

2023-2024 TeSA K-2nd 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 attempted to produce the still-life shapes. Shapes are randomly arranged. Minimal shapes represented.	Student produced some of the still-life shapes as represented. Shapes are minimally formed.	Student demonstrated an adequate attempt to produce the majority of the still-life shapes.	Student demonstrated great skill at drawing all of the shapes as they are seen.	Student produced all of the shapes represented, including shadows.
<b>HAND/EYE CONTROL</b>	Student had no hand/eye control and/or artwork appeared to be scribbles.	Student had minimal hand/eye control and artwork shapes were barely formed.	Student had a little hand/eye control and artwork appeared to show an attempt at form.	Student had some hand/eye control and artwork was minimally formed.	Student had great hand/eye control and artwork was mostly formed.	Student demonstrated mastery of hand/eye control and artwork was completely formed.
<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>IMAGINATION</b>	Student did not attempt the exploration of different ideas and movements..	Student showed no evidence of imagination in the exploration of different ideas and movements.	Student showed little evidence of imagination in the exploration of different ideas and movements.	Student showed some evidence of imagination in the exploration of different ideas and movements.	Student showed great imagination in the exploration of different ideas and movements.	Student showed extensive imagination in the exploration of different ideas and movements.
<b>LOCOMOTOR SKILLS</b>	Student did not attempt to slide, hop, jump, leap, gallop, and skip using both sides of the body.	Student inaccurately attempted to slide, hop, jump, leap, gallop, or skip, using both sides of the body.	Student was inconsistently able to slide, hop, jump, leap, gallop, and skip using one side of the body.	Student was inconsistently able to slide, hop, jump, leap, gallop, and skip using both sides of the body.	Student was consistently able to slide, hop, jump, leap, gallop, and skip using one side of the body.	Student was consistently able to slide, hop, jump, leap, gallop, and skip using both sides of the body.
<b>BODY CONTROL</b>	Student did not attempt to show control of balance or movement while dancing.	Student demonstrated no control of balance or movement while dancing.	Student demonstrated little control of balance or movement while dancing.	Student demonstrated some control of balance or movement while dancing.	Student demonstrated good control of balance or movement while dancing.	Student demonstrated complete control of balance or movement while dancing.
<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.
<b>TEMPO/MUSICALITY</b>	Student did not attempt to demonstrate any rhythmic tempo accuracy or musicality while dancing.	Student performed with no rhythmic tempo accuracy or musicality while dancing.	Student performed with occasional rhythmic tempo accuracy or musicality while dancing.	Student performed with adequate rhythmic tempo accuracy or musicality while dancing.	Student performed with consistent rhythmic accuracy in tempo or musicality while dancing.	Student performed with complete rhythmic accuracy in tempo or musicality while dancing.

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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>VOCAL EXPLORATION</b>	Student did not participate or did not follow any given patterns.	Student followed some of the vocal movement patterns with minimal accuracy.	Student followed all of the vocal movement patterns with minimal accuracy.	Student followed some of the vocal movement patterns with moderate accuracy.	Student followed all of the vocal movement patterns with moderate accuracy.	Student followed all of the vocal movement patterns with perfect accuracy.
<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>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.
<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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THEATRE						
	<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>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>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>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.
<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.