

Butler Arts Awards Individual Performance Rubric

Grading Scale

All criteria in categories below will be evaluated on the following scale:

RATING	SCORE RANGE	DESCRIPTION
OUTSTANDING	90–100	Exemplary achievement. Criteria are demonstrated at an exceptional level and significantly enhance the overall performance.
ACCOMPLISHED	75–89	Strong achievement. Criteria are demonstrated effectively, with only minor areas for improvement.
SOLID	60–74	Effective achievement. Criteria generally meet expectations, though some inconsistencies are evident.
DEVELOPING	40–59	Partial achievement. Some elements meet expectations, but noticeable development is still needed.
EMERGING	Below 40	Limited achievement. Criteria are beginning to be demonstrated but require significant development.

Rating Breakdown

- **OUTSTANDING: 90-100**

- The “Is this the best high school production I’ve ever seen?” level.
- This is an exceptional, memorable performance that stays with you after you leave the theatre. The work demonstrates an unusually high level of preparation, artistry, skill, specificity, and commitment.
- Think: Unforgettable. I would tell someone they absolutely need to see this show. I would gladly see it again.
- Ask yourself:
 - ♣ Did this work genuinely surprise, move, or impress me?
 - ♣ Were there moments I will remember after leaving the theatre?
 - ♣ Did the production consistently demonstrate exceptional achievement?
- 90–94: Outstanding
- 95–100: Exceptional / truly unforgettable

- **ACCOMPLISHED: 75-89**

- The “Such a fantastic show!” level.
- This is a strong, polished production or performance that consistently demonstrates developed skills and artistic choices. There may still be opportunities for growth, but the work is clearly above average and frequently approaches an exceptional level.
- Think: This was a fantastic show. I was impressed by the students' preparation, talent, and artistic choices.
- Ask yourself:
 - ♣ Did the students consistently demonstrate strong skill and understanding?
 - ♣ Did the production frequently exceed expectations?
 - ♣ Were there many moments that felt especially successful?
- 75–79: Strong Accomplished
- 80–84: Very strong Accomplished
- 85–89: Exceptional Accomplished / approaching Outstanding

- **SOLID: 60-74**

- The “Really great, above-average high school production” level.
- This is a successful, well-done production or performance that demonstrates solid preparation and skill. The work accomplishes what it sets out to do, though there are noticeable opportunities for greater specificity, consistency, depth, or polish.
- Think: That was really great. This is a strong high school production.
- Ask yourself:
 - Was the work successful overall?
 - Did the students demonstrate competent and consistent skills?
 - What would elevate this from a good production to a truly memorable one?

- o 60–64: Lower Solid
- o 65–69: Strong Solid
- o 70–74: Very strong Solid / approaching Accomplished
- **DEVELOPING: 40-59**
 - o The “Good program, with room to grow” level.
 - o This is a production or performance that demonstrates positive work and emerging skills but also has noticeable inconsistencies or areas that need development.
 - o There should be genuine accomplishments to recognize at this level. Developing does not mean unsuccessful—it means the work is still developing toward greater consistency, specificity, and artistic maturity.
 - o Think: There is good work here. I can see what this program is capable of, and I can identify clear next steps for growth.
 - o Ask yourself:
 - ♣ What is working?
 - ♣ Where are the students beginning to demonstrate skill?
 - ♣ What specific improvements would make the greatest difference?
 - o 40–49: Beginning Developing
 - o 50–59: Strong Developing / approaching Solid
- **EMERGING: 0- 39**
 - o The “This program needs significant work” level.
 - o This is a beginning level of achievement in which the criteria are demonstrated infrequently or inconsistently. There are significant opportunities for growth in preparation, execution, understanding, or artistic development.
 - o Think: This program needs more development, preparation, or foundational work before the production can consistently meet the expectations of the rubric.
 - o Ask yourself:
 - ♣ What foundational skills need to be developed?
 - ♣ What is the most important next step?
 - ♣ What evidence of potential or beginning skill can I identify?
 - o Important: An Emerging score evaluates the current work in relation to the specific rubric criterion. It is not a judgment of the students' talent, potential, effort, or worth.

Individual Rubric

CATEGORY	CRITERIA
OVERALL	• Understanding of the production, including setting, style, focus and pace. • Energy and pacing. • Overall stage presence.
ACTING	• Storytelling ability. • Consistency and understanding of their character. • Authenticity and believability. • Relationships and responsiveness to others. • Expressions and reactions. • Clarity and projection of spoken text.
VOCAL	• Pitch, tone and rhythm. • Song delivery, emotion, and phrasing. • Clarity and communication of sung text.
DANCE	• Execution of choreography and movement. • Physicality and connection to character.

Individual Score Summary

CATEGORY	SCORE (0-100)	COMMENTARY (3-5 sentences)
Overall		
Acting		
Vocal		
Dance		