
Stage Management

In Stage Management, the skills measured are:

- An understanding the stage manager's role and specific responsibilities
- An understanding of the purpose and value of a production book
- The ability to organize stage management ideas, products, and choices that support a realized or theoretical production.

Only one entrant may be involved in the presentation. No collaborations are permitted. The entrant's presentation may be from a theoretical or realized production

The entrant must prepare and present:

- Written responses to several questions about their process within the application.
- Up to an 8-minute video presentation summarizing the work with connections to concept, collaboration, and design decision-making. The entrants should:
 - Approach the process as if interviewing for a college stage management program or a job.
 - Discuss a realized or theoretical production either in their middle or high school program or a community or professional theatre.
 - Articulate the role of the stage manager/stage management process in the focused production.
 - Address the collaborative process with cast, crew, director, and production team.
 - Effectively communicate an understanding of the stage manager's role as it relates to the focused production.
 - Show personality and style.
 - Exhibit consistency, clarity, and organization.
- A digital "production book" (containing components of the stage management promptbook and paperwork used to perform responsibilities) should include but is not limited to:
 - Prompt script with blocking and all technical cues, such as lights, sound, deck, etc. This may be broken into two scripts.
 - Examples of contact sheet, cast list, rehearsal schedule, props list, sound and lighting cue sheets
 - A written statement of the director's artistic concept of the production that includes a discussion of the theme and how the theme was executed
- Entrants must wear all black. **Clothing and shoes must be all black.** Any visible color, including white, will result in a disqualification.
- Failure to follow any of the guidelines in this document will result in a disqualification.

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Student(s):

School:

Selection:

Troupe:

SKILLS	4 Superior Above standard	3 Excellent At standard	2 Good Near standard	1 Fair Aspiring to standard	SCORE
Job Understanding Demonstrates understanding of the stage manager's role and specific job responsibilities.	Demonstrates a comprehensive understanding of the stage manager's role and specific job responsibilities.	Demonstrates an understanding of the stage manager's role and specific job responsibilities.	Demonstrates a partial understanding of the stage manager's role and specific job responsibilities.	Demonstrates little understanding of stage manager's role and specific job responsibilities.	
Comment:					
Interview Presentation/explanation of director's concept, collaborative process, and production book	Thoroughly presents and explains the director's concept, collaborative process, and production book.	Adequately presents and explains the director's concept, collaborative process, and production book.	Inconsistently presents and explains the director's concept, collaborative process, and/or production book.	Does not explain the director's concept, collaborative process or production book.	
Comment:					
Production book Written document that includes a prompt script, contact sheet, cast list, rehearsal schedule, and blocking/technical cue sheets.	Presents and explains a production book that demonstrates consistent and clear planning ; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are accurate, comprehensive, and well organized .	Presents and explains a production book that demonstrates clear planning ; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are well organized, with few omissions or errors .	Presents and explains a production book that demonstrates some planning ; elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets may or may not be included, and/or feature several errors .	Presents a production book that demonstrates marginal planning ; elements such as prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets frequently missing and/or feature many errors .	
Comment:					
Execution: Interview and production book present evidence of ideas, products, and choices that support collaboration and the realized production.	Interview/production book present comprehensive evidence of ideas, products, and choices that support collaboration and the realized production with demonstrated self-reflection .	Interview and production book present adequate evidence of ideas, products, and choices that support collaboration and the realized production.	Interview and production book present inconsistent evidence of ideas, products, and choices that support collaboration and the realized production.	Interview and production book present little evidence of ideas, products, and choices that support collaboration or the realized production.	
Comment:					

RATING <small>(Please circle)</small>	4 Superior <small>(Score of 16-14)</small>	3 Excellent <small>(Score of 13-10)</small>	2 Good <small>(Score of 9-6)</small>	1 Fair <small>(Score of 5-4)</small>	TOTAL SCORE
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Judge's name (please print)

Judge's signature

Please add Tabulation Room remarks and additional comments on the back.

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: (_____ mm _____ ss)
- Rule violation: _____ ; _____ ; _____
- Other comments:

This rubric should not be considered an assessment of student learning. However, it can serve as a model for designing curriculum- based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.1.a, TH:Cr3.1.1.b, TH:Pr4.1.1.a, H:Pr6.1.1.a

To access the full descriptions of the above and all the Core Theatre Standards go to:

www.nationalartsstandards.org For additional standards resources visit:

www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: _____

State standards website: _____