



## High School Play Festival Adjudication Form

School Name: \_\_\_\_\_ Play Name: \_\_\_\_\_

Festival Site: \_\_\_\_\_ Production Date and Time: \_\_\_\_\_

Adjudicator Name: \_\_\_\_\_

Adjudicators will circle one rating box in each column.

	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>
<b>Projection and Articulation</b>	All actors can be heard and understood throughout the entire production.	Most actors can be heard and understood throughout the production. Projection and articulation is inconsistent at moments.	Actors can be heard and understood with difficulty. Lack of projection and articulation detracts from production.	Actors' projection and articulation skills are very limited, making it difficult to follow the play.
<i>Comments</i>				
<b>Physicality</b>	All actors consistently display appropriate movements, facial expressions, and gestures to support and enhance the production.	Most actors display appropriate movements, facial expressions, and gestures to support and enhance the production, although this physicality is sometimes inconsistent.	Some actors display appropriate movements, facial expression, and gestures. This limited physicality does not support or enhance production.	Actors display very limited movements, facial expressions and gestures. This lack of physicality detracts from the production.
<i>Comments</i>				
<b>Characterization</b>	All actors display full commitment, vocally and physically, to their characters. They have made clear, specific, and appropriate choices to support their characters.	Most actors display commitment, vocally and physically, to their characters. Most actors have made appropriate choices to support their characters.	Some actors display commitment to their characters. Some actors have made choices to support their character.	Actors display very limited commitment to their characters. Strong character choices are not evident.
<i>Comments</i>				

<b>Purpose and Objective</b>	All actors successfully identify and perform goals, obstacles, and tactics for their characters. They clearly and consistently play appropriate actions to enhance the performance.	Most actors successfully identify and perform goals, obstacles, and tactics for their characters. They play appropriate actions to support the performance.	Some actors identify and perform goals, obstacles, and tactics. They play actions to support the performance.	Few actors identify and perform goals, obstacles, and tactics for their characters.
<i>Comments</i>				
<b>Pacing and Energy</b>	Entire ensemble displays appropriate pacing and energy throughout the performance. Pacing and energy is clearly intentional and enhances the production.	Ensemble displays appropriate pacing and energy throughout most of the performance. Pacing and energy supports the production.	Ensemble displays appropriate pacing and energy during some of the performance. Pacing and energy does not support the production.	Ensemble displays very limited understanding of appropriate pacing and energy, which detracts from the production.
<i>Comments</i>				
<b>Understanding of Text</b>	Clear evidence that the text is well understood and communicated to audience. Utilization of subtext reveals a deeper understanding of character and plot. Context is used to enhance the production.	Evidence that the text is well understood and communicated to audience. Use of subtext reveals some understanding of character and plot. Context supports the production.	While a surface understanding of text is evident, subtext and context are not successfully utilized or communicated to the audience.	Evidence of understanding of text, subtext, and context is lacking.
<i>Comments</i>				
<b>Composition and Blocking</b>	Consistent and engaging use of movement and stage pictures to clarify actions, reveal relationships between characters, and display characters' connections to their environment.	Consistent use of movement and stage pictures clarify actions, reveal relationships between characters, and display characters' connections to their environment throughout most of the production.	Inconsistent use of movement and stage pictures that sometimes clarifies actions, reveals relationships between characters, or display characters' connections to their environments.	Movement or stage pictures do not clarify actions, reveal relationships between characters, or display characters' connections to their environment.
<i>Comments</i>				

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

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

<b>Communication and Focus</b>	All actors and technicians respond very clearly to each other, display strong focus and safe practices throughout the performance, from load-in to load-out.	Most actors and technicians listen and respond to each other, display focus and safe practices throughout the performance, from load-in to load-out.	Some actors and technicians listen and respond to each other, display limited focus or questionably safe practices during the performance or in load-in and load-out.	Actors and technicians do not listen and respond to each other, focus is not evident or processes are unsafe during the performance or in load-in and load-out.
<i>Comments</i>				
<b>Production Design</b>	The production design consistently enhances the performance and supports action.	The production design often enhances the performance and supports action.	The production design sometimes supports the performance and action.	The production design does not support performance and may detract from action.
<i>Comments</i>				

The rating category circled most often determines the overall production rating. If there is a tie between two ratings, the overall rating will be the higher of the two. In the event in a tie between three categories, the middle rating will be the overall rating. Using ratings as a guide, adjudicators will choose one play to receive the Distinguished Play Award and one Honorable Mention. The second Distinguished Play Award will be chosen from "Cast Your Vote," should the site have enough schools participate.

Number of Superior Ratings \_\_\_\_\_

Number of Excellent Ratings \_\_\_\_\_

Number of Good Ratings \_\_\_\_\_

Number of Fair Ratings \_\_\_\_\_

**Overall Rating** \_\_\_\_\_

Additional Comments:

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

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