

**Performing Arts: Performing arts presentations include the categories of music, theatre, and film. The performing arts presentations display artistry and personal expression while demonstrating expertise in mechanics and techniques. The performing arts submissions must include program notes that articulate how their presentation contributes to the discipline.**

Level	0-2 (Not addressed or poor)	3-4 (Beginner)	5-6 (Developing)	7-8 (Competent)	9-10 (Excellent)	Total
<b>Artistry and Expression in Performance/Film</b>	Not addressed or poorly developed	The student expresses limited originality. The student rarely displays good style, interpretation, and stage presence/art direction appropriate to the selected content.	The student expresses some originality. The student sometimes displays good style, interpretation, expression, and stage presence/art direction appropriate to the selected content.	The student expresses originality. The student generally displays good style, interpretation, expression, and stage presence/art direction appropriate to the selected content.	The student expresses innovatively. The student consistently displays good style, interpretation, expression, and stage presence/art direction appropriate to the selected content.	
<b>Technique in Performance/Film</b>	Not addressed or poorly developed	The student rarely applies effective use of technique. The performance/film is hesitant and/or inconsistent.	The student sometimes applies effective use of technique in performance/film. There are occasional hesitations and/or inconsistencies.	The student generally applies effective use of technique in performance/film. The performance is fluid and coherent.	The student consistently applies effective use of technique in performance/film. There is a seamless flow and excellent delivery of the performance or film.	
<b>Research Content in Notes</b>	Not addressed or poorly developed	The student does not appropriately analyze how the literature of the discipline informs their performance/film AND does not articulate how their performance/film contributes to the discipline.	The student does not appropriately analyze how the literature of the discipline informs their performance/film OR does not articulate how their performance/film contributes to the discipline.	The student appropriately analyzes how the literature of the discipline informs their performance/film and articulates how their performance/film contributes to the discipline.	The student appropriately analyzes how the literature of the discipline informs their performance/film and articulates how their performance/film significantly contributes to the discipline.	
<b>Clarity of Notes</b>	Not addressed or poorly developed	The student's notes do not communicate clearly and coherently.	The student's notes are inconsistent in communicating clearly and coherently.	The student's notes adequately communicate clearly and coherently.	The student's notes communicate clearly and coherently with excellence.	
<b>Verbal Delivery and Engagement with the Audience</b>	Did not engage audience during Q & A	Minimal engagement with audience during Q & A	Consistently engaged audience during Q & A	Developed rapport with audience during Q & A	Developed rapport and engaged audience with enthusiasm during Q & A	
<b>Answers to Questions</b>	Unable to address questions	Able to partially address some of the questions	Able to address most of the questions	Answers added to and extended the topics discussed.	Answers showed exceptional insight into the field.	

Comments: