ARIZONI

THEATRE AWARDS OF EXCELLENCE

Adjudicator Scoring Rubrics

DIRECTING

The Director serves as a visionary for the production, usually collaborating with designers, technicians, and performers to achieve a sense of artistic unity. After doing preliminary research and script analysis, the Director makes decisions regarding the interpretation of the text and its staging, and generally has final say regarding casting and design elements. The way a Director uses various aspects of theatre to express the essence or truth of a script is often referred to as the Director's "concept" or "vision". Their decisions can affect the show's overall style, tempo, pace, and mood, among other things.

REMEMBER: These scoring levels are generalized. The production element you are scoring does *not* need to meet every criterion at a given level, it just needs to fit that level best. Please use two decimal places (.00-.99) to determine a more specific score within the level you have chosen.

LEVEL: 9-10 SUPERIOR
(Assign a score between 9.00 and 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-Director's vision is skillfully incorporated into each aspect of the production, creating an overall sense of balance and unity.
-Casting is flawless; actors' performances reflect superb coaching from the director.
-Stage movement/blocking demonstrates variety, creativity and/or ingenuity, while being effective and visually appealing.
-Show flows through transitions seamlessly and effortlessly; pacing is flawless.
-Extensive research into time period, setting, and subject matter are evident through subtle nuances and careful attention to detail.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score between 7.00 and 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-Director's vision or concept is incorporated effectively into most aspects of the production.
-Actors are cast well and their performances reflect excellent coaching from the director.
-Stage movement/blocking is effective and visually appealing.
-Show moves through transitions smoothly; pacing is well-executed.
-Time period, setting, and subject matter are well-researched and accurately portrayed through acting and technical elements.

LEVEL: 5-6 AVERAGE
(Assign a score between 5.00 and 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
-Director's vision or concept for the piece is clear.
-Actors are cast well and deliver effective performances.
-Staging and transitions are smooth, motivated, and functional.
-Pacing is consistent and appropriate to the genre of the show.
-Adequate research into time period, setting, and subject matter is evident.
-Design and technical elements support the style and/or production concept.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score between 3.00 and 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-Director's vision or concept shows some inconsistencies in its execution.
-Casting seems inconsistent; some actors are notably more skilled than others.
-Stage movement/blocking seems awkward or stagnant.
-Transitions between scenes are not smooth; pacing is erratic or inappropriate to the genre of the show.
-Historical inaccuracies are evident, indicating lapses in research into the time period, setting, and subject matter.
-Technical problems occur that could have been avoided with more efficient staging, better-prepared crew, etc.

LEVEL: 1-2 POOR
(Assign a score between 1.00 and 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Director's vision or concept for the piece is unclear.
-Many actors seem miscast or lacking sufficient skills to perform their roles effectively.
-Staging is ineffectual, poorly blocked or unmotivated. Audience has trouble seeing what is going on.
-Pacing is not suited to the genre of the show (too slow for a comedy, too fast for a drama, etc.)
-Time period, setting, and/or subject matter seem poorly researched.
-Design and/or technical elements are inconsistent with the concept or style of the show; may actually detract from the show.

MUSICAL DIRECTION

In musical theatre, the Musical Director is in charge of the overall musical performance, ensuring that the cast knows the music thoroughly, supervising the musical interpretation of the performers and the musicians, and conducting the musical accompaniment. The Musical Director must work closely with the director and the choreographer to ensure that the musical elements of the production work seamlessly together to create an overall feeling of cohesiveness.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-Musical accompaniment is precise, clear, and well-rehearsed, with a full, thrilling sound that complements the vocals.
-Overall, the music enhances the mood, theme, and style of the production, creating a feeling of unity.
-Musical dynamics, tempo, and interpretation of lyrics are skillfully and/or creatively used to further the story line.
-Diction is impeccable and volume levels are well-balanced.
-Singers excel in the vocal range demanded of their roles.
-Performers' acting abilities and vocal skills are evenly matched.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-Musical accompaniment is clear, well-rehearsed, and complements the vocals.
-Overall, the music supports the mood, theme, and style of the production, contributing to a feeling of unity.
-Musical dynamics, tempo, and interpretation of lyrics are used effectively to further the story line.
-Diction is clear and volume levels are well-balanced.
-Singers are especially well-suited for the vocal range of their roles.
-Performers' acting abilities and vocal skills are evenly matched.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
-Musical accompaniment is clear, adequately rehearsed, and supports the vocals.
-Overall, the music is appropriate for the mood, theme, and style of the production.
-Musical dynamics, tempo, and interpretation of lyrics support the story line.
-Diction is clear and volume levels are balanced.
-Singers are cast appropriately for the vocal range of their roles.
-Performers' acting abilities and vocal skills are, for the most part, evenly matched.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-Some mistakes in the music may be noticeable; music may seem under-rehearsed.
-Overall, the music may seem out of sync with the mood, theme, and/or style of the production.
-Musical scenes contain some inconsistencies in dynamics or tempo, with little attention paid to interpretation of lyrics.
-Musical scenes display occasional poor diction or unbalanced volume levels of the vocals or musical accompaniment.
-Some songs may be out of range for the actors' vocal abilities.
-Performers' acting abilities and vocal skills are sometimes unbalanced (i.e. acting ability stronger than singing ability, etc.)

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Frequent problems with music occur. Musical accompaniment sounds haphazard or unrehearsed.
-Music does not support the mood, theme, and/or style of the production.
-An overall lack of dynamics, energy, and skill detracts from the effectiveness of the production.
-Frequent problems occur with diction and/or volume levels of the vocals or musical accompaniment.
-Actors are not able to reach the vocal ranges demanded of the music.
-Performers' acting ability and vocal skills are extremely uneven (i.e. great actor with no singing ability or vice versa).

CHOREOGRAPHY

The Choreographer designs the dancing and other movement that usually takes place during the musical numbers in a production. They are responsible for teaching the dance numbers to the cast and staging the scenes that involve movement to music. The Choreographer works with the director, musical director, and designers to ensure that the movement complements the artistic vision of the production. Factors for the Choreographer to consider include ability levels of the actors, the amount of singing that takes place while dancing, and the set and costume designs. Sometimes non-musicals can include choreography, depending on the movement needs of the production.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)

-Choreography is consistently exciting and visually appealing, adding greatly to the overall impact of the show.
-Choreography is integral to the show, creatively supporting and/or furthering the story line where appropriate.
-Choreography creates a compelling expression of mood for each musical number, highlighting nuances of the musical score.
-Choreography complements the age and ability levels of the performers—especially accentuating their strengths.
-Space, rhythm, levels, energy, etc. are used creatively and dynamically.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)

-Choreography is especially visually appealing in many places.
-Choreography is integral to the show, creatively supporting and/or furthering the story line where appropriate.
-Choreography excels at reflecting the mood of the musical numbers, often expressing nuances in the musical score.
-Choreography complements the age and ability levels of the performers, accentuating their strengths.
-Space, rhythm, levels, energy, etc. are used skillfully.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)

-Choreography adds visual appeal to the production.
-Choreography is integral to the show, and supports and/or furthers the storyline where appropriate.
-Choreography adequately reflects the mood of the musical numbers.
-Choreography is suited to the age and ability levels of the performers.
-Space, rhythm, levels, energy, etc. are used adequately.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)

-Choreography provides little visual appeal to the production.
-Choreography does not adequately support the storyline where appropriate; contains extraneous movement or seems stagnant.
-Mood is not consistently reflected in the musical numbers.
-Choreography is not always geared to the age and/or ability levels of the performers.
-Movement may be overly repetitive or predictable, and does not utilize space, rhythms, levels, etc. consistently.

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Movement is stagnant with little or no visual appeal.
-Choreography does not support the story line where appropriate, perhaps even detracting from it.
-Mood is not reflected in the musical numbers.
-Choreography is extremely unsuited to the age and/or ability levels of the performers.
-Space, rhythm, levels, etc. are utilized poorly or not at all.

SPECIALIZED CHOREOGRAPHY

The Choreographers in this section design the movement that takes place either during the combat sequences, intimate contact and/or physical choreography during a comedy scene. They are responsible for teaching the stage combat/physical comedy/intimacy choreography to the cast and ensuring that the execution of the Choreography is safe for both the actors and the audience. The Choreographers in this category work with the director and designers to ensure that the movement complements the artistic vision of the production. Factors for the Specialized Choreographer to consider include ability levels of the actors, and the set and costume designs.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)

-Choreography is consistently exciting and visually appealing, adding greatly to the overall impact of the show.
-Choreography is integral to the show, creatively supporting and/or furthering the story line where appropriate.
-Choreography creates a compelling expression of mood for each musical number, highlighting nuances of the musical score.
-Choreography complements the age and ability levels of the performers—especially accentuating their strengths.
-Space, rhythm, levels, energy, etc. are used creatively and dynamically.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)

-Choreography is especially visually appealing in many places.
-Choreography is integral to the show, creatively supporting and/or furthering the story line where appropriate.
-Choreography excels at reflecting the mood of the musical numbers, often expressing nuances in the musical score.
-Choreography complements the age and ability levels of the performers, accentuating their strengths.
-Space, rhythm, levels, energy, etc. are used skillfully.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)

-Choreography adds visual appeal to the production.
-Choreography is integral to the show, and supports and/or furthers the storyline where appropriate.
-Choreography adequately reflects the mood of the musical numbers.
-Choreography is suited to the age and ability levels of the performers.
-Space, rhythm, levels, energy, etc. are used adequately.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)

-Choreography provides little visual appeal to the production.
-Choreography does not adequately support the storyline where appropriate; contains extraneous movement or seems stagnant.
-Mood is not consistently reflected in the musical numbers.
-Choreography is not always geared to the age and/or ability levels of the performers.
-Movement may be overly repetitive or predictable, and does not utilize space, rhythms, levels, etc. consistently.

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Movement is stagnant with little or no visual appeal.
-Choreography does not support the story line where appropriate, perhaps even detracting from it.
-Mood is not reflected in the musical numbers.
-Choreography is extremely unsuited to the age and/or ability levels of the performers.
-Space, rhythm, levels, etc. are utilized poorly or not at all.

SCENIC DESIGN

The Scenic Designer is responsible for collaborating with the director and other members of the production team to create a physical environment for the production. Walls, platforms, architecture, color choices, textures, fabrics, historic accuracy (or artistic interpretation) and other scenic elements work together to convey the show's concept. The set should be safe, functional, and should effectively utilize the stage while supporting ease of scene changes. A Scenic Designer considers numerous principles of artistic and architectural design when creating the visual world of the show. **[Note: Sometimes the Scenic Designer is responsible for furniture design, selection, and placement. You may be able to find information in the program or on the ballot that will help you determine whether or not to consider furniture in the Scenic Design category.]**

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)

-Set may contain a high degree of creativity and/or innovation while being safe, practical, and functional.
-Set provides versatility, allowing movement and scene changes to flow seamlessly.
-Set enhances the director's overall vision and/or production concept.
-Set is historically/culturally accurate with careful attention to detail.
-Set presents a clear unity of style, creating a captivating visual picture on stage.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)

-Set may demonstrate degree of creativity and/or innovation in addition to being safe, practical, and functional.
-Scene changes are enabled by the set design and accomplished with ease.
-Set adds to the effectiveness of the staging and/or choreography.
-Set is historically accurate with some noticeable attention to detail.
-Set provides a visual reinforcement of the message/mood of the show.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)

-Set provides the necessary locales and depicts the socio-economic levels of the world of the show.
-Set appears to be sufficiently safe, practical, and functional.
-Scene changes are enabled by the set design.
-Set is historically and/or culturally accurate.
-Set provides a visual reinforcement of the message/mood of the show.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)

-Some locales or time periods are unclear.
-Set does not function smoothly for the needs of the show.
-Some historical inaccuracies are evident.
-Set displays no unified sense of style; appears haphazard or piecemeal

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)

-Set does not sufficiently depict locales or time periods in the show.
-Set interferes with the needs of the show in terms of movement/staging.
-Set contains obvious historical inaccuracies.
-Set detracts from the overall effect/message/mood of the show.

PROPERTIES DESIGN

The Properties Designer is responsible for designing, selecting, purchasing, acquiring and/or building all props needed for a production. Properties are various objects which are used by actors—typically those that are used by hand but not worn. The Properties Designer must work closely with the director and other designers to ensure that the artistic vision is supported by the props. (For example, they should be historically accurate or support the artistic interpretation of the show.) In addition, the Properties Designer must ensure that the props used in a production are safe, functional, and consistent from scene to scene. **[Note: Sometimes the Properties Designer is responsible for furniture design, selection, and placement. You may be able to find information in the program or on the ballot that will help you determine whether or not to consider furniture in the Properties Design category.]**

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LEVEL: 9-10 SUPERIOR
(Assign a score of 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)

-Props are historically accurate, and/or greatly enhance the visual depiction of the time period, genre, or style of performance.
-Props are practical for the actors to use and integral to the action of the show.
-Props add to the effectiveness of staging and enhance the director's vision and/or concept for the production.
-Props may demonstrate a high degree of creativity or ingenuity.
-Use of props is consistent throughout the show (see Level 3-4 below for examples of inconsistency).

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score of 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)

-Props are historically accurate, and/or provide a visual reinforcement of the time period, genre, or style of performance.
-Props are practical for the actors to use and integral to the action of the show.
-Props add to the effectiveness of staging and support the director's vision and/or concept for the production.
-Props may demonstrate some degree of creativity or ingenuity.
-Use of props is consistent throughout the show (see Level 3-4 below for examples of inconsistency).

LEVEL: 5-6 AVERAGE
(Assign a score of 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)

-Props are historically accurate, and/or suit the time period, genre or style of performance.
-Props are practical for the actors to use and integral to the action of the show.
-Necessary props are present and support the director's vision and/or concept for the production.
-Use of props is consistent throughout the show (see Level 3-4 below for examples of inconsistency).

LEVEL: 3-4 BELOW AVERAGE
(Assign a score of 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)

-Props may be historically inaccurate, and/or may not suit the time period, genre, or style of performance.
-Props may be impractical and/or difficult for actors to use.
-Necessary props may be missing, or props may be extraneous to the action of the show.
-Use of props is inconsistent (i.e. real dishes are used in one scene but a telephone is pantomimed in another; one prop is inexplicably inaccurate to the time period while all others fit in, etc.)

LEVEL: 1-2 POOR
(Assign a score of 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)

-Props are glaringly and inexplicably inaccurate to the time period or do not suit the genre or style of performance.
-Props are impractical and burdensome for the actors to use.
-Necessary props are missing.
-Use of props actually detracts from the action of the show or the other design elements.

MEDIA DESIGN

The category of Media Design recognizes design work in a production that utilizes special media. This can include the implementation of projection work, image mapping, and videography. The Media Designer works closely with the director and the other designers to ensure that their design complements the artistic vision of the production. Factors to consider include execution of the design, and implementation of technology in the live performance.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-Element is skillfully rendered and/or executed, perhaps containing a high degree of creativity and/or innovation while being safe, practical, and functional.
-Element is consistently exciting and appealing, adding greatly to the overall impact of the show.
-Element is integral to the show, creatively supporting and/or furthering the story line while enhancing the director's overall vision and/or production concept.
-Element may add historical and/or cultural authenticity to the production design.
-Element functions seamlessly with other production elements and does not hinder the flow of the show.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-Element is rendered and/or executed skillfully.
-Element is especially appealing in many places.
-Element is integral to the show, creatively supporting and/or furthering the story line while enhancing the director's overall vision and/or production concept.
-Element may add historical and/or cultural authenticity to the production design.
-Element functions smoothly with other production elements and does not hinder the flow of the show.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
 -Element is rendered and/or executed adequately for the needs of the production.
-Element adds some degree of appeal to the production.
-Element is integral to the show, and supports and/or furthers the storyline.
-Element may add historical and/or cultural authenticity to the production design.
-Element functions adequately with other production elements and does not hinder the flow of the show.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-Element may not be rendered and/or executed well.
-Element adds little appeal to the production.
-Element does not adequately support or further the storyline
-Element may be in conflict with other elements of the production design.
-Element may seem to hinder the flow of the show.

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Element is poorly rendered and/or executed.
-Element does not support the story line, perhaps even detracting from it.
-Element may be in conflict with the rest of the production design.
-Element may hinder the flow of the show.

ARTISTIC SPECIALIZATION

The category of Artistic Specialization recognizes the designer of a specific element of a production that possesses an unusual design or quality that makes a distinctive mark, impression or addition to the overall aesthetic of the piece. Examples of work that could be nominated in this category may be (but are not limited to): puppet design, shadow puppetry, mask design, magic design, robot design and engineering, circus element/movement, Foley design (live sound effects), dialect coaching.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-Element is skillfully rendered and/or executed, perhaps containing a high degree of creativity and/or innovation while being safe, practical, and functional.
-Element is consistently exciting and appealing, adding greatly to the overall impact of the show.
-Element is integral to the show, creatively supporting and/or furthering the story line while enhancing the director's overall vision and/or production concept.
-Element may add historical and/or cultural authenticity to the production design.
-Element functions seamlessly with other production elements and does not hinder the flow of the show.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-Element is rendered and/or executed skillfully.
-Element is especially appealing in many places.
-Element is integral to the show, creatively supporting and/or furthering the story line while enhancing the director's overall vision and/or production concept.
-Element may add historical and/or cultural authenticity to the production design.
-Element functions smoothly with other production elements and does not hinder the flow of the show.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
 -Element is rendered and/or executed adequately for the needs of the production.
-Element adds some degree of appeal to the production.
-Element is integral to the show, and supports and/or furthers the storyline.
-Element may add historical and/or cultural authenticity to the production design.
-Element functions adequately with other production elements and does not hinder the flow of the show.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-Element may not be rendered and/or executed well.
-Element adds little appeal to the production.
-Element does not adequately support or further the storyline
-Element may be in conflict with other elements of the production design.
-Element may seem to hinder the flow of the show.

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Element is poorly rendered and/or executed.
-Element does not support the story line, perhaps even detracting from it.
-Element may be in conflict with the rest of the production design.
-Element may hinder the flow of the show.

COSTUME DESIGN

The Costume Designer is responsible for planning and coordinating the overall element of costumes for the production. This may involve designing (and often constructing) original ideas from scratch, coordinating and pulling from available stock, and/or shopping for items that fit the designer's vision. The costume designer must work in consultation with the director, the scenic designer, and lighting designer to ensure that all elements of the production complement each other. In addition, the costume designer often collaborates with a makeup and/or hair/wig designer to visually reinforce the time period and/or characterizations. Fabric/color choices, historical accuracy, and ease of movement are all factors to be considered in costume design.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-Costumes provide a great deal of visual appeal and/or may display a high degree of creativity, with careful attention to detail.
-Fabric, styles, and color reflect a unified design concept, greatly enhancing the director's overall vision.
-Costumes are historically/culturally accurate, contributing greatly to the creation of mood.
-Costumes reflect key information, such as time of day/year/weather, socio-economic status and/or characters' occupations.
-Costume changes are designed to be practical and accomplished with ease.
-In a musical, fabric and styles actually highlight the effect of the movement and/or choreography.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-Costumes provide visual appeal and/or may display some creativity, with noticeable attention paid to detail.
-Fabric, styles, and color reflect a unified design concept that supports the director's overall vision.
-Costumes are historically/culturally accurate, helping to establish the mood of the show.
-Costumes reflect key information, such as time of day/year/weather, socio-economic status and/or characters' occupations.
-Costume changes are designed to be practical and accomplished with ease.
-In a musical, fabric and styles are conducive to the movement and/or choreography.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
-Costumes provide an element of visual appeal and contain no noticeable flaws.
-Fabric, styles, and color do not detract from the other design elements in the show.
-Costumes are historically/culturally accurate and consistent with the mood of the show.
-Costumes may reflect additional information such as time of day/year/weather, socio-economic status and/or characters' occupations.
-Costume changes are designed to be practical and accomplished with ease.
-In a musical, fabric and styles do not interfere with the movement and/or choreography.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-Costumes provide little visual appeal and may be inconsistent in quality.
-Fabric, styles, and/or color may conflict with one or more other design elements in the show.
-Costumes may display some historical/cultural inaccuracies; may be inconsistent with the mood of the show.
-Costumes may not adequately reflect info such as time of day/year/weather, socio-economic status and/or characters' occupations.
-Costume changes may be inefficient or impractical.
-In a musical, fabric and styles may not be conducive to movement and/or choreography.

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Costumes are unappealing and/or of poor quality.
-Fabric, styles, and/or color detract from the story or other design elements in the show.
-Costumes display many historical/ cultural inaccuracies; may be in conflict with the mood of the show.
-Costumes do not adequately reflect information such as time of day/year/weather, socio-economic status and/or occupations.
-Costume changes are rough and hinder the flow of the production.
-In a musical, fabric and styles are a hindrance to movement and/or choreography.

HAIR & MAKEUP DESIGN

The Makeup and/or Hair/Wig Designer is responsible for the planning and implementation of the makeup and hairstyles for the production. Makeup and hair design reflect the time period of the show as well as variables like age, health, and socio-economic status of the characters. Makeup design can also involve special effects such as blood, wounds, prosthetics, monsters, animals, and other non-human creatures, and can change or evolve throughout the show. In addition, some theaters place mask design in this category. Makeup designers collaborate with the director and other designers, especially the costume designer, to create a unified look for each character.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-Hair/Makeup provide a high degree of visual appeal and/or may display a noteworthy degree of creativity.
-Hair/Makeup display historical/cultural accuracy, with a great deal of attention paid to detail.
-Hair/Makeup Design enhances the director's overall vision and blends seamlessly with the other design elements.
-Hair/Makeup reflect subtle nuances in characterization, such as personality traits, psychological aspects, or emotional states.
-Hair/Makeup convey key information such as age, health, socio-economic status, and occupation of the characters.
-Hair/Makeup create a unified look for the actors, contributing to character portrayal, especially for period shows or special effects.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-Hair/Makeup provide visual appeal and/or may display some degree of creativity.
-Hair/Makeup display historical/cultural accuracy, with some attention paid to detail.
-Hair/Makeup Design supports the director's overall vision and complements the other design elements.
-Hair/Makeup reflect some nuances in characterization, such as personality traits, psychological aspects, or emotional states.
-Hair/Makeup convey key information such as age, health, socio-economic status, and occupation of the characters.
-Hair/Makeup create a unified look for the actors, contributing to character portrayal, especially for period shows or special effects.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
-Hair/Makeup provide an adequate visual representation of the characters in the show.
-Hair/Makeup display historical/cultural accuracy.
-Hair/Makeup Design is consistent with the director's overall vision and does not detract from the other design elements.
-Hair/Makeup convey enough information, such as age, health, and socio-economic status.
-Hair/Makeup Design creates a unified look for the actors.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-Hair/Makeup provide little visual appeal with inconsistencies in quality.
-Hair/Makeup may display some historical/cultural inconsistencies.
-Hair/Makeup Design may be inconsistent with the director's overall vision and/or conflict with other design elements in the show.
-Hair/Makeup are inappropriate to the age/gender of some of the characters.
-Hair/Makeup may not convey necessary information such as age, health, and socio-economic status.
-Hair/Makeup Design may be fragmented and lacking conceptual unity.

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Hair/Makeup are visually unattractive; displaying poor quality and/or execution.
-Hair/Makeup contain many historical/cultural inaccuracies.
-Hair/Makeup Design does not support the director's overall vision and detracts from other design elements in the show.
-Hair/Makeup do not convey necessary information such as age, health, and socio-economic status.
-Hair/Makeup Design displays an overall lack of unity.

LIGHTING DESIGN

The Lighting Designer is responsible for creating an overall look for the show that reinforces the director's vision and complements the other elements of the production, such as the set, costumes, makeup, sound design, movement and choreography. Using various instruments, lighting designers utilize color, intensity, direction, and focus to visually communicate the mood and the feeling of each scene and transition, while allowing the audience to see the action. Sometimes multimedia design is included in this category. (Check the program to see if there is information indicating this.)

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-Lighting greatly enhances the mood, atmosphere, and psychological effect of the show.
-Special effects (when applicable) are used skillfully to enhance the production.
-Lighting skillfully allows for appropriate visibility while maintaining selective focus, and/or may contain a high degree of creativity.
-Lighting consistently and accurately reflects the locations and time of day/year/weather throughout the show.
-Lighting Design enhances the director's overall vision or concept for the production.
-Lighting Design complements the other design elements in the show, allowing for safety and fluidity of scene changes.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-Lighting contributes to the mood, atmosphere, and psychological effect of the show.
-Special effects (when applicable) are effective and enhance the production.
-Lighting allows for appropriate visibility while maintaining selective focus, and/or may contain some degree of creativity.
-Lighting consistently and accurately reflects the locations and time of day/year/weather throughout the show.
-Lighting Design supports the director's overall vision or concept for the production.
-Lighting Design works well with the other design elements in the show, allowing for safety and fluidity of scene changes.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
-Lighting adequately creates the appropriate mood, atmosphere, and psychological effect for the show.
-Special effects (when applicable) are adequate to support the needs of the production.
-Lighting allows for appropriate visibility while maintaining selective focus.
-Lighting adequately reflects the locations and time of day/year/weather throughout the show.
-Lighting Design supports the director's overall vision or concept for the production.
-Lighting Design does not detract from the other design elements in the show, and allows for safety and fluidity of scene changes.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-Inconsistencies in lighting hinder the creation of mood, atmosphere, or psychological effect of the show.
-Special effects (when applicable) are inadequately executed.
-Lighting establishes inappropriate focus or limits the visibility of the action on stage.
-Some locations or times of day/year/ weather are inaccurately portrayed.
-Lighting Design may not support the director's overall vision or concept for the production.
-Lighting Design may not work well with other design elements; displays a lack of attention to safety and fluidity of scene changes.

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Lighting does not create the mood, atmosphere, or psychological effect of the show.
-Special effects (when applicable) are poorly executed.
-Lighting creates a lack of focus or no visibility of the action on stage.
-Lighting does not represent the locations or the times of day/year/ weather.
-Lighting Design does not support the director's overall vision or concept for the production.
-Lighting Design detracts from other design elements, presenting safety challenges and inhibiting fluidity of scene changes.

SOUND DESIGN

The Sound Designer works with the director and possibly the composer to decide what sound elements will be used to create the setting and the mood of each scene in the show. The Sound Designer then obtains the music and sound effect choices, mixes various audio elements, sets volume levels, and identifies the placement of each sound cue. The Sound Designer might also choose or compose specific music for the show, although the final choice typically lies with the director, who may want anything from scene change music to ambient music or sounds under every scene.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-Sound Design greatly enhances the mood, atmosphere, and psychological effect of the show.
-Sound cues are placed effectively and creatively throughout the show, from preshow to curtain call.
-Sound Design enhances the director's overall vision or concept for the production.
-Sound Design displays historical/cultural accuracy; may reflect extensive research and/or a high degree of creativity.
-Volume levels are well-balanced throughout the space and the performance.
-Sound appears to emanate from the exact direction/location/source to support the onstage action.
-Sound Design complements the other design elements in the show.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-Sound Design creates the appropriate mood, atmosphere, and psychological effect of the show.
-Sound cues are placed effectively throughout the show.
-Sound Design supports the director's overall vision or concept for the production.
-Sound Design displays historical/cultural accuracy, may reflect research and/or creativity to support the artistic interpretation.
-Volume levels are well-balanced throughout the space and the performance.
-Sound may emanate from the appropriate direction/location/source to support the onstage action.
-Sound Design works well with the other design elements in the show.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
-Sound elements are adequate for the needs of the show.
-Sound cues are placed appropriately throughout the show.
-Sound Design supports the director's overall vision or concept for the production.
-Sound Design reflects historical/cultural accuracy or supports the artistic interpretation.
-Volume levels are balanced throughout the space and the performance.
-Sound Design does not detract from the other design elements in the show.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-Inconsistencies are evident in the overall effectiveness of the various sound elements.
-Sound cues may not be well-placed throughout the show.
-Sound Design may not support the director's vision or concept for the production.
-Sound Design may contain historical/cultural inaccuracies or may be inconsistent with the artistic interpretation.
-Volume levels may be inconsistent throughout the space or the performance.
-Sound Design may not work well with other design elements.

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-Sound elements are not effective in conveying the theme, mood, or atmosphere of the show.
-Sound cues are not effectively placed throughout the show.
-Sound Design does not support the director's overall vision or concept for the production.
-Sound is historically or culturally inaccurate, poorly researched, or does not support the artistic interpretation.
-Volume levels are inexplicably too loud or soft to be effective.
-Sound Design detracts from the other elements in the show.

ORIGINAL SCRIPT

An original script is a new play written or adapted for the stage by a playwright. Elements that contribute to a quality script include a strong structure or framework for telling the story, a clear plot with a beginning, middle, and end, characters that are all well-developed and integral to the story, and dialogue that is believable, concise, and interesting. The best new scripts generally have something unique, new, or innovative to offer, speaking to today's audiences in a compelling manner. Skilled playwrights will use all the elements of the theatre to create the world of the play in an imaginative way, stirring the audience's emotions to reveal the underlying themes and messages in the play. Remember to evaluate the script itself separately from the acting and technical elements of the production. Concentrate on the message of the playwright as well as the content of the story and how well it is structured and revealed.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-The structure/framework of the play is clear and concise, creating a cohesive, unified story.
-Plot is compelling and stimulates interest in what will happen next.
-Main characters are well-developed; all characters are integral to the story.
-Dialogue and/or language are used effectively and/or creatively.
-The script may employ innovative forms and/or storytelling techniques.
-The script may be especially timely and/or relevant to today's audiences.
-The script excels at creating the world of the play with imagination and attention to detail.
-The script contributes a unique and/or noteworthy piece of literature to the theatrical community.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-The structure/framework of the play is clear and creates a cohesive, unified story.
-Plot stimulates interest in what will happen next, and most of the characters are well-developed and integral to the story.
-Dialogue and/or language are used effectively and/or creatively.
-The script may employ innovative forms and/or storytelling techniques.
-The script may be especially timely and/or relevant to today's audiences.
-The script successfully creates the world of the play with some imagination and attention to detail.
-The script may contribute a somewhat noteworthy piece of literature to the theatrical community.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
-The structure/framework of the play is clear and creates a cohesive story.
-The plot contains a beginning, middle, and end, and dialogue and/or language are used adequately.
-Most of the characters are well-developed and integral to the story.
-The script may be timely and/or relevant to today's audiences.
-The script contains enough detail to create the world of the play.
-The script is adequate for its purpose, without being particularly innovative.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-The structure/framework of the play may be unclear and/or the story may feel disjointed at times.
-The plot does not seem to be fully realized, and dialogue and/or language are not used effectively.
-Some characters are underdeveloped and/or unnecessary to the story.
-The script feels outdated and/or irrelevant to today's audiences, and does not adequately create the world of the play.

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-The structure/framework of the play is unclear and/or confusing, making the script feel disjointed and uninspired.
-The plot and characters are incomplete and/or not fully developed, and dialogue and/or language are poorly used.
-The script does little to create the world of the play.

ORIGINAL MUSIC COMPOSITION

Original Music Composition refers to music that was written for this particular show. Listen for memorable melodies, rich supportive harmonies, well-developed form, and smooth transitions. The music should suit the mood of the scene and support the dramatic action. Please note that in this category, you are *not* evaluating the performance of the music, the musical direction, or any of the technical aspects (such as microphone usage). You are to focus on the composition of the music itself.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-Musical score contributes significantly to the overall feel/mood of the play, reinforcing the play's emotional core extremely well
-All songs/pieces of music serve a clear dramatic purpose, establishing the setting/mood, developing character, or advancing the plot.
-All elements of the music (melody, harmonies, dynamics, etc.) work together to create a cohesive, unified, and meaningful score.
-Songs and/or music are effectively placed at key moments throughout the play.
-Score may display unusual or imaginative musical ideas, a high degree of creativity, attention to detail, risk-taking, and/or ingenuity.
-Lyrics are used skillfully to create comedic moments, express heightened emotion, or clarify a message.
-The lyrical rhyme schemes and metric layout seamlessly match the style of the show's overall language.
-Tempo/rhythm create desired mood throughout play, allowing for smooth transitions between songs or between music and dialogue.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-The musical score contributes to the overall feel and mood of the play, and its strengths outweigh its few weaknesses.
-Most of the songs/pieces of music serve a clear dramatic purpose, such as establishing mood, developing character, or advancing plot.
-In general, the elements of the music (melody, harmonies, dynamics, etc.) work well together to create a cohesive, unified score.
-Songs and/or music are effectively placed at key moments throughout the play.
-Music may display some degree of creativity, attention to detail, risk-taking, and/or ingenuity.
-Lyrics are used to create comedic moments, express heightened emotion, or clarify a message.
-The lyrical rhyme schemes and metric layout match the style of the show's overall language.
-Tempo/rhythm create desired mood throughout play, allowing for smooth transitions between songs or between music and dialogue.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
-The musical score accomplishes what it sets out to achieve, with enough strengths to outweigh its weaknesses.
-Most of the songs/pieces of music serve a clear dramatic purpose, such as establishing mood, developing character, or advancing plot.
-Most of the elements of the music (melody, harmonies, dynamics, etc.) work together adequately to create a cohesive score, without being particularly innovative.
-Lyrics adequately create comedic moments, express heightened emotion, or clarify a message.
-The lyrical rhyme schemes and metric layout generally match the style of the show's overall language.
-Tempo and rhythms are appropriate to the play and allow for smooth transitions between songs or between music and dialogue.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-The musical score falls somewhat short of what it is trying to achieve, displaying more weaknesses than strengths.
-Some of the music may not have a clear dramatic purpose, such as establishing mood, developing character, or advancing plot.
-Some elements of this music (melody, harmonies, dynamics, etc.) are not adequately realized, creating a lack of cohesiveness/unity.
-Some lyrics have sense of being forced or create moments that might distract from the flow of the song
-Some tempos/rhythms may not be appropriate to the dramatic action; some transitions between music and dialogue may feel choppy.
-Musical ideas may feel familiar or clichéd. No variety or exploration of musical elements (melody, harmonies, dynamics, etc.).

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-It is unclear what this musical score is trying to achieve, and there are few, if any, strong points.
-The majority of the music has no clear dramatic purpose, such as establishing mood, developing character, or advancing plot.
-Most of the lyrics seem forced; they distract from the flow of the song and might seem confusing
-The lyrical rhyme schemes and metric layout generally match the style of the show's overall language
-Tempo and rhythms feel disjointed; transitions between songs or between music and dialogue feels choppy.
-Musical ideas display no variety or exploration of musical elements (melody, harmonies, dynamics, tempo, etc.).

ACTING

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00-10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)

-Actor delivers an honest, believable, compelling performance with an engaging stage presence.
-Actor develops complex, meaningful relationships with the other characters and does not pull focus or "mug" unnecessarily.
-Actor creates a multi-dimensional character through movement, body language, and physical nuances.
-Actor creates a multi-dimensional character through vocal variety and inflection.
-Actor expertly embodies the style of acting chosen for the production (period style, melodrama, absurdism, etc.)
-In a musical, all three abilities (if applicable)—acting, singing, and dancing—are superior.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00-8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)

-Actor delivers an honest, believable performance with a strong stage presence.
-Actor interacts naturally and meaningfully with the other characters and does not pull focus or "mug" unnecessarily.
-Actor effectively utilizes movement, body language, and physical nuances beyond basic blocking.
-Actor effectively incorporates vocal variety and inflection beyond basic diction and volume.
-Actor skillfully embodies the style of acting chosen for the production (period style, melodrama, absurdism, etc.)
-In a musical, all three abilities (if applicable)—acting, singing, and dancing—are strong.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00-6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)

-Actor's performance is believable, but not particularly memorable or interesting.
-Actor interacts believably and naturally with other characters in the show.
-Actor's movement and body language are appropriate to the character.
-Actor's volume and diction are adequate to be heard and understood.
-Actor comfortably embodies the style of acting chosen for the production (period style, melodrama, absurdism, etc.)
-In a musical, the actor exhibits singing and/or dancing ability appropriate to the role, the musical direction, and the choreography.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00-4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)

-Actor's performance seems mechanical, under-rehearsed, overacted, or stereotyped.
-Actor's interaction with other characters seems staged or awkward at times, or actor may pull focus by "mugging" for the audience.
-Actor's movement and/or body language may be underdeveloped.
-Actor may have occasional problems with volume and/or diction.
-Actor awkwardly attempts to embody the style of acting chosen for the production (period style, melodrama, absurdism, etc.)
-In a musical, the actor's singing and/or dancing abilities may be uneven.

LEVEL: 1-2 POOR
(Assign a score from 1.00-2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)

-Actor breaks character or becomes visibly distracted. Lines may be noticeably forgotten or flubbed.
-Actor's interaction with other characters may seem forced, or the actor may pull focus by "mugging" for the audience.
-Actor's movement and/or body language seems unnatural.
-Actor's volume and diction are poor.
-Actor does not embody the style of acting chosen for the production (period style, melodrama, absurdism, etc.)
-In a musical, the actor's singing and/or dancing may be less than adequate for the role's demands.

OVERALL PRODUCTION

This is your opportunity to evaluate the overall effectiveness of the performance. Remember that a production can be greater than the sum of its parts, and there may be elements that contribute to your experience that were not up for adjudication on the ballot. If you scored most of the elements of a production very highly, with only one or two weak areas, your Overall Production score might reflect the general high quality of the production. Conversely, if one element excels while other areas of the production are generally weaker, your Overall Production score might reflect a lower general opinion of the production as a whole.

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LEVEL: 9-10 SUPERIOR
(Assign a score from 9.00 – 10.00, using the following descriptors as guidelines. A score of 9.50 would be exactly in the middle.)
-The production excels at what it sets out to achieve, and every element (acting, design, technical, etc.) is highly commendable.
-All the production elements work together effectively to create a cohesive, unified performance.
-The production displays a high degree of creativity, attention to detail, risk-taking, and/or ingenuity.
-The production contributes a significant, unique and noteworthy piece of theatre to our theatrical community.
-The style of performance complements the genre of the show, even if it is a departure from traditional staging.
-The production makes excellent use of its resources, whether vast or limited.

LEVEL: 7-8 ABOVE AVERAGE
(Assign a score from 7.00 – 8.99, using the following descriptors as guidelines. A score of 8.00 would be exactly in the middle.)
-The production reaches what it sets out to achieve, and its strengths outweigh its few weaknesses.
-Most of the production elements (acting, design, technical, etc.) work well together to create a cohesive, unified performance.
-The production displays some degree of creativity, attention to detail, risk-taking, and/or ingenuity.
-The production features several unique and/or creative characteristics, setting it apart from the average production.
-The style of performance generally works well for the genre of the show, even if it is a departure from traditional staging.
-The production makes good use of its resources, whether vast or limited.

LEVEL: 5-6 AVERAGE
(Assign a score from 5.00 – 6.99, using the following descriptors as guidelines. A score of 6.00 would be exactly in the middle.)
-The production reaches what it sets out to achieve, with enough strengths to outweigh its weaknesses.
-The production elements (acting, design, technical, etc.) work together adequately to create a cohesive performance.
-The production adequately fulfills the requirements of the script in terms of acting, design, and technical elements.
-The style of performance works for the genre of the show, even if it is a departure from traditional staging.
-The production makes adequate use of its resources, without being particularly innovative.

LEVEL: 3-4 BELOW AVERAGE
(Assign a score from 3.00 – 4.99, using the following descriptors as guidelines. A score of 4.00 would be exactly in the middle.)
-This production falls somewhat short of what it is trying to achieve, displaying more weaknesses than strengths.
-There is a general lack of cohesiveness and unity in this production.
-Some elements of this production (acting, design, technical, etc.) are not adequately realized to meet the needs of the script.
-The style of performance—though promising—is not fully developed and does not carry through the entire show.
-This production could make better use of its resources (i.e. some things unrealistic for this theater's space, cast, etc.)

LEVEL: 1-2 POOR
(Assign a score from 1.00 – 2.99, using the following descriptors as guidelines. A score of 2.00 would be exactly in the middle.)
-It is unclear what this production is trying to achieve, and there are few, if any, strong points.
-This production feels disjointed and/or under-rehearsed.
-Most, if not all, of the production elements (acting, design, technical, etc.) are lacking in quality or development.
-The style of performance seemed to hinder this show, or was underdeveloped and unrealized.
-This production did not make appropriate use of its resources (i.e. set too large for a small space; choreography too difficult for the performers, etc.)