

# WA THESPIANS STATE FESTIVAL MAINSTAGE PROGRAM

## Scoring and Honors:

- Two adjudicators will complete the attached rubric and provide written feedback. Your final score will be an average of their two scores. At closing ceremonies, performances with total score average falling in the lower end of the Excellent range (11-12) will receive Honorable Mentions, those falling in the higher end of the Excellent range (13-14) will be awarded Excellent trophies, and those with a total score average falling between 15-16 will be awarded Superior. The single performance in the One Act Marathon and each Mainstage Category (Comedy, Dramedy, Drama, or Musical) with the overall highest average score will receive a “Best of Fest” trophy with their name engraved in addition to a small Best of Fest trophy to keep. The engraved Best of Fest trophies are passed between winning schools each year. It is possible for more than one performance to tie and for a school to win “Best of Fest” multiple years in a row.

## Performance Options:

- Mainstage Performances may include teacher-directed, student-directed, full-length plays, a showcase, revue, or already performed musicals. Complete, one-act plays should instead register for the “One Act Marathon” category for adjudication.
- Teachers will select “One Act Marathon” and/or a Mainstage “Comedy”, “Drama”, “Dramedy”, or “Musical” category at registration. You may participate in up to one Mainstage category plus the “One Act Marathon.” In order to provide opportunities for as many schools to perform a Mainstage as possible, we are not allowing schools to bring more than one Mainstage Performance in different categories unless we have extra spots available at the time registration closes.
- Schools may bring multiple performances within the same category (for example, you produced two dramas in rep and would like to bring a shorter selection from both), as long as the total performance time plus setup, transition, and strike fit within the 75 minute time slot. In this case, adjudicators will consider the multiple performances under one rubric score.
- Performances do not need to be from a published work. It is the responsibility of the teacher to secure performance rights OR if the material qualifies for performance under the program rules for Thespy (with the exception of unpublished/original works which are ALLOWED), it qualifies here.
- Musicals that have yet to open should instead register a 10-minute cutting under our Musical WIP (Work-in-Progress) program.

## Slate:

- Performers should rehearse a brief slate that includes school name, show title, playwrights/composers, original performance time (“... originally performed last November”), whether the piece was student directed or teacher/adult directed, and any other context/given circumstances needed to understand the performance—especially if not starting from the beginning. This might include a brief statement about the staging: “Imagine this row of chairs is a revolving bookshelf.”
- You are asked to include a content warning when you register. Please repeat this warning in your slate if applicable.

## Logistics:

- 2027 Mainstage Performance Sessions are 75 minutes, which includes setup and breakdown time. The recommendation is for a 55-65 minute performance (perhaps a full act from your show or a complete show with internal cuts to make time) with 5-10 minutes for set-up and breakdown. Please time your selection including setup and breakdown to ensure it fits within the 75 minute time limit. Any leftover session time may be used for verbal feedback from adjudicators at their discretion.
- If you are submitting your Mainstage Performance to represent Washington at the International Thespian Festival (ITF) as a Chapter Select Performance, your entire performance time must be 50 minutes long PLUS setup and teardown.
- 2026 One Act Marathon selections must be 20-30 minutes total so we can program 2-3 one acts per 75 minute session.
- All mainstage performances will perform on identical stages in a venue of the Convention Center. Please note that the focus of performance is on acting and storytelling rather than production value. Stages are 18' x 32' platforms rising 32" off the floor with escape steps UR and UL and pipe and drape US. Each school will receive access to a nearby storage room for any props, costumes, or other performance pieces. EVERYTHING you bring must be able to fit through a standard interior door. There are no specific dressing rooms available. There is no stage lighting available.
- All venues have built-in speakers with audio jack/phone dongle connectivity. As a backup or if you prefer it, you may bring your own music playing device for any sound cues or backing tracks, including a speaker. DO NOT rely on streaming, download all cues prior to coming and sound check your device!

## Rubrics below:

School: \_\_\_\_\_ Show: \_\_\_\_\_

## WA Thespians Mainstage Rubric: **Drama, Dramedy, Comedy, & One Acts**

**CHARACTERIZATION:** Emotional and physical believability and commitment to character. Choices or tactics towards an objective that create relationships between characters.

| <b>4   Superior</b><br><i>Above Standard</i>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>3   Excellent</b><br><i>At standard</i>                                                                                                                                                                                                                                                                                                                                                   | <b>2   Good</b><br><i>Near Standard</i>                                                                                                                                                                                                                                                                                                              | <b>1   Fair</b><br><i>Aspiring to Standard</i>                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Characters are <b>consistently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective <b>prompt intuitive reactions</b> between characters.</p> <p>Cast concentration and commitment to moment-to-moment choices appear <b>natural</b> and <b>intuitive</b> and are <b>sustained</b> throughout the entire performance. A <b>richly detailed</b> set of character relationships that tell a story.</p> | <p>Characters are <b>frequently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective <b>prompt identifiable reactions</b> between characters.</p> <p>Cast concentration and commitment to moment-to-moment choices are <b>sustained</b> throughout the performance. A <b>believable</b> set of character relationships that tell a story.</p> | <p>Characters are <b>mostly</b> emotionally and physically believable; <b>choices and tactics</b> toward an objective <b>prompt some reactions</b> between characters.</p> <p>Cast concentration and commitment to moment-to-moment choices are <b>mostly sustained</b>. <b>Moments</b> of believable character relationships that tell a story.</p> | <p>Characters are <b>rarely</b> emotionally and physically believable; <b>choices, tactics, objectives and relationships</b> are <b>not evident</b>.</p> <p>Cast concentration and commitment to moment-to-moment choices are <b>limited</b>. Character relationships are rarely believable; discordant relationships and <b>incohesive storytelling</b>.</p> |

Characterization Score: \_\_\_\_\_

Comments:

**MOVEMENT & USE OF SPACE:** Blocking and stage pictures have visual interest and variety. Movement is purposeful and aligns with the story. Gestures and facial expressions communicate character emotions and meanings.

| <b>4   Superior</b><br><i>Above Standard</i>                                                                                                                                                                                                                                                                                                                                                                                    | <b>3   Excellent</b><br><i>At standard</i>                                                                                                                                                                                                                                                                     | <b>2   Good</b><br><i>Near Standard</i>                                                                                                                                                                                                                                                                      | <b>1   Fair</b><br><i>Aspiring to Standard</i>                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Blocking is <b>innovative, natural, purposeful</b>, and justified by the actors.</p> <p>Gestures and facial expressions appear <b>natural and intuitive</b>, rooted in character motivations, and are <b>sustained</b> throughout the performance.</p> <p>Blocking, stage pictures, and actor movements are <b>dynamic and precise</b>, and work together to <b>cohesively enhance</b> the story and action of the play.</p> | <p>Blocking is <b>interesting, natural, and purposeful</b>.</p> <p>Gestures and facial expressions <b>frequently communicate</b> appropriate character emotions and their meanings.</p> <p>Blocking, stage pictures, and actor movements <b>work together</b> to support the story and action of the play.</p> | <p>Blocking is <b>mostly</b> interesting and purposeful. Some unbelievable moments.</p> <p>Gestures and facial expressions <b>mostly communicate</b> appropriate character emotions and their meanings.</p> <p>Blocking, stage pictures, and actor movements <b>mostly</b> support the story and action.</p> | <p>Blocking is <b>unnatural, unspecific, and/or unbelievable</b>.</p> <p>Gestures and facial expressions are <b>limited and rarely communicate</b> suitable character emotions.</p> <p>Blocking and stage pictures are static and <b>seem misaligned</b> with the story.</p> |

Movement/Blocking/Dance Score: \_\_\_\_\_

Comments:

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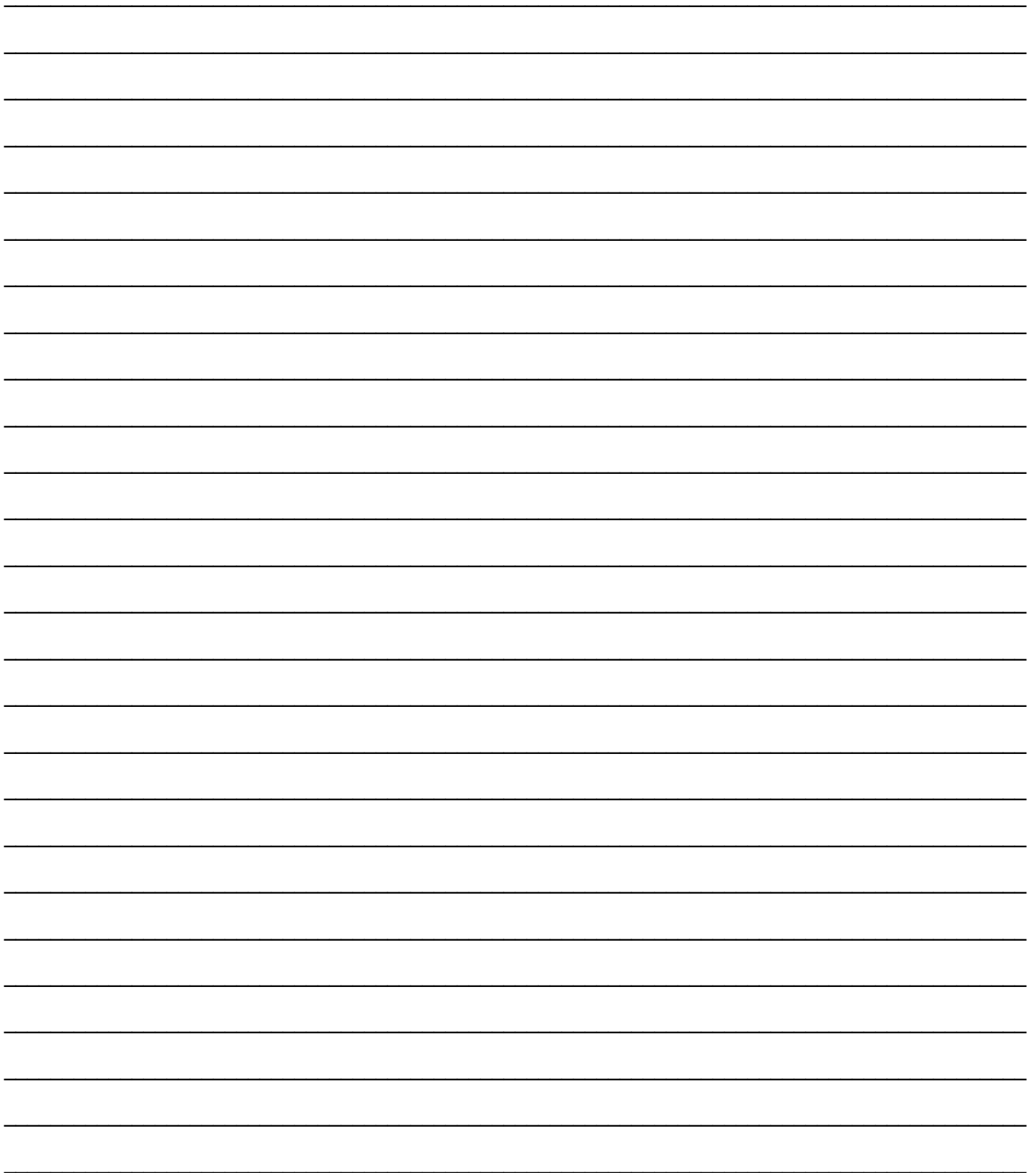
| VOCAL TECHNIQUE: Vocal techniques reflect the character's emotions and subtext.                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                      |
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| 4   Superior<br><i>Above Standard</i>                                                                                                                                                                                                                                                                                                                               | 3   Excellent<br><i>At standard</i>                                                                                                                                                                                                                                             | 2   Good<br><i>Near Standard</i>                                                                                                                                                                                                                                                     | 1   Fair<br><i>Aspiring to Standard</i>                                                                                                                                                                                              |
| Voice is <b>natural</b> and <b>enhances</b> <b>characterization</b> . All lines are <b>clearly articulated</b> . Dialogue delivery <b>enhances</b> the mood, theme or action of the piece.<br><br>Use of pitch, tempo, tone, and inflection communicate the character's <b>emotions</b> and <b>subtext</b> to <b>enhance</b> and <b>clarify</b> action of the play. | Voice is <b>grounded in</b> <b>characterization</b> . All lines are <b>clearly articulated</b> . Dialogue <b>complements</b> the mood and theme of the piece.<br><br>Use of pitch, tempo, tone, and inflection communicate the character's <b>emotions</b> and <b>subtext</b> . | Voice is <b>mostly</b> grounded in characterization. <b>Most lines are clearly articulated</b> , though there are some moments that are difficult to understand.<br><br>Use of pitch, tempo, tone, and inflection <b>sometimes communicate</b> the character's emotions and subtext. | Voice does not match characterization. Lines are <b>frequently</b> hard to hear or <b>difficult to understand</b> .<br><br>Use of pitch, tempo, tone, and inflection <b>rarely communicate</b> the character's emotions and subtext. |
| Vocal Technique Score: ____                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                      |
| Comments:                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                      |

| EXECUTION: Cohesive choices that integrate all aspects to create engaging, compelling storytelling.                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4   Superior<br><i>Above Standard</i>                                                                                                                                                                                                                                                                                                                                                  | 3   Excellent<br><i>At standard</i>                                                                                                                                                                                                                | 2   Good<br><i>Near Standard</i>                                                                                                                                                                                                                                   | 1   Fair<br><i>Aspiring to Standard</i>                                                                                                                                                                                                                                                    |
| All aspects work together to present an <b>innovative, cohesive</b> performance. Pace of action unique contributes to dramatic tension.<br><br>Actors <b>integrate</b> voice, body, and emotion to create <b>cohesive</b> and <b>richly detailed</b> character relationships & story, <b>sustained</b> throughout entire performance.<br><br>A <b>masterful</b> sense of storytelling. | All aspects mostly work together to present a <b>clear, engaging</b> performance. Play flows easily.<br><br>Actors use voice, body, and emotion to create a <b>cohesive</b> performance.<br><br>A generally <b>engaging</b> sense of storytelling. | All aspects <b>sometimes</b> work together to support a clear, focused vision. Pacing sometimes rushed or drags.<br><br>Actors have <b>moments</b> of a cohesive performance integrating voice, body, and emotion.<br><br><b>Moments</b> of engaging storytelling. | Actors did not appear to work together to achieve a clear, focused vision; discordant or conflicting choices. Pacing has limited direction.<br><br>Acting choices seem <b>misaligned</b> from the story and other characterization choices.<br><br><b>Limited</b> moments of storytelling. |
| Execution Score: ____                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                            |
| Comments:                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                            |

|                 |                  |            |           |              |
|-----------------|------------------|------------|-----------|--------------|
| Superior: 15-16 | Excellent: 11-14 | Good: 8-10 | Fair: 4-7 | TOTAL SCORE: |
|-----------------|------------------|------------|-----------|--------------|

Adjudicator Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

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School: \_\_\_\_\_ Show: \_\_\_\_\_

## WA Thespians Mainstage Rubric: **Musical**

**CHARACTERIZATION:** Emotional and physical believability and commitment to character. Uses music and lyrics to make choices towards an objective that create relationships between characters.

| 4   Superior<br><i>Above Standard</i>                                                                                                                                                                                                                                                                                                                                                                                                                  | 3   Excellent<br><i>At standard</i>                                                                                                                                                                                                                                                                                                                                                          | 2   Good<br><i>Near Standard</i>                                                                                                                                                                                                                                                                                                                     | 1   Fair<br><i>Aspiring to Standard</i>                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Characters are <b>consistently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective <b>prompt intuitive reactions</b> between characters.</p> <p>Cast concentration and commitment to moment-to-moment choices appear <b>natural</b> and <b>intuitive</b> and are <b>sustained</b> throughout the entire performance. A <b>richly detailed</b> set of character relationships that tell a story.</p> | <p>Characters are <b>frequently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective <b>prompt identifiable reactions</b> between characters.</p> <p>Cast concentration and commitment to moment-to-moment choices are <b>sustained</b> throughout the performance. A <b>believable</b> set of character relationships that tell a story.</p> | <p>Characters are <b>mostly</b> emotionally and physically believable; <b>choices and tactics</b> toward an objective <b>prompt some reactions</b> between characters.</p> <p>Cast concentration and commitment to moment-to-moment choices are <b>mostly sustained</b>. <b>Moments</b> of believable character relationships that tell a story.</p> | <p>Characters are <b>rarely</b> emotionally and physically believable; <b>choices, tactics, objectives and relationships</b> are <b>not evident</b>.</p> <p>Cast concentration and commitment to moment-to-moment choices are <b>limited</b>. Character relationships are rarely believable; discordant relationships and <b>incohesive storytelling</b>.</p> |

Characterization Score: \_\_\_\_\_  
Comments:

**MOVEMENT, DANCE & USE OF SPACE:** Blocking, dance and stage pictures have visual interest and variety. Movement is purposeful and aligns with the story and music. Movement communicates character emotions.

| 4   Superior<br><i>Above Standard</i>                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3   Excellent<br><i>At standard</i>                                                                                                                                                                                                                                                                                                                                                                                                          | 2   Good<br><i>Near Standard</i>                                                                                                                                                                                                                                                                                                                                                                                    | 1   Fair<br><i>Aspiring to Standard</i>                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Blocking and dance is <b>innovative</b> and <b>purposeful</b>. Dance is poised and confident with precise rhythm and pacing with mastery of balance, flexibility, range of motion, body positioning and use of space. <b>Movement illuminates the score</b>.</p> <p>Blocking, dance, stage pictures, and actor movements are <b>dynamic and precise</b>, rooted in character motivation, and work together to <b>cohesively enhance</b> the story and action of the play.</p> | <p>Blocking is <b>interesting, natural, and purposeful</b>. Demonstrates confident movement with appropriate pace and rhythm with competent control of balance, flexibility, range of motion, body positioning and use of space. <b>Movement follows the score</b>.</p> <p>Blocking, dance, stage pictures, and actor movements are rooted in character motivation and <b>work together</b> to support the story and action of the play.</p> | <p>Blocking is <b>mostly</b> interesting and purposeful. Demonstrates some appropriate pace and rhythm with partial control of balance, flexibility, range of motion, body positioning and use of space. Movement <b>mostly</b> follows the score.</p> <p>Blocking, dance, stage pictures, and actor movements are <b>mostly</b> rooted in character motivation and <b>mostly</b> support the story and action.</p> | <p>Blocking is <b>unnatural, unspecific, and/or unbelievable</b>. Infrequently uses appropriate pace and rhythm with limited control of balance, flexibility, range of motion, body positioning and use of space. Movement is <b>misaligned</b> with the score.</p> <p>Blocking, dance, stage pictures and actor movements are static and <b>seem misaligned</b> with the story and character motivations.</p> |

Movement/Blocking/Dance Score: \_\_\_\_\_  
Comments:

**VOCAL TECHNIQUE:** Vocal techniques reflect the character's emotions and subtext.  
Pitch, pace, rhythm, breath support, and control follows the score.

| <b>4   Superior</b><br><i>Above Standard</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>3   Excellent</b><br><i>At standard</i>                                                                                                                                                                                                                                                        | <b>2   Good</b><br><i>Near Standard</i>                                                                                                                                                                                                                                                                  | <b>1   Fair</b><br><i>Aspiring to Standard</i>                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Consistently</b> on pitch, using <b>appropriate</b> articulation and pace, <b>precise</b> rhythm, and varied projection, with <b>skillful phrasing</b> and <b>strong</b> mechanical skills proven by breath support/control, tone, and placement to <b>enhance</b> and <b>clarify</b> action of the play.</p> <p>Voice is <b>natural, clear</b> and <b>enhances characterization</b>. Dialogue delivery <b>enhances</b> the mood, theme, or action of the piece.</p> <p><b>Always</b> follows the score.</p> | <p><b>Frequently</b> on pitch with <b>appropriate</b> articulation, pace, rhythm, projection, breath support and control.</p> <p>Voice is <b>clear</b> and <b>grounded in characterization</b>. Dialogue <b>complements</b> the mood and theme of the piece.</p> <p><b>Follows</b> the score.</p> | <p><b>Infrequently</b> on pitch with <b>inconsistent</b> articulation, pace, rhythm, projection, breath support and control.</p> <p>Voice is <b>mostly</b> clear and grounded in characterization. There are some moments that are difficult to understand.</p> <p><b>Usually</b> follows the score.</p> | <p><b>Rarely</b> on pitch with <b>limited</b> articulation, pace, rhythm, projection, breath support and control.</p> <p>Voice does not match characterization. Lines are <b>frequently</b> hard to hear or <b>difficult to understand</b>.</p> <p><b>Frequently deviates</b> from the score.</p> |
| <p>Vocal Technique Score: _____</p> <p>Comments:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                   |

**EXECUTION:** Cohesive choices that integrate all aspects to create engaging, compelling storytelling.

| <b>4   Superior</b><br><i>Above Standard</i>                                                                                                                                                                                                                                                 | <b>3   Excellent</b><br><i>At standard</i>                                                                                                                                                                                                    | <b>2   Good</b><br><i>Near Standard</i>                                                                                                                                                                                                         | <b>1   Fair</b><br><i>Aspiring to Standard</i>                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All aspects work together to present an <b>innovative, cohesive</b> performance.</p> <p>Actors <b>integrate</b> voice, lyrics, music, body, and emotion to <b>truthfully</b> communicate believable characters and a cohesive story.</p> <p>A <b>masterful</b> sense of storytelling.</p> | <p>All aspects mostly work together to present a <b>clear, engaging</b> performance.</p> <p>Actors use voice, body, music, and emotion to create a <b>cohesive</b> performance.</p> <p>A generally <b>engaging</b> sense of storytelling.</p> | <p>All aspects <b>sometimes</b> work together to support a clear, focused vision..</p> <p>Actors have <b>moments</b> of a cohesive performance integrating voice, body, music, and emotion.</p> <p><b>Moments</b> of engaging storytelling.</p> | <p>Actors did not appear to work together to achieve a clear, focused vision; discordant or conflicting choices.</p> <p>Acting choices seem <b>misaligned</b> from the story, music and other characterization choices.</p> <p><b>Limited</b> moments of storytelling.</p> |
| <p>Execution Score: _____</p> <p>Comments:</p>                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                            |

|                        |                         |                   |                  |                     |
|------------------------|-------------------------|-------------------|------------------|---------------------|
| <b>Superior: 15-16</b> | <b>Excellent: 11-14</b> | <b>Good: 8-10</b> | <b>Fair: 4-7</b> | <b>TOTAL SCORE:</b> |
|------------------------|-------------------------|-------------------|------------------|---------------------|

Adjudicator Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_