

WORKSHEET- EVALUATOR SHEETS

(PEER, STUDENT-ACTOR'S SELF-EVALUATION, INSTRUCTOR'S PERFORMANCE EVALUATION)

 **WORKSHEET: PEER EVALUATOR SHEETS**

EVALUATOR'S NAME: _____ Assignment Due: _____

Instructions

DO NOT WRITE YOUR NAME ON INDIVIDUAL EVALUATIONS, ONLY ON THIS COVER SHEET.
PUT THIS SHEET ON TOP OF ALL OF YOUR EVALUATIONS AND PAPER CLIP OR RUBBER BAND
THE PILE OF FORMS TOGETHER.

YOU WILL BE GRADED ON THOROUGHNESS AND THOUGHTFULNESS OF YOUR EVALUATIONS.

NUMBER OF STUDENTS DELIVERING MONOLOGUES TODAY IS: _____

(You should have this same number of evaluations in this pile.)

Do not write below this line

YOUR GRADE FOR THIS ASSIGNMENT IS: _____

(The teacher will hand this cover sheet back to you after your grade is recorded.)

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PEER CRITIQUE FORM

STUDENT-ACTOR'S NAME: _____ Date _____

	Poor	Average			Excellent
CHARACTER/OBJECTIVE	1	2	3	4	5
RELATIONSHIPS TO OTHER CHARACTER(S)	1	2	3	4	5
WHERE	1	2	3	4	5
VOICE	1	2	3	4	5
BODY/STAGING	1	2	3	4	5
MEMORIZATION	1	2	3	4	5

SEE BACK OF SHEET FOR EXPLANATIONS OF ABOVE FOOTNOTES. TOTAL POINTS (out of 30 possible): _____

OVERALL RATING (circle one): Poor Below Average Average Above Average Superior

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CHARACTER/OBJECTIVE: emotional-psychological-intellectual content, age, background, goals, obstacles, “inner action,” or “subtext.” Is the character stilted or unbelievable, or natural and believable? Is the objective unclear or clear? Dropped in and out or stayed in character? Playing in the moment? Playing for results?

RELATIONSHIP TO OTHER CHARACTER(S): relationship, interaction, movement of, focus on.

WHERE: established locale, atmosphere, time, covered entrance— first action

VOICE: volume, projection, diction, tempo, variation

BODY/STAGING: gesture, suitability, open/closed, movement, placement of other character(s). Is it random, non-specific, or in character? (Nervous habits)

MEMORIZATION: stage of memorization

OVERALL RATING: Including MONOLOGUE CHOICE (poor, inappropriate, or good), INTANGIBLES such as energy, soul, heart, interest, potential, and OVERALL IMPRESSION and EFFECTIVENESS

 **ASSIGNMENT: STUDENT-ACTOR'S SELF-EVALUATION**

Instructions

At the instruction of the teacher, you will make copies of the STUDENT-ACTOR'S SELF-EVALUATION FORM and evaluate yourself after the final performance of each monologue. This self-evaluation should cover all the performances (all weeks) of your monologue. PRINT or WRITE CLEARLY ALL INFORMATION. DO NOT LEAVE ANY LINES UNANSWERED. Rate your own performance on a scale of 1 to 5, with 5 as excellent and 1 as poor. This will be graded.

YOUR NAME: _____

PLAY TITLE: _____

PLAY'S AUTHOR: _____

YOUR CHARACTER'S NAME: _____

	Poor		Average		Excellent
INTRODUCTION <i>(including entrance & presentation of self)</i>	1	2	3	4	5
GETTING INTO CHARACTER (Preparation beat) <i>(including "The Moment Before")</i>	1	2	3	4	5
YOUR CHARACTER <i>(emotional, psychological, intellectual content, age, background)</i>	1	2	3	4	5
OBJECTIVE <i>(or "intention", "inner action", or "subtext")</i>	1	2	3	4	5
RELATIONSHIPS TO OTHER CHARACTERS <i>(relationship, interaction, movement, focus)</i>	1	2	3	4	5
WHERE <i>(establish locale, atmosphere, time, covered entrance/first action)</i>	1	2	3	4	5
VOICE <i>(volume, projection, diction, tempo, variation)</i>	1	2	3	4	5
BODY <i>(gesture, suitability, open/closed)</i>	1	2	3	4	5
STAGING <i>(movement, props, suitability, placement of other characters)</i>	1	2	3	4	5
MEMORIZATION <i>(stage of memorization)</i>	1	2	3	4	5
CONCLUSION <i>(including presentation of self & exit)</i>	1	2	3	4	5

TOTAL: _____

Name the area on which you thought you did the best: _____

Name the area on which you thought you did the worst (Need to improve, what to work on next):

Overall grade: _____ (The grade you think you deserve for all performances of the monologue.)

MONOLOGUE #: _____ Date: _____

**Keep these forms for reference.
Duplicate as needed for use.**

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(PEER, STUDENT-ACTOR'S SELF-EVALUATION, INSTRUCTOR'S PERFORMANCE EVALUATION)

 **INSTRUCTOR'S PERFORMANCE EVALUATION FORM**

Instructions

This form is an example of the one used by the instructor after your presentations.

STUDENT-ACTOR'S NAME: _____ Date _____

PLAY TITLE: _____ CHARACTER: _____

	Poor	Average	Excellent
PROPER CLOTHING <small>(Including: jackets left on, head or hands covered, piercings, clothes too tight or too baggy, reflects more about "personal style" than character)</small>	1	2	3
INTRODUCTION <small>(including entrance & presentation of self)</small>	1	2	3
GETTING INTO CHARACTER (Preparation beat) <small>(including "The Moment Before")</small>	1	2	3
CHARACTER <small>(emotional, psychological, intellectual content, age, background)</small>	1	2	3
CHARACTER'S OBJECTIVE <small>("intention", "inner action", or "subtext")</small>	1	2	3
RELATIONSHIPS TO OTHER CHARACTER(S) <small>(relationship, interaction, movement of, focus on)</small>	1	2	3
VOICE <small>(projection, articulation, tempo, variation)</small>	1	2	3
BODY/MOVEMENT <small>(gesture, suitability, open/closed, centering, grounding)</small>	1	2	3
WHERE/STAGING (including PERIOD/STYLE, if appropriate) <small>(establish locale, atmosphere, time suitability, placement of other characters covered entrance/first action)</small>	1	2	3
MEMORIZATION <small>(stage of memorization)</small>	1	2	3
CONCENTRATION/FOCUS <small>(nervous habits, random)</small>	1	2	3
CONCLUSION <small>(including presentation of self & exit)</small>	1	2	3
MONOLOGUE CHOICE/FOLLOWS INSTRUCTIONS <small>(language, subject matter- drugs, monologue reflects students character more than "character"</small>	1	2	3
INTANGIBLES <small>(including energy, soul, heart, interesting, potential)</small>	1	2	3
OVERALL IMPRESSION/EFFECTIVENESS <small>(goals, obstacles)</small>	1	2	3

MONOLOGUE LENGTH (TIME): _____ MONOLOGUE TOTAL POINTS: _____
(out of 75)

OVERALL RATING (circle one): Poor Below Average Average Excellent Superior

Comments: (on the reverse side) MONOLOGUE #: _____
Need to improve (what to work on next): _____

These forms should be kept on file in the student's packet

✂ ----- ✂ ----- ✂ ----- (cut line) ----- ✂ ----- ✂ ----- ✂ ----- ✂

EVALUATOR'S NAME: _____

Rate the performance on a scale of 1 to 5 with 5 as excellent and 1 as poor. (If evaluator is a student, the name will be cut off after grading, before distribution to the student-actor.)