

<b>Professionalism</b>	<b>Excellent</b>	<b>You're Getting There</b>	<b>Requires Serious Improvement</b>
<b>Attendance</b> <i>See attendance policy in student handbook.</i>			
<b>Punctuality</b> <i>See tardy policy in student handbook.</i>			
<b>Attire</b> <i>Review dress code in the student handbook, or individual teacher's requirements.</i>	Student is always dressed appropriately for class.	Student is dressed appropriately 90% of the time (misses 3 days for core classes, 1 day for electives.)	Student is rarely dressed appropriately (misses more than 6 days for core classes, more than 2 classes for electives.)
<b>Food (Zero Tolerance Policy)</b>	Student never has food or drink, other than water in a bottle.		Student has food or drink, other than water in a bottle.
<b>Cell Phones (Zero Tolerance Policy)</b>	Student's cell phone is always silenced and in student's bag, or turned in to teacher for safe-keeping.		Student's cell phone is not silenced, in bag or turned in to teacher for safe keeping.
<b>Respect</b>	Student is always respectful of teacher, others, the facilities, the rules and the work.	Student is somewhat respectful of teacher, others, the facilities, the rules and the work.	Student is rarely respectful of teacher, others, the facilities, the rules and the work.
<b>Preparation/Readiness</b>	Student is always prepared for class and ready to work. Includes, completion of assignments, memorization and bringing the necessary materials to class.	Student is somewhat prepared for class and ready to work. Includes, completion of assignments, memorization and bringing the necessary materials to class.	Student is rarely prepared for class and ready to work. Includes, completion of assignments, memorization and bringing the necessary materials to class.

<b>Acting</b>	<b>Excellent</b>	<b>You're Getting There</b>	<b>Requires Serious Improvement</b>
<b>Voice</b>			
<i>Breath Support/Projection</i>	Student uses breath support, explores acoustics and resonance, and can be heard.	Student somewhat uses breath support, explores acoustics and resonance, and can be heard.	Student rarely breath support, explores acoustics and resonance, and can be heard.
<i>Diction/Articulation</i>	Student clearly enunciates words, speaks at the appropriate pace, and can be understood.	Student somewhat enunciates words, sometimes speaks too slowly or too quickly, and can be somewhat understood.	Student does not enunciate words, always speaks too quickly or slowly, and can rarely be understood.
<i>Musicality</i>	Student uses rhythm, pitch, volume and tone to convey expression.	Student somewhat uses rhythm, pitch, volume and tone to convey expression.	Student rarely rhythm, pitch, volume and tone to convey expression.
<b>Body</b>			
<i>Posture and Alignment</i>	Student is properly aligned and can adjust posture for character.	Student is somewhat aligned and sometimes adjusts posture for character.	Student is not aligned and rarely adjusts posture for character.
<i>Movement and Gesture</i>	Student is committed to movements and makes strong, appropriate gesture choices.	Student is somewhat committed to movements and sometimes makes strong, appropriate gesture choices.	Student is not committed to movements and rarely makes strong, appropriate gesture choices.
<i>Connection</i>	Student connects body with breath and voice, and achieves fluid, natural movement.	Student somewhat connects the body with breath and voice, and sometimes achieves fluid, natural movement.	Student does not connect the body with breath and voice, and rarely achieves fluid, natural movement.
<i>Dance Technique (for Freshmen, Sophomores and MT Juniors and Seniors)</i>	Student demonstrates proper dance technique in a variety of styles.	Student somewhat demonstrates proper dance techniques in a variety of styles.	Student rarely demonstrates proper dance technique in a variety of styles.
<b>Action</b>			
<i>Intention What your character wants in the scene.</i>	Student has identified an intention and is connected to an intention.	Student has identified an intention and is somewhat connected to an intention.	Student has not identified an intention and is connected to an intention.

<i>Tactics</i> <i>What your character does to get what he/she want</i>	Students responds to partner by using multiple, appropriate tactics.	Students somewhat responds to partner by using limited, appropriate tactics.	Students does not respond to partner and uses very few tactics.
<i>High Stakes</i>	Student is playing high stakes, and believes in the consequences of his/her actions.	Student is somewhat playing high stakes, and somewhat believes in the consequences of his/her actions.	Student is not playing high stakes, and does not believe in the consequences of his/her actions.
<i>Imagination</i>	Student makes bold, creative, unique choices, and creates a reality onstage.	Student somewhat makes bold, creative, unique choices, and somewhat creates a reality onstage.	Student does not make bold, creative, unique choices, and does not create a reality onstage.
<i>Jounrey/Arc</i>	Student understands the arc of their character and demonstrates the change that occurs from the beginning to the end.	Student somewhat understands the arc of their character and somewhat demonstrates the change that occurs from the beginning to the end	Student rarely understands the arc of their character and rarely demonstrates the change that occurs from the beginning to the end
<b>Spirit</b>			
<i>Collaboration</i>	Student works generously with others, and always pulls his/her own weight.	Student works somewhat generously with others, and sometimes pulls his/her own weight.	Student does not work generously with others, and does not pull his/her own weight.
<i>Participation</i>	Student fully participates in class by consistently putting forth his/her best effort.	Student somewhat participates in class by sometimes putting forth his/her best effort.	Student rarely participates in class and rarely puts forth his/her best effort.
<i>Openness</i>	Student is willing to try new things and is receptive to feedback.	Student is somewhat willing to try new things and is somewhat receptive to feedback.	Student is not willing to try new things and is not receptive to feedback.
<i>Passion</i>	Student shows eagerness to learn, enthusiasm for material and a love for theatre.	Student somewhat shows eagerness to learn, enthusiasm for material and a love for theatre.	Student does not show eagerness to learn, enthusiasm for material or a love for theatre.
<i>Gravitas</i>	Student has presence and is natural and comfortable on stage.	Student has some presence and is somewhat natural and comfortable on stage.	Student does not have presence and is not natural or comfortable on stage.

