

# Playwriting

For internal use only



THE INTERNATIONAL THESPIAN  
EXCELLENCE AWARDS

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Plot</b>	<p>All elements of the plot work together seamlessly to build the world of the play.</p> <p>The plot is presented through compelling believable action for the world of the play, supported by clear conflict and transitions between events.</p> <p>Chosen plot structure is intentional and consistently drives the dramatic action pulling the story to its conclusion.</p>	<p>Elements of plot are mostly cohesive, working together to build the world of the play.</p> <p>The plot is presented through believable action for the world of the play, supported by clear conflict and transitions between events.</p> <p>Chosen plot structure is intentional and maintained throughout the play.</p>	<p>Elements of the plot occasionally work together to build the world of the play.</p> <p>The plot is presented through mostly believable action for the world of the play, conflict and transitions are not always clear.</p> <p>Chosen plot structure is inconsistently maintained throughout the play.</p>	<p>Elements of the plot lack cohesion and/or fail to work together to build the world of the play.</p> <p>The plot is muddled by inconsistent action for the world of the play; conflict and transitions are unclear or detract from the whole.</p> <p>Chosen plot structure is unclear and/or inconsistent.</p>	

Comment:

<b>Characterization</b>	<p>Well-developed multi-dimensional characters motivated by a strong and urgent through line, conflict, and obstacles.</p> <p>Characters seem authentic and indispensable to the world of the play.</p> <p>The playwright makes it easy to imagine character inner life and empathize with their dilemmas</p>	<p>Well-developed characters with actions motivated by a clear through line, conflict, and obstacles.</p> <p>Characters are believable.</p> <p>It is possible to empathize with the character dilemmas.</p>	<p>Partially developed characters with somewhat motivated actions connected to the conflict.</p> <p>Characters are mostly believable.</p> <p>There are moments when it is possible to empathize with the character dilemmas. Partially developed characters with somewhat motivated actions connected to the conflict.</p>	<p>Underdeveloped characters with occasionally motivated actions connected to the conflict.</p> <p>Characters seem contrived or unrealistic.</p> <p>There are few moments when it is possible to empathize with the character dilemmas.</p>	
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Comment:

<b>Dialogue</b>	<p>Dialogue consistently reveals subtle character traits and deepens character personalities.</p> <p>Dialogue is authentic and is cohesive throughout the play for each character.</p> <p>Dialogue supports and amplifies the action via word choice and subtext.</p>	<p>Dialogue helps establish character traits and suggest character personalities.</p> <p>Dialogue is believable and consistent throughout the play.</p> <p>Dialogue supports the action and implies subtext.</p>	<p>Dialogue suggests character traits.</p> <p>Dialogue is mostly believable and somewhat consistent throughout the play.</p> <p>Dialogue aligns with the action.</p>	<p>Dialogue occasionally suggests character traits.</p> <p>Dialogue is occasionally believable, however there is little or no consistency.</p> <p>Dialogue does little to support the action.</p>	
<b>Comment:</b>					
<b>Structure</b>	<p>All elements of the play (e.g., action, transitions, setting, characters, conflict) work together seamlessly and concisely to tell the story.</p> <p>Chosen structure is intentional, cohesively used to carry and extend the dramatic action.</p>	<p>Most elements of the play (e.g., action, transitions, setting, characters, conflict) work together to tell the story.</p> <p>Chosen structure is intentional and maintained throughout the play.</p>	<p>Some elements of the play (e.g., action, transitions, setting, characters, conflict) work together to tell the story.</p> <p>Chosen structure is intentional and maintained through most of the play</p>	<p>There is little cohesion; elements of the play (e.g., action, transitions, setting, characters, conflict) fail to work together or may even detract from each other.</p> <p>Chosen structure is unclear.</p>	
<b>Comment:</b>					
<b>Originality</b>	<p>Playwright's vision is clear, intentional, and cohesive to carry and present an innovative original work.</p> <p>Playwright constructs meaning by combining ideas in unique ways with a clear personal aesthetic and compelling voice..</p>	<p>Playwright's vision is clear, intentional, and maintained to carry and present an original work.</p> <p>Playwright constructs meaning by combining original ideas in with a personal voice.</p>	<p>Playwright's vision is somewhat clear and intentional, and mostly sustained to carry and present an original work.</p> <p>Playwright constructs meaning by combining some original ideas with the familiar for an emerging voice.</p>	<p>Playwright's vision is unclear and there is little cohesion to carry and present an original work.</p> <p>Playwright constructs little meaning and/or ideas lack originality and personal voice.</p>	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 12-11)</small>	<b>3   Excellent</b> <small>(Score of 10-8)</small>	<b>2   Good</b> <small>(Score of 7-5)</small>	<b>1   Fair</b> <small>(Score of 4-3)</small>	<b>TOTAL SCORE</b>
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Judge's name (please print)

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Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

Timing Issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)

Rule Violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_

Other Comments:

This rubric should not be considered an assessment of student learning. However, it can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

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For examples of standards aligned to the Thespys rubrics, see the alignment chart on EdTA's online Learning Center:  
<https://learn.schooltheatre.org/thespy-standards-alignment>

To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

Optional aligned state standards: \_\_\_\_\_

State standards website: \_\_\_\_\_