

Play Analysis Rubric

Theatre Arts Department Beacon Charter High School for the Arts

Jason Robert LeClair

	Proficient w/Distinction 25 – 20	Proficient 19 – 16	Partially Proficient 15– 10	Substantially Below Proficient – 9-0
P 1	Student artist has formulated an articulate opening paragraph describing the basic plotline of the script He/she/they uses rich and varied words and theatrical vocabulary in a seven sentence paragraph.	Student artist has formulated an articulate opening paragraph describing the basic plotline of the script He/she/they uses theatrical vocabulary in a 5 -7 sentence paragraph.	Student artist has a complete opening paragraph describing the basic plotline of the script He/she/they uses theatrical vocabulary in a minimal five sentence paragraph.	Student artist has not completed an opening paragraph describing the basic plotline of the script. He/she/they uses little to no theatrical vocabulary in less than a minimal five sentence paragraph.
P 2	Student artist has formulated an articulate paragraph highlighting the character development by the playwright in the script. He/she/they uses rich and varied words and theatrical vocabulary in a seven sentence paragraph.	Student artist has formulated an articulate paragraph highlighting the character development by the playwright in the script. He/she/they uses theatrical vocabulary in a 5 -7 sentence paragraph.	Student artist has a complete highlighting the character development by the playwright in the script. He/she/they uses theatrical vocabulary in a minimal five sentence paragraph.	Student artist has not completed highlighting the character development by the playwright in the script. He/she uses/they little to no theatrical vocabulary in less than a minimal five sentence paragraph.
P 3	Student artist has formulated an articulate paragraph highlighting the development of conflict and climax. He/she/they uses rich and varied words and theatrical vocabulary in a seven sentence paragraph.	Student artist has formulated an articulate paragraph highlighting development of conflict and climax. He/she/they uses theatrical vocabulary in a 5 -7 sentence paragraph.	Student artist has a complete highlighting the development of conflict and climax. He/she/they uses theatrical vocabulary in a minimal five sentence paragraph.	Student artist has not completed highlighting development of conflict and climax. He/she/they uses little to no theatrical vocabulary in less than a minimal five sentence paragraph.
P 4	Student artist has formulated an articulate paragraph speaking to how the resolution or end of the play did or did not enhance the work. He/she/they uses rich and varied words and theatrical vocabulary in a seven sentence paragraph.	Student artist has formulated an articulate paragraph speaking to how the resolution or end of the play did or did not enhance the work. He/she/they uses theatrical vocabulary in a 5 -7 sentence paragraph.	Student artist has a complete speaking to how the resolution or end of the play did or did not enhance the work. He/she/they uses theatrical vocabulary in a minimal five sentence paragraph.	Student artist has not completed speaking to how the resolution or end of the play did or did not enhance the work. He/she/they uses little to no theatrical vocabulary in less than a minimal five sentence paragraph.

_____ /100 Total