Individual Summative Assessment Rubric for Halloween Spooky Scary Ghost Story - Create & Perform
Created by Craig Wrotniak

	Above Standard	At Standard	Approaching Standard	Below Standard
SCRIPTWRITTING -SETTING & CHARACTERS	Student creates a personalized and detailed spooky setting that connects to the senses of sight, sound, smell, taste, etc. It is relatable and relevant for the target audience listening. The story's characters are also personalized to the storyteller and described in great detail. One of the characters is clearly a protagonist/hero figure… while others can be supporting, neutral or an antagonist characters in the story. The antagonist is legitimately spooky and scary. The setting and character descriptions are flawlessly synergized together within the story creating a nuanced performance product.	Student creates a personalized and detailed spooky setting that connects to the senses of sight, sound, smell, taste, etc. It is relatable and relevant for the target audience listening. The story's characters are also personalized to the storyteller and described in great detail. One of the characters is clearly a protagonist/hero figure… while others can be supporting, neutral or an antagonist character in the story. The antagonist is legitimately spooky and scary.	Student struggles to create a personalized and detailed spooky setting that connects to the senses of sight, sound, smell, taste, etc... with inconsistencies riddling it. It is not always relatable and relevant for the target audience listening. The story's characters are only sometimes personalized to the storyteller and are not always described in great detail. Character type roles such as protagonist, supporting, antagonist are not always clear and seem to drift around randomly at times during the story.	Student does not successfully establish a detailed setting or clearly defined characters in their story. It is confusing and difficult to follow.
SCRIPTWRITTING – STORY ARC	Student creates a story that has a clear beginning, middle and ending. A clear rising action with a building of suspense as the conflict heads towards a scary climax, raising the stakes of that conflict along the way, with a conclusion that employs a twist, surprise or cliff-hanger ending. The effective story structure along with superior content that is consistently believable, scary and engaging throughout the piece, creates a nuanced performance product.	Student creates a story that has a clear beginning, middle and ending. A clear rising action with a building of suspense as the conflict heads towards a scary climax, raising the stakes of that conflict along the way, with a conclusion that employs a twist, surprise or cliff-hanger ending.	Student creates a story that has a beginning, middle and ending. Sometimes parts lack clarity and can be confusing at times. They are only moderately effective at creating a clear rising action and building suspense. They struggle at raising the stakes of the conflict along the way, and they do not employ a successful twist, surprise or cliff-hanger ending for their conclusion.	Student creates a story that does not have a clear beginning, middle and ending. No effective rising action is present and there rarely is any suspense built. The boring and contrite conclusion does not have a twist, surprise or cliff-hanger ending.
SCRIPTWRITTING & ACTING – PACING	Student creates an EFFECTIVE PACE consistently throughout their writing and acting delivery of the story. They demonstrate slowing down at times when dramatic suspense needs to be created and moving faster at other times in order to keep the piece from dragging on and becoming boring. Their writing and acting choices are flawlessly integrated together to create a superiorly paced performance.	Student creates an EFFECTIVE PACE consistently throughout their writing and acting delivery of the story. They demonstrate slowing down at times when dramatic suspense needs to be created and moving faster at other times in order to keep the piece from dragging on and becoming boring.	Student creates an EFFECTIVE PACE inconsistently throughout their writing and acting delivery of the story. They do not always demonstrate slowing down at times when dramatic suspense needs to be created and moving faster at other times in order to keep the piece from dragging on and becoming boring.	Student struggles to create an effective pace throughout their writing and acting delivery of the story. They do not demonstrate slowing down when dramatic suspense needs to be created or appropriately moving faster at other times in order to keep the piece from dragging on and becoming boring.

Individual Summative Assessment Rubric for Halloween Spooky Scary Ghost Story - Create & Perform
Created by Craig Wrotniak

ACTING – PHYSICAL POINT OF FOCUS ON SCREEN	Student, by using directed eye contact, demonstrates a strong point of focus that clearly establishes where the people they are speaking to are. This point of perceived interaction may shift during the performance, when appropriate, enhancing the beat structure of the piece… with these additional point of focus areas created being consistently adhered to once established.	Student, by using directed eye contact, demonstrates a strong point of focus that clearly establishes where the people they are speaking to are. This point of focus is consistently followed once established without any lapses in focus or moments lacking a purpose to the point of focus choices made.	Student inconsistently demonstrates a point of focus establishing where the people they are speaking to are. At times the point of focus, where their eyes are looking, drifts or fades away entirely – these lapses and inconsistencies significantly impact the performance.	Student struggles to demonstrate a point of focus. Not establishing where the people they are speaking to are by using their eye contact to focus on a point. This lack of focussed eye focus significantly impacts the performance output.
ACTING – VOCAL TECHNIQUE	Student consistently demonstrates a good execution of well thought out choices manipulating the volume, pitch, pace, and tone of their speaking voice appropriately during different times in the performance. They stress/emphasize key words and use dramatic pauses that consistently enhance the mood and meaning of the piece. They blend and combine the various elements of vocal technique to create a truly nuanced performance piece.	Student consistently demonstrates a good execution of well thought out choices manipulating the volume, pitch, pace, and tone of their speaking voice appropriately during different times in the performance. They stress/emphasize key words and use dramatic pauses that consistently enhance the mood and meaning of the piece.	Student inconsistently demonstrates a good execution of well thought out choices manipulating the volume, pitch, pace, and tone of their speaking voice during different times in the performance. They stress/emphasize some key words, missing others completely while highlighting erroneous words at times. They use dramatic pauses that sometimes enhance the mood and meaning of the piece, while other times seem like random choices that confuse the story and distract from the mood trying to be achieved in the piece.	Student fails to demonstrate a good execution of well thought out choices of manipulating the volume, pitch, pace, and tone of their speaking voice during different times in the performance. They do not stress/emphasize key words and they do not successfully use dramatic pauses to enhance the mood and meaning of the piece.
STAGECRAFT - TECHNICAL ELEMENTS INTEGRATION	Student effectively uses technology and stagecraft tools to create a successful performance that supports the story being told and the mood/atmosphere being created. They specifically integrate all 3 of the following elements effectively in their performance… MOOD LIGHTING – dim/dark with a flashlight shining up from under their chin, a scary/dramatic MUSIC BACKTRACK to set mood, and PROPS supporting the story.	Student effectively uses technology and stagecraft tools to create a successful performance that supports the story being told and the mood/atmosphere being created. They specifically integrate 2 of the following elements effectively in their performance… MOOD LIGHTING – dim/dark with a flashlight shining up from under their chin, a scary/dramatic MUSIC BACKTRACK to set mood, and PROPS supporting the story.	Student effectively uses technology and stagecraft tools to create a successful performance that supports the story being told and the mood/atmosphere being created. They specifically integrate 1 of the following elements effectively in their performance… MOOD LIGHTING – dim/dark with a flashlight shining up from under their chin, a scary/dramatic MUSIC BACKTRACK to set mood, and PROPS supporting the story.	Student struggles to effectively use technology and stagecraft tools to support a successful performance project. Mood and story are not supported by these tools if they are even seriously attempted.