

## Monologue Rubric (20 points)

Criteria	4	3	2	1
Vocal Quality	The student showed all characteristics of vocal change. This included variety in pitch, volume, tone and rate.	The student showed most of the characteristics of vocal change.	The student showed some of the characteristics of vocal change.	The student had no vocal changes.
Characterizations	Demonstrates physical and vocal choices for their character. Stays in character the entire time.	Demonstrates physical and vocal choices for their character. Stays in character most of the time.	Demonstrates physical OR vocal choices for their character. Does not stay in character.	No character was created.
Emotional Quality	The student had a strong emotional quality to the scene. This includes tone, emphasis, and inflection.	The student showed evidence of emotional quality in the scene.	The student made an attempt at emotional quality in the scene.	The student did not have any emotional quality in the scene.
Memorization	The student has completely memorized their monologue.	The student has memorized half of their monologue.	The student has memorized some of their monologue.	The student does not have their monologue memorized.
Scored Script	The student scored their script completely. This includes given circumstances, subtext, objectives, and marked script with key.	The student is missing one part of their scored script.	The student is missing two or more parts of their scored script.	The student did not score their script.

Comments:

# Monologue Rubric High School

**Huangqi Zhang**

## **Monologue Rubric High School:**

The High School Theatre Teacher's Survival Guide Raina S. Ames, 2013-10-08 A reference for high school theatre teachers covering both curricular and extracurricular problems everything from how to craft a syllabus for a theatre class to what to say to parents about a student's participation in a school play

**Assignments Matter** Eleanor Dougherty, 2012

Drawing from her extensive experience as a teacher coach author Eleanor Dougherty shows teachers and administrators how to craft high quality assignments and helps them understand the powerful impact that assignments can have on teaching and learning

**Strategies for Differentiating Instruction** Julia Link Roberts, Tracy Ford Inman, 2023-01-31 This updated edition of Strategies for Differentiating Instruction offers practical approaches that allow all students to make continuous progress and be appropriately challenged by focusing on their various levels of knowledge and readiness to learn Written in an accessible teacher friendly style chapters explore methods to tier learning experiences so that all students unique learning needs are met The new edition updates the strategies complete with student examples and provides Developing and Assessing Products DAP tools for a variety of products as reproducible appendices Full of research supported examples and designed specifically for teachers who are new to differentiated instruction this book offers vetted practical advice for preassessing students implementing differentiation strategies and managing and assessing student learning This new edition is a must read for teachers seeking to master the essentials on how to differentiate instruction and address all students needs interests and abilities

**Handbook of Research on Learning and Instruction** Richard E. Mayer, Patricia A.

Alexander, Logan Fiorella, 2025-12-16 The third edition of the Handbook of Research on Learning and Instruction provides an overview of contemporary research advances in the science of learning how people learn and the science of instruction how to help people learn With chapters written by leading researchers from around the world this volume examines learning and instruction in a variety of learning environments including in and out of K 16 and adult learning classrooms Contributors to this volume demonstrate how and why educational practice should be guided by research evidence concerning what works in instruction The book is written at a level that is appropriate for students researchers and practitioners interested in evidence based approaches to learning and instruction The book is divided into two sections learning and instruction The learning section consists of chapters on how people learn in a variety of domains from reading and writing to science and math and beyond as well as how people acquire the knowledge and processes required for critical thinking self regulation motivation and more The instruction section consists of chapters on effective instructional methods feedback visualizations active learning self explanation collaboration inquiry games simulations adaptive learning technologies among others Each chapter in this third edition has been thoroughly revised to integrate recent advances in the field of educational psychology Selected returning chapters have been merged for concision and comprehensiveness while new chapters reflect cutting edge insights into socioemotional learning educational neuroscience active learning in lecture classes and generative learning strategies

As with the previous two editions this foundational volume showcases the highest quality research being done on learning and instruction by traversing a broad array of academic domains learning constructs and instructional methods **A Teaching Artist at Work** Barbara McKean, 2006 The works presented are moving and impressive their authenticity and tone in harmony with the story teller s voice The story itself may open new windows for those intent on enriching and humanizing what occurs in contemporary schools Maxine Greene A fabulous book for arts and theater education Merryl Goldberg Author of Integrating the Arts Third Edition Are you a theatre teaching artist or considering it No matter what kind of educational setting you re in the theatre skills you teach are intimately linked to your own artistry you ve got to know how to teach from your own practice while you learn to practice the art of teaching The key is discovering how the educational setting the students and the stage link A Teaching Artist at Work helps theatre teaching artists develop connections between their pedagogical and artistic selves The book presents a framework for thinking about the work of teaching artists in general and theatre teaching artists in particular Through descriptive examinations of practice the book also provides theatre teaching artists and those who prepare and work beside them with concrete examples of three theatre education projects in three different educational settings as well as the collaborative processes that helped them succeed Replicable in other settings such as community outreach programs after school and summer programs hosted by professional theatres and not for profit educational theatres these projects provide a jumping off point for others who work to create interesting theatre curriculum In any educational setting theatre teaching artists create spaces where teachers and students can envision a new different and exciting way of learning and doing that they can apply to theatre education and many other content areas With emphasis on linking personal artistry with pedagogical artistry and examples drawn from McKean s own practice **A Teaching Artist At Work** is an invaluable resource for teaching artists and the arts education community [An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching](#) Elizabeth Spalding, Jesus Garcia, Joseph A. Braun, 2010-03-09 This easy to use introductory guide to teaching in contemporary middle and high schools provides teachers with the tools to become reflective practitioners It shows pre and inservice teachers how to use standards to choose instructional materials and methods that are appropriate with particular students at a particular time in a particular setting for a particular purpose While the authors are specialists in English and social studies this resource is appropriate for aspiring middle and high school teachers of any subject With a personal voice that will appeal to readers this book Links directly to the most recent version of standards for beginning teachers published by the Council of Chief State School Officers CCSSO Illustrates how teachers can be reflective about rather than reactive to standards Features an autobiographical approach to help readers understand how prior educational experiences may shape their future teaching Contains numerous reflective vignettes by practicing teachers **Virginia Journal of Education** ,2007 *Start Seeing and Serving Underserved Gifted Students* Jennifer Ritchotte, Chin-Wen Lee, Amy Graefe, 2020-10-21 2020 TAGT Legacy Book

Award for Educators Winner Flexible tools help teachers see understand teach challenge and advocate for underserved gifted students The underrepresentation of students from historically marginalized populations including English language learners twice exceptional students culturally and linguistically diverse students and economically disadvantaged students in our gifted programs and services continues to be a critical issue in education The importance of a caring and committed teacher who sees and supports the potential in all learners and who respects linguistic diversity and students cultural identity cannot be overstated yet teachers need the knowledge and training to do so This reader friendly guide meets that need promoting equity in gifted education by providing teachers with a variety of flexible tools to nurture the academic and affective growth of their gifted students from traditionally underserved populations Over fifty strategies are outlined within five chapters addressing how teachers can see understand teach challenge and advocate for their underserved gifted learners in all content areas The authors share numerous student quotes teacher anecdotes and spotlights on successful school efforts Digital downloads include all forms from the book and a PDF presentation A free PLC Book Study Guide for use in professional development is also available Studies in Short Fiction ,1990 **Science Activities** ,1969

**Untangling Art & School** Stacey Lynn Caillier,2007 Harper's Weekly John Bonner,George William Curtis,Henry Mills Alden, Samuel Stillman Conant, Montgomery Schuyler, John Foord, Richard Harding Davis, Carl Schurz, Henry Loomis Nelson, John Kendrick Bangs, George Brinton McClellan Harvey, Norman Hapgood, 1877 Exemplar Series: Assessing student performance, grades 9-12 Miles Myers, Elizabeth Spalding, 1997 Ya verás! Gold John R. Gutiérrez, 1999 Accompanies the textbook that continues the study of the Spanish language by utilizing everyday situations New Jersey Language Arts Literacy Curriculum Framework ,1998 How Queer Susan Beth McCully,1998 **The English Teacher's Companion** Jim Burke,2003 This book covers the entire English curriculum from basic reading and writing to digital literacy media literacy and integrated instruction Modern and Modernism Frederick Robert Karl,1985 *The Fiction of Philip Roth, a Bakhtinian Study* Purushothaman Ramasamy,1999 **Current Index to Journals in Education** ,1996

## Reviewing **Monologue Rubric High School**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing.

Within the pages of "**Monologue Rubric High School**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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## **Monologue Rubric High School Introduction**

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