unusual solutions.	Student's ideas were evident and student was able to invent dramatic situations, original ideas, and/or unusual solutions.	Student produced original and creative ideas throughout the performance and continuously invented dramatic situations, original ideas, and/or unusual solutions.
<b>STAGE PRESENCE</b>	Student did not attempt to engage or connect with the audience.	Student minimally attempted to engage the audience and showed developing audience connection skills.	Student attempted to engage audience and made inconsistent audience connections.	Student mostly engaged the audience and made some audience connections.	Student consistently engaged the audience and made consistent connections.	Student completely engaged the audience and made consistent connections that brought the character life.

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