

**Number:** \_\_\_\_\_

**Audition Date:** \_\_\_\_\_

**Current Grade:** \_\_\_\_\_

**Staff Initials:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

	<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Introduction</b>		Introduced self with proper slate. Uses eye contact.	Introduced self with proper slate. Used no eye contact.	Introduced self and slate after prompting. Little eye contact.	Introduced self and slate after prompting. No eye contact.	No introduction.
<b>Stage Presence</b>		Completely engaged; thoroughly committed to performance.	Shows great potential; occasional lapse in commitment.	Has potential but lacks consistency in commitment.	Shows a lack of comfort; rarely shows understanding of character.	No stage presence to speak of. Must be prompted to respond to auditors.
<b>Believability</b>		Exemplary level of expression and believability. Completely suspends disbelief and engages auditor. No character breaks.	Commendable level of expression and believability. Often suspends disbelief and engages auditor. Slight character breaks.	Appropriate level of expression and believability. Has moments in which auditor is engaged. Few character breaks.	Inconsistent expression and believability. Frequent character breaks. Easily distracted.	Lacks expression believability; Visibly distracted, off task and unfocused.
<b>Expression</b>		Facial expressions and body language fit the theme of the performance and exemplify the performer's effort.	Some effort shown; facial expression and body language contribute to the theme of performance.	Forced facial expressions and body; expressions do not fit theme little enthusiasm.	Few facial expressions and body language with little effort shown.	Expressionless, no enthusiasm, flat.
<b>Vocal Variety</b>		Demonstrates exemplary level of communication. Uses a variety of rate, pitch, tone, and volume.	Demonstrates commendable level of communication. Uses acceptable range of rate, pitch, tone, and volume.	Demonstrates appropriate level of communication. Uses small range of rate, pitch, tone, and volume.	Demonstrates limited level of communication. Uses limited range of rate, pitch, tone, and volume.	Inaudible, monotone. Auditor has to ask performer to repeat or to project voice.
<b>Diction</b>		Always clear with precise ending consonants.	Mostly clear with attempted ending consonants.	Somewhat clear with missing internal and external consonants.	Speech is unclear; recognizable, but mumbled or unclear.	Never clear; unintelligible.
<b>Preparation</b>		Completely memorized, fluent.	Accomplished at memorization, but stumbles.	Some omissions, but completed the audition.	Significant omissions. Stopped and started over.	Not memorized, not prepared; stopped the audition.
<b>Physical Characterization</b>		Character is different from self. Shows age, physical condition, personality and attitudes.	Character is different from self. Shows age, physical condition, personality and attitudes.	Character is different from self. Gestures emphasize key ideas. Shows personality.	Character is slightly different from self. Shows age and physical condition.	Character is not different from self. No character created.
<b>Age Appropriate Material</b>		Perfect selection for age.		Somewhat appropriate.		Inappropriate.
<b>Cold Reading Ability</b>		Completely fluent reading. Reads with expression, excellent interpretation of author's syntax, intent, and subtext. Clearly interprets text.	Reads in large, meaningful phrase groups. Some deviations from text. Preservation of the author's syntax is consistent. Most of the story is read with expressive interpretation.	Reads primarily in three- or four-word phrase groups. Majority of phrasing seems appropriate and preserves syntax. Little or no expressive interpretation is present.	Reads in two-word phrases with some three- or four-word groupings; awkward and unrelated to the context of the sentence.	Reads word by word. Occasional two-word or three-word phrases; does not preserve meaningful syntax.

**Mono/Cold Score:**
**Ensemble Score:**
**Overall Score:**

Student #	<b>Risk-Taking</b>	<b>Imagination</b>	<b>Listening</b>	<b>Takes Direction</b>	<b>Ensemble</b>	<b>Total Points</b>
	3 Completely, without reservation 2 Strives to incorporate risks 1 Seldom takes risks 0 Unwilling to participate	3 Visualizes, enacts, leads in imaginative play 2 Limited imagination; cliché 1 Tries, but has to be prompted 0 Unimaginative	3 Intently listens and responds 2 Often listens and responds 1 Seldom listens, seldom responds 0 Does not listen	3 Responds immediately to adjustment 2 Often responds to adjustment 1 Seldom responds to adjustment 0 Does not take direction	3 Completely engaged; takes the lead 2 Strives to be a part of the group; follower 1 Seldom interacts; has to be encouraged 0 Alienated, separated	
1	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
2	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
3	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
4	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
5	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
6	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
7	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
8	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
9	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
10	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
11	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
12	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
13	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
14	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
15	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
16	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
17	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
18	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
19	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
20	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
21	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
22	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
23	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
24	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	