



## Assessment Plan

Program: Art

Date: August 2020

Assessment	What is evaluated? (Connection to Student Learning Outcomes)	When administered?	Analysis of fairness, consistency and accuracy	Criteria	Schedule for Review
<b>Program: Art</b>					
<b>Area Concentration Achievement Test (ACAT): ART</b>	See List of Program Outcomes below.	Middle of Program	Scores reported with standardized norms from ACAT	Score of 600 or above. See ACAT scoring information in Results below.	Department Faculty in Summer
<p><i>PROGRAM OUTCOMES assessed by ACAT</i></p> <ol style="list-style-type: none"> <li>1. To help the student to integrate their faith and the arts. Help the student to understand how the Christian faith is relevant to the area of art.</li> <li>2. Develop an understanding of the basic elements and principles in works of art and design and to demonstrate an understanding through the use of these elements and principles in works of art in any discipline.</li> <li>3. To develop an understanding of art history and how the history of art relates to the individual's work, the Christian faith, and to contemporary society.</li> <li>4. To develop responsibility, discipline, and dedication to the arts and to the individual's area of interest.</li> <li>5. The development of the individual to pursue a career in the arts or further studies at a graduate institution.</li> </ol>					
<b>Senior Art Exhibit</b>	See List of Program Outcomes below.	End of Program	Standard Use of Rubric	B or above	Department Faculty in Summer
<p><i>PROGRAM OUTCOMES assessed by Senior Art Exhibit</i></p> <ol style="list-style-type: none"> <li>6. To increase the level of development in craftsmanship in a particular area of discipline, through the use of media and tools in that area of discipline.</li> <li>7. To encourage the development of a unique personal style and direction of the individual artist.</li> </ol>					

Rubric for Senior Art Exhibition Criterion	Excellence 4	Mastery 3	Adequate 2	Insufficient 1	N/A 0
<b>Quantity</b> Each student must present 10 - 15 pieces of art work, for the art faculty to review prior to the exhibition.	Student submits 13 to 15 pieces of art for review (or 10 to 13 substantial and/or complex works of art for review).	Student submits between 10 and 13 pieces of art for review.	Student submits only 10 pieces of art for review.	Student submits fewer than 10 pieces of art for review.	
<b>Display</b> Selected work must be framed and matted for drawings, prints, photography and graphic design. All paintings must be framed.	All pieces are expertly framed and/or matted for display.	All pieces are well framed and /or matted for display.	Most pieces are framed and/or matted for display.	Some pieces are missing frames and/or mats.	
<b>Interpretation</b> All Senior Art Exhibition students must submit a one-page artist's statement regarding their work. What is it about? Which artists or art movements have influenced their work? Statement may also contain a short biography of the artist, if appropriate.	Artist's interpretive statement is complete, well-written, and turned in on time. It includes discussion of techniques and influences, and, if appropriate, a short biography.	Artist's interpretive statement is complete, adequately written, and turned in on time. It includes some discussion of techniques and influences, and, if appropriate, a short biography.	Artist's interpretive statement is complete and on time but may contain some writing or factual errors that need revision. It includes a little discussion of techniques and influences, and, if appropriate, a short biography.	Artist's interpretive statement is turned in, but it fails to include discussion of techniques and/or influences, or, if appropriate, a short biography.	
<b>Advertising and PR</b> Students are expected to plan & generate any public relations regarding the exhibition; posters, flyers, post cards, etc.	Student plans and generates an effective PR campaign using a large variety of techniques and strategies. Effectiveness is measured by attendance at the exhibit.	Student plans and generates a PR campaign using a small variety of more complex techniques and strategies. Effectiveness is measured by attendance at the exhibit.	Student plans and generates a PR campaign using one or two simple techniques or strategies. Effectiveness is measured by attendance at the exhibit.	Student plans but fails to generate a PR campaign.	
<b>Physical Arrangement</b> Students are expected to help hang the exhibition.	Student hangs the exhibition according to an intentional, thoughtful plan of his/her own devising.	Student hangs the exhibition following the plan of the instructor.	Student hangs the exhibition with minor help from the instructor.	Student helps the instructor arrange and hang the exhibition.	
<b>Hospitality</b> Students are expected to plan the reception, regarding any refreshments at their opening.	Student plans a detailed reception in advance of the opening, and oversees its execution.	Student plans a minimal reception and oversees its execution.	Student executes a reception based on the plan of another.	Student plans but fails to execute a reception plan.	
<b>Presentation</b> Students are expected to attend the opening.	Student attends the opening.	N/A	N/A	N/A	Student does not attend opening.

## Assessment Plan

Program: Art Education

Date: August 2020

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
<b>Program: Art</b>					
<b>Area Concentration Achievement Test (ACAT): ART</b>	See List of Program Outcomes below.	Middle of Program	Scores reported with standardized norms from ACAT	Score of 600 or above. See ACAT scoring information in Results below.	Department Faculty in Summer
<p><i>PROGRAM OUTCOMES assessed by ACAT</i></p> <p>8. To help the student to integrate their faith and the arts. Help the student to understand how the Christian faith is relevant to the area of art.</p> <p>9. Develop an understanding of the basic elements and principles in works of art and design and to demonstrate an understanding through the use of these elements and principles in works of art in any discipline.</p> <p>10. To develop an understanding of art history and how the history of art relates to the individual's work, the Christian faith, and to contemporary society.</p> <p>11. To develop responsibility, discipline, and dedication to the arts and to the individual's area of interest.</p> <p>12. The development of the individual to pursue a career in the arts or further studies at a graduate institution.</p>					
<b>Senior Art Exhibit</b>	See List of Program Outcomes below.	End of Program	Standard Use of Rubric	B or above	Department Faculty in Summer
<p><i>PROGRAM OUTCOMES assessed by Senior Art Exhibit</i></p> <p>13. To increase the level of development in craftsmanship in a particular area of discipline, through the use of media and tools in that area of discipline.</p> <p>14. To encourage the development of a unique personal style and direction of the individual artist.</p>					

### EU Program Learning Outcomes

Upon completion of the program, students will be able to:

1. Speak and write knowledgeably about art history and its relationship to societies past and present, to faith, and to one's own artistic practice.
2. Explain the basic structural elements and operative principles in works of art and design from any major period of human history.
3. Demonstrate interpretive skills by discussing the philosophical potentials in works of art.
4. Integrate personal Christian faith and the arts by explaining their mutual relevance and by demonstrating it in one's own personal art work.
5. Produce creative original artwork in a variety of media, using appropriate tools and methods skillfully.
6. Develop the beginnings of a personal artistic style that can be extended into a professional career in the arts.

7. Demonstrate professional dedication to promotion of the arts in general and to the disciplined study and practice of one's own area of interest in particular.
8. Demonstrate enthusiasm for undertaking a career in the arts.

Rubric for Senior Art Exhibition Criterion	Excellence 4	Mastery 3	Adequate 2	Insufficient 1	N/A 0
<b>Quantity</b> Each student must present 10 - 15 pieces of art work, for the art faculty to review prior to the exhibition.	Student submits 13 to 15 pieces of art for review (or 10 to 13 substantial and/or complex works of art for review).	Student submits between 10 and 13 pieces of art for review.	Student submits only 10 pieces of art for review.	Student submits fewer than 10 pieces of art for review.	
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<b>Hospitality</b> Students are expected to plan the reception, regarding any refreshments at their opening.	Student plans a detailed reception in advance of the opening, and oversees its execution.	Student plans a minimal reception and oversees its execution.	Student executes a reception based on the plan of another.	Student plans but fails to execute a reception plan.	
<b>Presentation</b> Students are expected to attend the opening.	Student attends the opening.	N/A	N/A	N/A	Student does not attend opening.

## Assessment Plan

Program: English

Date: August 2020

Assessment Instrument	What is evaluated? (Connection to Student Learning Outcomes)	When administered?	Analysis of fairness, consistency and accuracy	Criteria	Schedule for Review
(ACAT) Area Concentration Achievement Test Literature in ENGLISH	See the objectives in the section below.	Senior Year Fall Semester	Instrument reliability and validity assured by ACAT	Score of 600 out of 800 or above.	Yearly in January
<p><b>English Education Program Learning Outcome 1.</b> Demonstrate familiarity with literary periods and traditions in the broad sweep of British and American history, including knowledge of prominent authors, genres, topics, philosophical issues, literary movements, and artistic styles.</p> <p><b>English Education Program Learning Outcome 2.</b> Analyze a text competently for its structural elements and interpretive potentials— particularly in the categories of diction, imagery, figurative language, irony, setting, character, plot, narrative point of view, and genre characteristics.</p> <p><b>English Education Program Learning Outcome 3.</b> Apply knowledge of history, culture, human nature, and a variety of literary-theoretical perspectives to analyze texts competently for their philosophical potentials and to discuss those findings in coherent interpretive discourse.</p>					
Assessment Instrument	What is evaluated? (Connection to Student Learning Outcomes)	When administered?	Analysis of fairness, consistency and accuracy	Criteria	Schedule for Review
Senior Seminar Book of Hope Assignment	See the objectives in the section below.	Senior Year Fall Semester	Use internal rubric (attached assignment and rubric)	Score of C or above	Yearly in January
<p><b>English Education Program Learning Outcome 4.</b> Demonstrate high proficiency in using the protocols of standard written North American English.</p> <p><b>English Education Program Learning Outcome 5.</b> Produce mature writing in a variety of modes for various audiences and purposes, showing editorial ease in making textual adjustments for readability and rhetorical or literary effectiveness.</p> <p><b>English Education Program Learning Outcome 6.</b> Use pertinent research information effectively as necessary or advantageous within written or spoken discourse.</p>					
Assessment Instrument	What is evaluated? (Connection to Student Learning Outcomes)	When administered?	Analysis of fairness, consistency and accuracy	Criteria	Schedule for Review
Senior Seminar Leadership Assignment	See the objectives in the section below.	Senior Year Fall Semester	Use internal rubric (attached assignment and rubric)	Score of C or above	Yearly in January
<p><b>English Education Program Learning Outcome 7.</b> Demonstrate advanced skills of integrative and independent thinking in written and verbal expression.</p> <p><b>English Education Program Learning Outcome 8.</b> Demonstrate the ability to hold contradictory ideas in mind during discussion by calmly considering others' perspectives, asking productive questions, articulating respectful responses, and finding ways to synthesize others' ideas with one's own.</p> <p><b>English Education Program Learning Outcome 9.</b> Discuss various ways in which the Christian faith is, has been, or can be in meaningful dialogue with literary texts of any kind.</p>					

Digital Booklet: This assignment requires you to find, package compactly, and discuss unusual electronic sources of hope for lovers of the arts who fear graduation into a career-less existence with an expensive Humanities degree. Your primary audience will range from high-school juniors to college seniors (including yourself), and your secondary audience will include skeptical parents and STEM triumphalists. Your product will be an attractively formatted *PowerPoint* “book” of inspiringly optimistic information about career options for Humanities majors of a certain type.\* In real-world application, your booklet may be made available to prospective and current Evangel students as they consider their degree-program and career options.

\*The default type is English; an alternative type must be that of one of your own degree-program majors, minors, or concentrations (e.g., Art or Theatre).

**T1.** Your digital “Book of Hope” must use the provided “Soho” *PowerPoint* design because the hiring agency, the Humanities Department, likes that “look” and wants to keep the same theme throughout its collection of booklets on various majors, minors, and concentrations.

**T2.** Your “Book of Hope” must provide **at least ten** recommendations of exceptionally heartening online sources of information about **unusual** career options for English majors.\* Those sources must come from **at least three** of the following contexts, and each context must provide **at least two** encouraging sources:

The Corporate World

University Departments

Publishing Companies

The Professional Trades

Civil-Service Agencies

Foreign-Service Agencies

The Military

Political Organizations

Domestic Government Agencies

Missions Organizations

Medical Schools

The Entertainment Industry

Scientific Research Agencies

The Tourism Industry

Wall Street

Professional Sports

The Visual Arts

Natural-Resource Management



**T3.** Each recommendation you make must include the following:

- a. appropriate MLA **citation** of the recommended source;
- b. some **biographical information** about the human source;
- c. a correct, functioning **hyperlink** to each recommended source;
- d. a substantial **annotation** of the source (at least 150 words) that can inspire the primary audience to take heart in their major and to be optimistic about the breadth of their career opportunities; and
- e. grade-level **readability-analysis** data in square brackets for each annotation.

## “Book of Hope” Scoring Grid

Points →	1	2	3	4	5		
Task						Criterion	Subtotal
<b>T1: Use of Soho Design</b>	Use of unapproved design	Use of few design elements as given	Use of some design elements as given	Use of most design elements as given	Use of all design elements as given	5	
<b>T2: Sources</b>							
a. Number of Sources	1-3	4-5	6-7	8-9	10+	5	
b. Quality of Sources	Very poor or off track	Weak	Undistinguished	Strong	Superior	5	
c. Number of Contexts	1	2	3			3	
d. Number of Sources per Context	1	2+				2	
<b>T3: Recommendations</b>							
a. MLA Citations	Mostly absent	Mostly incomplete and/or inappropriate	Mostly complete and appropriate	Mostly complete and appropriate	Highly complete and appropriate	5	
b. Biographical Information	Not useful or no more than blurb with article itself	Slightly useful; not very interesting; scarcely more than blurb with article	Useful; interesting; a bit more than blurb with article	Strongly useful; noteworthy; considerably more than blurb with article	Highly useful; inspiring; much more than blurb with article	5	
c. Hyperlink	Most hyperlinks missing, incorrect, or nonfunctional	Some hyperlinks correct and functional	Most hyperlinks correct and functional	Almost all hyperlinks correct and functional	Correct, functioning hyperlinks throughout	5	
d. Annotation	Very few annotations substantial and inspiring	Some annotations substantial and inspiring	Most annotations substantial and inspiring	Almost all annotations substantial and inspiring	Substantial, inspiring annotations throughout	5	
e. Readability Data	Most data not provided or not given correctly	Some data provided and given correctly	Most data provided and given correctly	Almost all data provided and given correctly	All data provided and given correctly (as specified) throughout	5	
f. Care with Grammar, Usage, and Mechanics	Insufficient	Weak	Competent	Strong	Superior	5	

<b>Total ⇒</b>	50	
<b>Grading Scale ⇒</b>	A = 45+ (90%+) B = 40+ (80%+)	

	C = 35+ (70%+)
	D = 30+ (60%+)

## Quality of Source Articles

		Article									
Quality		1	2	3	4	5	6	7	8	9	10
Superior	5										
Strong	4										
Undistinguished	3										
Weak	2										
Very poor; off track	1										

## ENGL 497 Seminar-Leadership Assignment

(70 points)

Each student will lead the class in discussion over one of the literary-critical approaches presented in the Bressler text. To do so in your turn, you must perform the following tasks (T), providing a handout for the convenience of your audience:

- T1.** Clarify fundamental aspects of the approach (the theory), directing the class to certain Bressler and Harmon passages regarding such aspects.
- T2.** Provide brief excerpts of at least one other reputable literary scholar's helpful commentary on the approach.
- T3.** Discuss important terms that must be understood in order for a person to use the approach well. You must use Harmon and at least one other reputable dictionary of literary terms to do so.
- T4.** Provide an original, hard-copy handout that members of the class can use for purposes ranging from personal study to preparation for teaching. The handout must present and illuminate the "fundamental aspects" and "important terms" in Tasks T1 and T3, respectively. It must also include a precisely correct MLA-style "Works Cited" bibliography covering all sources used in the handout (T4) and the screen-presentation (T5).
- T5.** Provide a presentation using both *PowerPoint*\* and video to amplify the class's understanding of the critical approach and to stimulate discussion. (Note: the electronic components do not completely take the place of your explanations and commentary; you must interact with them, using them as support materials for your presentation.) Each on-screen reference to any external source (including our textbooks) must be properly documented in MLA style on the given slide and in the "Works Cited" list at the end of the paper handout.
- T6.** Perform tasks T1-T5 with strong verbal delivery showing good command of the critical approach's nuances and applications.
- T7.** Lead and foster class discussion of the critical approach and issues arising from its use.

\* You may use *Prezi* or another good presentation program instead of *PowerPoint*.

### Scoring Grid

Task	1 Insufficient	2 Weak	3 Competent	4 Strong	5 Superior	Multiplier	Criterion	Subtotal
<b>T1:</b> Fundamental Aspects						x 1	5	
<b>T2:</b> Help from Other Scholars						x 1	5	
<b>T3:</b> Important Terms						x 2	10	
<b>T4:</b> Original Handout						x 2	10	
<b>T5:</b> PP/Video Presentation						x 3	15	

<b>T6:</b> Verbal Delivery						x 3	15	
<b>T7:</b> Discussion Leadership						x 2	10	

<b>Total ⇨</b>	70	
<b>Grading Scale ⇨</b>	A = 63+ (90%+) B = 56+ (80%+) C = 49+ (70%+) D = 42+ (60%+)	

## Assessment Plan

Program: English Education  
Date: August 2020

<i>Assessment Instrument</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
<b>MoGEA- Missouri General Education Assessment</b>	-Demonstrate academic preparation in the appropriate content area	<b>Entry level.</b> Required for entry into education program; EDUC 219	Instrument reliability and validity insured by Pearson.	Currently set at -1 for EU; panel based cut score of 220 will be implemented upon statewide decision by DESE	Teacher Education Committee-September
<b>MEP- Missouri Educator Profile</b>	-Exhibit appropriate professional dispositions	Entry level Required for entry into education program	Instrument reliability and validity insured by Pearson	No set criteria-used for informational purpose and advising	By advisor- when needed
<b>Clinical Experience (Formative)</b>	-Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching	At the completion of each practicum experience.  <b>Level I-entry</b>  <b>Level II-mid program</b>  <b>Level III-pre-student teaching</b>	Reliability and fairness assured by standard use of evaluation rubric by cooperating teacher and university supervisor	Candidates must receive a grade of A or B on all clinical experience evaluations.	Director of Clinical Experience/Course Instructor-each semester  Teacher Education Committee-January
<b>MEES- Missouri Educator Evaluation System (Summative)</b>	-Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching	<b>Exit level-Student Teaching</b>	Instrument reliability and validity assured by DESE	Currently at 1; final criteria still being determined by DESE	Not yet determined- waiting for final forms from DESE
<b>MoCA- Missouri Content Assessment</b>	-Demonstrate academic preparation in the appropriate content area	<b>Exit/Licensure levels</b>	Instrument reliability and validity assured by Pearson	State passing score on appropriate specialty area test.	Teacher Education Committee for Standards and Approval-May, August and January
<b>MoGEA: Teacher General Education Assessment</b>	-Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions	<b>Entry level.</b> Required for entry into education program; EDUC 219	Instrument reliability and validity assured by ETS	Currently set at -2 for EU; panel-based cut score of: Reading 186 Writing 167 Math 183 Science/SS 183	Teacher Education Committee for Standards and Approval-May, August and January

<i>Assessment Instrument</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
	-Demonstrate culturally responsive teaching  <b>- English Education Program Learning Outcome 10.</b> Demonstrate in-depth understanding of secondary-level English teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' proficiencies and competence in English language and literature				

<i>Assessment Instrument</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
(ACAT) Area Concentration Achievement Test Literature in ENGLISH	See the objectives in the section below.	Senior Year <i>Fall Semester</i>	Instrument reliability and validity assured by ACAT	Score of 600 or above out of 800.	<i>Yearly in January</i>

**English Education Program Learning Outcome 1.** Demonstrate familiarity with literary periods and traditions in the broad sweep of British and American history, including knowledge of prominent authors, genres, topics, philosophical issues, literary movements, and artistic styles.

**English Education Program Learning Outcome 2.** Analyze a text competently for its structural elements and interpretive potentials— particularly in the categories of diction, imagery, figurative language, irony, setting, character, plot, narrative point of view, and genre characteristics.

**English Education Program Learning Outcome 3.** Apply knowledge of history, culture, human nature, and a variety of literary-theoretical perspectives to analyze texts competently for their philosophical potentials and to discuss those findings in coherent interpretive discourse.

<i>Assessment Instrument</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
<i>Senior Seminar Book of Hope Assignment</i>	See the objectives in the section below.	Senior Year <i>Fall Semester</i>	<i>Use internal rubric (see attached assignment and rubric)</i>	<i>Score of C or above</i>	<i>Yearly in January</i>

**English Education Program Learning Outcome 4.** Demonstrate high proficiency in using the protocols of standard written North American English.

**English Education Program Learning Outcome 5.** Produce mature writing in a variety of modes for various audiences and purposes, showing editorial ease in making textual adjustments for readability and rhetorical or literary effectiveness.

**English Education Program Learning Outcome 6.** Use pertinent research information effectively as necessary or advantageous within written or spoken discourse.

<i>Assessment Instrument</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
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<p><b>English Education Program Learning Outcome 7.</b> Demonstrate advanced skills of integrative and independent thinking in written and verbal expression.</p> <p><b>English Education Program Learning Outcome 8.</b> Demonstrate the ability to hold contradictory ideas in mind during discussion by calmly considering others' perspectives, asking productive questions, articulating respectful responses, and finding ways to synthesize others' ideas with one's own.</p> <p><b>English Education Program Learning Outcome 9.</b> Discuss various ways in which the Christian faith is, has been, or can be in meaningful dialogue with literary texts of any kind.</p>					



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Foreign-Service Agencies

The Military

Political Organizations

Domestic Government Agencies

Missions Organizations

Medical Schools

The Entertainment Industry

Scientific Research Agencies

The Tourism Industry

Wall Street

Professional Sports

The Visual Arts

Natural-Resource Management

**T3.** Each recommendation you make must include the following:

- appropriate MLA **citation** of the recommended source;
- some **biographical information** about the human source;
- a correct, functioning **hyperlink** to each recommended source;
- a substantial **annotation** of the source (at least 150 words) that can inspire the primary audience to take heart in their major and to be optimistic about the breadth of their career opportunities; and
- grade-level **readability-analysis** data in square brackets for each annotation.

### “Book of Hope” Scoring Grid

Points →	1	2	3	4	5		
Task						Criterion	Subtotal
<b>T1: Use of Soho Design</b>	Use of unapproved design	Use of few design elements as given	Use of some design elements as given	Use of most design elements as given	Use of all design elements as given	5	
<b>T2: Sources</b>							
a. Number of Sources	1-3	4-5	6-7	8-9	10+	5	
b. Quality of Sources	Very poor or off track	Weak	Undistinguished	Strong	Superior	5	
c. Number of Contexts	1	2	3			3	
d. Number of Sources per Context	1	2+				2	
<b>T3: Recommendations</b>							
a. MLA Citations	Mostly absent	Mostly incomplete and/or inappropriate	Mostly complete and appropriate	Mostly complete and appropriate	Highly complete and appropriate	5	
b. Biographical Information	Not useful or no more than blurb with article itself	Slightly useful; not very interesting; scarcely more than blurb with article	Useful; interesting; a bit more than blurb with article	Strongly useful; noteworthy; considerably more than blurb with article	Highly useful; inspiring; much more than blurb with article	5	

c. Hyperlink	Most hyperlinks missing, incorrect, or nonfunctional	Some hyperlinks correct and functional	Most hyperlinks correct and functional	Almost all hyperlinks correct and functional	Correct, functioning hyperlinks throughout	5	
d. Annotation	Very few annotations substantial and inspiring	Some annotations substantial and inspiring	Most annotations substantial and inspiring	Almost all annotations substantial and inspiring	Substantial, inspiring annotations throughout	5	
e. Readability Data	Most data not provided or not given correctly	Some data provided and given correctly	Most data provided and given correctly	Almost all data provided and given correctly	All data provided and given correctly (as specified) throughout	5	
f. Care with Grammar, Usage, and Mechanics	Insufficient	Weak	Competent	Strong	Superior	5	

<b>Total ⇒</b>	50	
<b>Grading Scale ⇒</b>	A = 45+ (90%+) B = 40+ (80%+) C = 35+ (70%+) D = 30+ (60%+)	

### Quality of Source Articles

Quality		Article									
		1	2	3	4	5	6	7	8	9	10
Superior	5										
Strong	4										
Undistinguished	3										
Weak	2										
Very poor; off track	1										

## ENGL 497 Seminar-Leadership Assignment

(70 points)

Each student will lead the class in discussion over one of the literary-critical approaches presented in the Bressler text. To do so in your turn, you must perform the following tasks (T), providing a handout for the convenience of your audience:

- T1.** Clarify fundamental aspects of the approach (the theory), directing the class to certain Bressler and Harmon passages regarding such aspects.
- T2.** Provide brief excerpts of at least one other reputable literary scholar's helpful commentary on the approach.
- T3.** Discuss important terms that must be understood in order for a person to use the approach well. You must use Harmon and at least one other reputable dictionary of literary terms to do so.
- T4.** Provide an original, hard-copy handout that members of the class can use for purposes ranging from personal study to preparation for teaching. The handout must present and illuminate the "fundamental aspects" and "important terms" in Tasks T1 and T3, respectively. It must also include a precisely correct MLA-style "Works Cited" bibliography covering all sources used in the handout (T4) and the screen-presentation (T5).
- T5.** Provide a presentation using both *PowerPoint*\* and video to amplify the class's understanding of the critical approach and to stimulate discussion. (Note: the electronic components do not completely take the place of your explanations and commentary; you must interact with them, using them as support materials for your presentation.) Each on-screen reference to any external source (including our textbooks) must be properly documented in MLA style on the given slide and in the "Works Cited" list at the end of the paper **handout**.
- T6.** Perform tasks T1-T5 with strong verbal delivery showing good command of the critical approach's nuances and applications.
- T7.** Lead and foster class discussion of the critical approach and issues arising from its use.

\* You may use *Prezi* or another good presentation program instead of *PowerPoint*.

### Scoring Grid

Task	1 Insufficient	2 Weak	3 Competent	4 Strong	5 Superior	Multiplier	Criterion	Subtotal
<b>T1:</b> Fundamental Aspects						x 1	5	
<b>T2:</b> Help from Other Scholars						x 1	5	
<b>T3:</b> Important Terms						x 2	10	
<b>T4:</b> Original Handout						x 2	10	
<b>T5:</b> PP/Video Presentation						x 3	15	
<b>T6:</b> Verbal Delivery						x 3	15	

<b>T7:</b> Discussion Leadership						x 2	10	
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<b>Total ⇨</b>	70	
<b>Grading Scale ⇨</b>	A = 63+ (90%+) B = 56+ (80%+) C = 49+ (70%+) D = 42+ (60%+)	



## Assessment Plan

Program: French

Date: August 2020

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Criteria</i>	<i>Schedule for Review</i>
<i>Please see Appendix A.</i>	Please see the outcomes in the section below.	If the ACTFL assessment was used, it would be administered annually.  Program Learning Outcomes and EU 20 are scheduled to be assessed each semester.	For the PLOs, a culminating French discussion	PLOs are reviewed in January and August each year.
<ol style="list-style-type: none"> <li>1. Achieve at least the Advanced level of French competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. (<a href="#">ACTFL guidelines.</a>)</li> <li>2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse French-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.</li> <li>3. Demonstrate an understanding of major dialectal differences in the Francophone world by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects</li> <li>4. Demonstrate the ability to function well in French-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.</li> </ol>				

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Criteria</i>	<i>Schedule for Review</i>
5. Use French effectively to integrate personal faith and cross-cultural interactions with French speakers.				

## Appendix A

This program assesses Program Learning Outcomes and EU 20 values each semester.

This program was approved by Academic Council in April 2019. Due to the newness of the program and lack of a fulltime faculty member, a final assessment piece has yet to be determined. The department has considered using the [ACTFL Assessment of Performance toward Proficiency in Languages \(AAPPL\) from American Council on the Teaching of Foreign Languages](#). The former fulltime French faculty member recommended the quality of this assessment piece.

Also, students complete this program at the Jacque Lefevre Institute (Chez Vous program) in Normandy, France. The end-of-program assessments will be determined by the institute.

**Final EU  
Courses  
Required to  
Complete the  
Major\*\*  
(non-EDUC)**

FREN 216, 325,  
326, 333, 334,  
two Chez Vous  
courses

FREN 325, 326,  
333, 334,  
two Chez Vous  
courses

FREN 326,  
333, 334,  
two Chez Vous  
courses





**Assessment Plan**  
**Program: French Education**  
**Date: August 2020**

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
<b>MEP- Missouri Educator Profile</b>	-Exhibit appropriate professional dispositions	Entry level Required for entry into education program	Instrument reliability and validity insured by Pearson	No set criteria-used for informational purpose and advising	By advisor- when needed
<b>Clinical Experience (Formative)</b>	-Demonstrate academic preparation in the appropriate content area,  -Identify and implement research based pedagogical instructional strategies  -Exhibit appropriate professional dispositions  -Demonstrate culturally responsive teaching	At the completion of each practicum experience. <b>Level I-entry</b> <b>Level II-mid program</b> <b>Level III-pre-student teaching</b>	Reliability and fairness assured by standard use of evaluation rubric by cooperating teacher and university supervisor	Candidates must receive a grade of A or B on all clinical experience evaluations.	Director of Clinical Experience/Course Instructor-each semester  Teacher Education Committee-January
<b>MEES- Missouri Educator Evaluation System (Summative)</b>	-Demonstrate academic preparation in the appropriate content area,  -Identify and implement research based pedagogical instructional strategies  -Exhibit appropriate professional dispositions	<b>Exit level</b> -Student Teaching	Instrument reliability and validity assured by DESE	Currently at 1; final criteria still being determined by DESE	Not yet determined- waiting for final forms from DESE

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
	-Demonstrate culturally responsive teaching				
<b>MoCA- Missouri Content Assessment</b>	-Demonstrate academic preparation in the appropriate content area	<b>Exit/Licensure levels</b>	Instrument reliability and validity assured by Pearson	State passing score on appropriate specialty area test.	Teacher Education Committee for Standards and Approval-May, August and January
<b>MoGEA—Missouri General Education Assessment</b>	<p>Demonstrate academic preparation in the appropriate content area,</p> <p>-Identify and implement research based pedagogical instructional strategies</p> <p>-Exhibit appropriate professional dispositions</p> <p>-Demonstrate culturally responsive teaching</p> <p><b>French Education Program Outcome 6.</b> Demonstrate in-depth understanding of foreign-language teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' French-language proficiency and French-cultural competence.</p>	<b>Entry level.</b> Required for entry into education program; EDUC 219	Instrument reliability and validity assured by ETS	Currently set at -2 for EU; panel-based cut score of: Reading 186 Writing 167 Math 183 Science/SS 183	Teacher Education Committee for Standards and Approval-May, August and January

<i>Assessment Instrument</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
<i>TBD</i>	<i>See outcomes below</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
<ol style="list-style-type: none"> <li>1. Achieve at least the Advanced level of French competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. (ACTFL guidelines.)</li> <li>2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse French-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.</li> <li>3. Demonstrate an understanding of major dialectal differences in the Francophone world by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects.</li> <li>4. Demonstrate the ability to function well in French-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.</li> <li>5. Use French effectively to integrate personal faith and cross-cultural interactions with French speakers.</li> </ol>					



## Assessment Plan

Program: Spanish

Date: August 2020

Assessment	What is evaluated? (Connection to Student Learning Outcomes)	When administered?	Criteria	Schedule for Review
Please see Appendix A.	Please see the outcomes in the section below.	If this assessment was used, it would be administered annually.  Program Learning Outcomes and EU 20 are scheduled to be assessed each semester.	For the PLOs, a culminating assignment in Spanish courses	PLOs are reviewed in January and August each year.
<ol style="list-style-type: none"> <li>1. Achieve at least the Advanced level of Spanish competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. (<a href="#">ACTFL guidelines</a>.)</li> <li>2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse Spanish-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.</li> <li>3. Demonstrate an understanding of dialectal differences in Peninsular and Latin-American Spanish by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects.</li> <li>4. Demonstrate the ability to function well in Spanish-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.</li> </ol>				

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Criteria</i>	<i>Schedule for Review</i>
5. Use Spanish effectively to integrate personal faith and cross-cultural interactions with Spanish speakers.				

## Appendix A

This program assesses Program Learning Outcomes and EU 20 values each semester.

The Spanish program is being phased out as of Fall 2020, but with enough student interest, the program may be reinstated. If so, the department has considered using [ACTFL Assessment of Performance toward Proficiency in Languages \(AAPPL\) from American Council on the Teaching of Foreign Languages.](#)



**Assessment Plan**  
**Program: Spanish Education**  
**Date: August 2020**

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
<b>MoGEA- Missouri General Education Assessment</b>	<p>-Demonstrate academic preparation in the appropriate content area</p> <p>-Identify and implement research based pedagogical instructional strategies</p> <p>-Exhibit appropriate professional dispositions</p> <p>-Demonstrate culturally responsive teaching</p> <p><b>Spanish Education Program outcome 6.</b> Demonstrate in-depth understanding of foreign-language teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' Spanish-language</p>	<p><b>Entry level.</b> Required for entry into education program; EDUC 219</p>	Instrument reliability and validity insured by Pearson.	Currently set at -2 for EU; panel-based cut score of: Reading 186 Writing 167 Math 183 Science/SS 183	Teacher Education Committee for Standards and Approval-May, August and January

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
	proficiency and Spanish-cultural competence				
<b>MEP- Missouri Educator Profile</b>	-Exhibit appropriate professional dispositions	Entry level Required for entry into education program	Instrument reliability and validity insured by Pearson	No set criteria-used for informational purpose and advising	By advisor- when needed
<b>Clinical Experience (Formative)</b>	-Demonstrate academic preparation in the appropriate content area,  -Identify and implement research based pedagogical instructional strategies  -Exhibit appropriate professional dispositions  -Demonstrate culturally responsive teaching	At the completion of each practicum experience. <b>Level I-entry</b> <b>Level II-mid program</b> <b>Level III-pre-student teaching</b>	Reliability and fairness assured by standard use of evaluation rubric by cooperating teacher and university supervisor	Candidates must receive a grade of A or B on all clinical experience evaluations.	Director of Clinical Experience/Course Instructor-each semester  Teacher Education Committee-January
<b>MEES- Missouri Educator Evaluation System (Summative)</b>	-Demonstrate academic preparation in the appropriate content area,  -Identify and implement research based pedagogical instructional strategies  -Exhibit appropriate professional dispositions  -Demonstrate culturally responsive teaching	<b>Exit level</b> -Student Teaching	Instrument reliability and validity assured by DESE	Currently at 1; final criteria still being determined by DESE	Not yet determined-waiting for final forms from DESE
<b>MoCA- Missouri Content Assessment</b>	-Demonstrate academic preparation in the appropriate content area	<b>Exit/Licensure levels</b>	Instrument reliability and validity assured by Pearson	State passing score on appropriate specialty area test.	Teacher Education Committee for Standards and Approval-May, August and January

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
<i>TBD</i>	<i>See outcomes below</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
<ol style="list-style-type: none"> <li>1. Achieve at least the Advanced level of Spanish competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. (ACTFL guidelines.)</li> <li>2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse Spanish-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.</li> <li>3. Demonstrate an understanding of dialectal differences in Peninsular and Latin-American Spanish by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects.</li> <li>4. Demonstrate the ability to function well in Spanish-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.</li> <li>5. Use Spanish effectively to integrate personal faith and cross-cultural interactions with Spanish speakers.</li> </ol>					



## Assessment Plan

Program: Theatre

Date: August 2020

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Senior Directing Project with "Director's Book"	See Learning Outcomes below.	End of Program	Standard Use of Rubric*	Score of 75% equals proficient	By Director of Program yearly
<ol style="list-style-type: none"> <li>1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.</li> <li>2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other "crew" tasks necessary to mount a dramatic stage production.</li> <li>3. Demonstrate effective use of the theatre artist's own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.</li> <li>4. Use the powers and resources of the director's role to help actors and crew members to perform well in a given stage-production.</li> <li>5. Integrate biblical values with theory and praxis in theatrical arts.</li> </ol>					

## THTR 344/498 Director's Prompt Book Rubric

General Information					
Category	A	B	C	D-F	Grade
<b>AUDITIONS</b> <b>*Does not apply to THTR 344</b>	Student included all paperwork in an <u><b>organized and neat</b></u> fashion from the audition process including: <b>Audition forms, notes, sides, and potential cast lists.</b>	Student included all paperwork in and from the audition process including <b>Audition forms, notes, sides, and potential cast lists,</b> but <u><b>organization may be slightly lacking.</b></u>	Student included paperwork from the audition process but <u><b>one or more pieces of paperwork are missing</b></u> (Audition forms, notes, sides, or potential cast lists) and/or paperwork is presented in a <u><b>disorganized manner.</b></u>	Student is <u><b>missing most or all</b></u> paperwork from this category.	<div>____/15</div>
<b>REHEARSAL</b>	Student included all paperwork in an <u><b>organized and neat</b></u> fashion from the rehearsal process including <b>a rehearsal schedule, rehearsal log, and a brief journaling of accomplishment from rehearsals.</b>  Student compiled a <b>DETAILED</b> journal demonstrating honest reflection and included reflections of all weekly rehearsals and production team meetings	Student included all paperwork from the rehearsal process including <b>a rehearsal schedule, rehearsal log, a brief journaling of accomplishment from rehearsals</b> but <u><b>organization may be slightly lacking.</b></u>  Student compiled a journal demonstrating honest reflection and included reflections of <u><b>most</b></u> weekly rehearsals and production team meetings	Student included paperwork from the rehearsal process but <u><b>one or more pieces of paperwork are missing</b></u> (rehearsal schedule, rehearsal log, a brief journaling of accomplishment from rehearsals) but <u><b>disorganized manner.</b></u>  Student compiled a journal demonstrating <u><b>occasional</b></u> reflections on rehearsals and production team meetings.	Student is missing <u><b>most or all</b></u> paperwork from this category.  Student is missing <u><b>most or all</b></u> journal entries	<div>____/25</div>

<p><b>CONTRACTS</b> *does not apply to THTR 344</p>	<p>Student included all paperwork in an <u>organized and neat</u> fashion from the contacts process including a contact sheet of all actors and technicians, a conflict sheet detailing rehearsals actors requested to miss in advance.</p>	<p>Student included all paperwork from the contacts process including a <b>contact sheet of all actors and technicians</b>, a conflict sheet detailing rehearsals actors requested to miss in advance but <u>organization may be slightly lacking.</u></p>	<p>Student included paperwork from the contacts process but <u>one piece of paperwork is missing</u> (a contact sheet of all actors and technicians, a conflict sheet detailing rehearsals actors requested to miss in advance) <u>disorganized manner</u></p>	<p>Student is missing <u>most or all</u> paperwork from this category.</p>	<p>____/10</p>
<p><b>GRAND TOTAL GENERAL INFORMATION CATEGORY</b></p>					<p>____/50</p>

Research Information					
Category	A	B	C	D-F	Grade
<b>PLAYWRIGHT'S STYLE</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>author's style</b> and biographical information including other works in an <u>organized and neat</u> way.	Student included a <u>complete</u> analysis of the <b>author's style</b> and biographical information including other work however, <u>organization may be lacking.</u>	Student included an analysis of the <b>author's style</b> but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>author's style</b> but <u>analysis and organization not appropriate or this section missing from promptbook.</u>	<u>      </u> 10
<b>HISTORICAL RESEARCH</b>	Student included a <u>complete and thorough</u> accounting of the <b>historical aspects</b> given in the playwright's text in an <u>neat and organized</u> way	Student included a <u>complete</u> accounting of the <b>historical aspects</b> given in the playwright's text however organization <u>may be lacking.</u>	Student included an accounting of the <b>historical aspects</b> in the text but <u>some parts of research and/or organization may be lacking.</u>	Student included a <u>very brief</u> accounting of the <b>historical aspects of the text</b> and organization is <u>lacking</u> or this section is <u>missing</u> from the prompt book.	<u>      </u> /15
<b>GEOGRAPHICAL RESEARCH</b>	Student included a <u>complete and thorough</u> accounting of the <b>geographical aspects</b> given in the playwright's text in a <u>neat and organized</u> way.	Student included a <u>complete</u> accounting of the <b>geographical aspects</b> given in the playwright's text however <u>organization may be lacking.</u>	Student included an accounting of the <b>geographical aspects</b> in the text but <u>some parts of research and/or organization may be lacking.</u>	Student included a <u>very brief</u> accounting of the <b>geographical aspects of the text</b> and organization is <u>lacking</u> or this section is <u>missing</u> from the prompt book.	<u>      </u> /10

DEFINITIONS	Student included a <u>complete and thorough</u> accounting of specific/unusual words given in the playwright's text in a <u>neat and organized</u> way.	Student included a <u>complete</u> accounting of specific/unusual words given in the playwright's text however organization may be lacking.	Student included an accounting of the <u>text</u> but <u>some parts of research and/or organization may be lacking.</u>	Student included a <u>very brief</u> accounting of the <u>text</u> and organization is <u>lacking</u> or this section is <u>missing</u> from the prompt book.	____/15
GRAND TOTAL RESEARCH INFORMATION CATEGORY					____/50

Play Analysis (page 1)					
Category	A	B	C	D-F	Grade
<b>GIVEN CIRCUMSTANCES</b>  (Date, Environment, Social, Economic, Religious, Political, Previous Action, Polar Attitudes)	Student included a <u>complete and thoughtful</u> analysis of the <b>Given Circumstances</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included, as well as a color coded, marked script.	Student included a <u>complete</u> analysis of the <b>Given Circumstances</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included, as well as a color coded, marked script.	Student included <u>some</u> analysis of the <b>Given Circumstances</b> in the text but <u>analysis and/or organization may be lacking</u> .	Student included an analysis of the <b>Given Circumstances</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	_____/10
<b>DIALOGUE</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>Dialogue</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Dialogue</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Dialogue</b> in the text but <u>analysis and/or organization may be lacking</u> .	Student included an analysis of the <b>Dialogue</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	_____/10
<b>DRAMATIC ACTION</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>Dramatic Action</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Dramatic Action</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Dramatic Action</b> in the text but <u>analysis and/or organization may be lacking</u> .	Student included an analysis of the <b>Dramatic Action</b> but <u>analysis and organization not appropriate or this section missing from this promptbook</u> .	_____/10
<b>CHARACTER</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>Main Characters</b> in the text in a <u>neat and organized</u> way.	Student included a <u>complete</u> analysis of the <b>Main Character</b> in the text but <u>organization may</u>	Student included <u>some</u> analysis of the <b>Main Character</b> in the text but <u>analysis and/or</u>	Student included an analysis of the <b>Main Character</b> but <u>analysis and organization not appropriate or this section missing from this promptbook</u> .	_____/10

	Page numbers for analysis were included.	<u>be lacking.</u> Page numbers for analysis were included.	<u>organization may be lacking.</u>		
IDEA	Student included a <u>complete and thoughtful</u> analysis of the <b>Idea</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Idea</b> in the text but <u>organization may be lacking.</u> Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Idea</b> in the text but <u>analysis and/or organization may be lacking.</u>	Student included an analysis of the <b>Idea</b> but <u>analysis and organization not appropriate or this section missing from this promptbook.</u>	<u>      </u> /10

Play Analysis (Page 2)					
Category	A	B	C	D-F	Grade
MOOD	Student included a <u>complete and thoughtful</u> analysis of the <b>Mood</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Mood</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Mood</b> in the text but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>Mood</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
TEMPO	Student included a <u>complete and thoughtful</u> analysis of the <b>Tempo</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included, as well as a <b>charted plot</b> of each unit's tempo.	Student included a <u>complete</u> analysis of the <b>Tempo</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included, as well as a <b>charted plot</b> of each unit's tempo.	Student included <u>some</u> analysis of the <b>Tempo</b> in the text but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>Tempo</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
TONE	Student included a <u>complete and thoughtful</u> analysis of the <b>Tone</b> in the text in a <u>neat and organized</u> way.	Student included a <u>complete</u> analysis of the <b>Tone</b> . In the text but <u>organization may be lacking</u> .	Student included <u>some</u> analysis of the <b>Tone</b> in the text but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>Tone</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
CUTS	Student included a <u>complete and thoughtful</u> detailing of any <b>Cuts</b> in the text in a <u>neat and organized</u> way. Page numbers and lines were included.	Student included a <u>complete</u> detailing of the <b>Cuts</b> in the text but <u>organization may be lacking</u> . Page numbers for Cuts were included.	Student included <u>some</u> of the <b>Cuts</b> in the text but <u>some inappropriate material was missed or left in the script</u> .	Student included <b>Cuts</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10



<b>OVERALL INTERPRETATION OF THE DIRECTORS VIEW</b>	Student included a <u><b>complete and thoughtful</b></u> analysis of the <b>Director's Vision</b> in the text in a <u><b>neat and organized</b></u> way; <b>Page numbers</b> for analysis were included.	Student included a <u><b>complete</b></u> analysis of the <b>Director's Vision</b> in the text but <u><b>organization may be lacking</b></u> . <b>Page numbers</b> for analysis were included.	Student included <u><b>some</b></u> analysis of the <b>Director's Vision</b> in the text but analysis and/or <u><b>organization may be lacking</b></u> .	Student included an analysis of the <b>Director's Vision</b> but analysis <u><b>and organization not appropriate or this section missing from this promptbook</b></u> .	<u>      </u> /10
<b>GRAND TOTAL PLAY ANALYSIS CATEGORY</b>					<u>      </u> /100

Script Notations					
Category	A	B	C	D-F	Grade
<b>BLOCKING</b> (10 minute scene only for THTR 344)	Student included a <u>complete and thoughtful</u> detailing of all <b>Blocking</b> in the text using appropriate <b>notation</b> in an <u>neat and organized</u> way	Student included a <u>complete</u> detailing of the <b>Blocking</b> in the text using appropriate <b>notation</b> but <u>organization may be lacking.</u>	Student included <u>some</u> detailing of the <b>Blocking</b> in the text using appropriate notation but <u>notation and/or organization was lacking</u>	Student included some <b>Blocking</b> but <u>notation or organization not appropriate or this section missing from this promptbook</u>	____/15
<b>COLOR CODED MOVEMENT OR OTHER APPROVED BLOCKING NOTATION</b>	Student Color Coded OR used another approved blocking notation all <b>Movement</b> in a complete, <u>thoughtful</u> and organized <u>way.</u>	Student included Color Coded <b>Movement</b> that was in the <b>Blocking</b> - it was complete <u>but organization may be lacking.</u>	Student included <u>some</u> of the Color Coded <b>Movement</b> OR other approved blocking notation in the <b>Blocking</b> using appropriate notation but <u>missed some Blocking and/or organization was lacking</u>	Student included some of the Color Coded <b>Movement</b> , but <u>missed most Blocking or organization was lacking or this section missing from this promptbook</u>	____/30
<b>UNITS</b>	Student indicated each <b>Unit's</b> beginning and ending in a complete, <u>thoughtful</u> and organized <u>way.</u>	Student included <b>Unit</b> beginnings and endings that was <u>complete but format and/or organization may be lacking.</u>	Student included most of the <b>Unit</b> beginnings and endings but <u>format was hard to follow and/or organization was lacking.</u>	Student included some <b>Units</b> beginnings or endings, but <u>format was hard to follow and organization not appropriate or this section missing from this promptbook</u>	____/20
<b>VERBING</b>	Student included <b>Verbing</b> for each character in each Unit in a complete, <u>thoughtful</u> and organized <u>way.</u>	Student included <b>Verbing</b> for each character in each Unit that was <u>complete but format and/or organization may be lacking</u>	Student included <u>most</u> of the <b>Verbing</b> for each character in each Unit that was <u>complete but format and/or organization was lacking</u>	Student included some <b>Verbing</b> , but <u>missed most Units and/or organization not appropriate or this section missing from this promptbook</u>	____/20

<b>CUTS</b> <b>*does not apply to</b> <b>THTR 344</b>	Student included <b>Cuts</b> by striking thru lines/stage direction throughout the text (when appropriate) in a complete, <u>thoughtful and organized way.</u>	Student included <b>Cuts</b> throughout the text (when appropriate) in a <u>complete but format was confusing and/or organization may be lacking.</u>	Student included <b>Cuts</b> throughout the text (when appropriate) in a <u>complete but some inappropriate material was missed or left in the script.</u>	Student included <b>Cuts</b> throughout the text <u>organization or material left in that was not appropriate or this section missing from this promptbook.</u>	_____/15
<b>GRAND TOTAL</b> <b>SCRIPT MARKINGS</b> <b>CATEGORY</b>					_____/100

Technical Analysis (page 1)					
Category	A	B	C	D-F	Grades
<b>SET/MODEL</b>  <b>*does not apply to THTR 344</b>	<p>Student included a <u><b>complete, thoughtful</b></u> scale <b>ground plan</b> of their original set design from their directed one act</p> <p><i>Student included either a full color front elevation or scale production model of original set design.</i></p>	<p>Student included a <u><b>complete</b></u> scale <b>ground plan</b> of their original set design from their directed one act, <u><b>but scale and/or sight lines might have been slightly compromised or the design was not original (too close to the published script).</b></u></p>	<p>Student included a <b>ground plan</b> for their directed one act <u><b>but some problems existed with their scale or the design was exactly the same as that published in the script.</b></u></p>	<p>Student included a <b>ground plan</b> for their directed one act but <u><b>serious problems existed with their scale and/or the design was the same as the published script OR student did not include this technical component in their promptbook.</b></u></p>	<p>_____/20</p>
<b>LIGHT</b>  <b>*does not apply to THTR 344</b>	<p>Student included a <u><b>Complete, thoughtful</b></u> working <b>lighting plot</b> as well as all <b>lighting cues</b> appropriately indicated within the script. Design elements are creative, and fit well within the space/requirements of their theatre program.</p>	<p>Student included a working <b>light plot</b> as well as all <b>lighting cues</b> appropriately indicated within the script. <u><b>Design elements are predictable and may have problems being executed in the space or the requirements of the theatre program they are working within.</b></u></p>	<p>Student included a <b>light plot</b> and <b>lighting cues</b> within the script, <u><b>but presentation and/or formatting had some problems and/or problems executing it within the space/resource provided the directing students.</b></u></p>	<p>Student included a <b>light plot</b> and <b>light cues</b> within the script, <u><b>but did not include all instruments used and/or all cues programmed and had many problems executing it within the space/resources provided to the directing students OR student did not include this technical component in their promptbook</b></u></p>	<p>_____/10</p>

<p><b>SOUND</b> *does not apply to THTR 344</p>	<p>Student included a <u>Complete, thoughtful</u> CD of well chosen <b>pre and post show music</b> as well as all <b>sound cues</b> appropriately indicated within the script.</p>	<p>Student included a CD of chosen <b>pre/post show music</b> as well as all <b>sound cues</b> appropriately indicated within the script, but <u>choices made may not have been appropriate to the mood and/or time period the student was trying to establish.</u></p>	<p>Student included a CD with <b>pre/post show music</b> and <b>sound cues</b> within the script <u>but choices made were not appropriate to script choice and some problems executing it existed within the space/resources provided.</u></p>	<p>Student included a CD with <u>only pre or post show music, not all sound cues were marked within the script, and/or problems executing it existed within the space/resources provided OR student did not include this technical component in their promptbook.</u></p>	<p>_____/10</p>
<p><b>PROPS</b></p>	<p>Student included a <u>complete, thoughtful</u> <b>props list</b> with all necessary props divided by unit, actor, and source (if any props borrowed)</p>	<p>Student included a <b>props list</b> will necessary props but <u>props were only included in list form and not categorized.</u></p>	<p>Student included a <b>props list</b> <u>but may have been missing some props and/or may not have categorized props.</u></p>	<p>Student included a <b>props list</b> but most <u>props were missing and none were categories OR student did not include this technical component in their promptbook.</u></p>	<p>_____/10</p>

Technical Analysis (page 2)					
Category	A	B	C	D-F	Grades
<b>COSTUMES</b> *does not apply to THTR 344	Student included a <u>Complete, thoughtful</u> full color rendering with swatch representations for all actor's costumes.	Student included full color renderings for all actors' costumes <u>but costume details were weak in the design.</u>	Student included renderings <u>for most of the actor's costumes but some costumes and details were missing in the design.</u>	Student included some renderings, <u>but most of the actor's costumes were missing OR student did not include this technical component in their promptbook.</u>	_____/10
<b>MAKE-UP</b> *does not apply to THTR 344	Student included a <u>Complete</u> , full color rendering for all actor's make-up used in the production directed.	Student included make-up designs for all actors <u>but details were weak in the design.</u>	Student included designs for <u>most</u> of the actors, <u>but some designs were missing and/or details were weak in the design.</u>	Student included <u>some</u> make-up designs <u>but most actors' designs were missing OR student did not include this technical component in their promptbook.</u>	_____/10
<b>PUBLICITY</b> *does not apply to THTR 344	Student included a <u>complete</u> , publicity campaign with all legal aspects appropriately represented and all information accurately displayed including: poster designs, announcements, any additional publicity designs.	Student included a <b>publicity campaign</b> with all legal aspects represented and information displayed <u>but may have some inaccurate or hard to follow information and/or only include minimal aspects of their campaign.</u>	Student included <u>some</u> aspects of their <b>publicity campaign</b> <u>but may be missing legal aspects and information given was hard to follow.</u>	Student included <u>minimal evidence of their publicity campaign, material was missing legal and information was misleading or hard to follow OR student did not include this technical component in their promptbook.</u>	_____/10

<b>PROGRAM</b> <b>*does not apply to THTR 344</b>	Student included a <u><b>Complete</b></u> program with all legal aspects appropriately represented and all information accurately displayed	Student included a <b>program</b> with legal aspects represented <u><b>but some information was inaccurate or hard to follow.</b></u>	Student included a <b>program</b> with some legal aspects represented but <u><b>some information was missing, inaccurate, or hard to follow.</b></u>	Student included a <b>program</b> but <u><b>legal aspects were missing and/or information was missing, inaccurate and hard to follow OR student did not include this technical component in their promptbook.</b></u>	____/10
<b>FINANCIALS</b> <b>*does not apply to THTR 344</b>	Student included a <u><b>detailed</b></u> expense reports, as well as the Royalty Agreement	Student included a brief <b>expense report</b> as well as the Royalty Agreement.	Student included an <u><b>incomplete</b></u> expense report and the Royalty Agreement.	Student included either an expense report OR the Royalty Agreement. <u><b>OR student did not include this technical component in their promptbook.</b></u>	____/10
<b>GRAND TOTAL TECHNICAL ANALYSIS CATEGORY</b>					____/100



## Assessment Plan

Program: Theatre/Music

Date: August 2020

<i>Assessment</i>	<i>What is evaluated? (Connection to Student Learning Outcomes)</i>	<i>When administered?</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Senior Directing Project with "Director's Book"	Please see the program outcomes below.	End of Program	Standard Use of Rubric*	Score of 75% equals proficient	By Director of Program yearly
<ol style="list-style-type: none"> <li>1. By oral and written means, demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.</li> <li>2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other "crew" tasks necessary to mount a dramatic stage production.</li> <li>3. Demonstrate effective use of the theatre artist's own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.</li> <li>4. Use the powers and resources of the director's role to help actors and crew members to perform well in a given stage-production.</li> <li>5. Integrate biblical values with theory and praxis in theatrical and musical arts.</li> <li>6. By oral and written means, demonstrate familiarity with and respect for commonly recognized periods and traditions in the broad sweep of music history, including knowledge of prominent composers, genres, topics, philosophical issues, theoretical movements, and artistic styles</li> <li>7. Demonstrate satisfactory understanding of basic music theory and its implications for written composition and aural performance.</li> <li>8. Perform satisfactorily as a soloist and as an ensemble member in various styles of music and various venues.</li> <li>9. Demonstrate proficiency in using common tools of musical technology to enhance stage productions.</li> <li>10. Demonstrate music-conducting skills sufficient to instruct and direct solo performers and ensembles well in theatrical productions.</li> </ol>					



## THTR 344/498 Director's Prompt Book Rubric

General Information					
Category	A	B	C	D-F	Grade
<b>AUDITIONS</b> <b>*Does not apply to THTR 344</b>	Student included all paperwork in an <u>organized and neat</u> fashion from the audition process including: <b>Audition forms, notes, sides, and potential cast lists.</b>	Student included all paperwork in and from the audition process including <b>Audition forms, notes, sides, and potential cast lists,</b> but <u>organization may be slightly lacking.</u>	Student included paperwork from the audition process but <u>one or more pieces of paperwork are missing</u> (Audition forms, notes, sides, or potential cast lists) and/or paperwork is presented in a <u>disorganized manner.</u>	Student is <u>missing most or all</u> paperwork from this category.	____/15
<b>REHEARSAL</b>	Student included all paperwork in an <u>organized and neat</u> fashion from the rehearsal process including <b>a rehearsal schedule, rehearsal log, and a brief journaling of accomplishment from rehearsals.</b>  Student compiled a <b>DETAILED</b> journal demonstrating honest reflection and included reflections of all weekly rehearsals and production team meetings	Student included all paperwork from the rehearsal process including <b>a rehearsal schedule, rehearsal log, a brief journaling of accomplishment from rehearsals</b> but <u>organization may be slightly lacking.</u>  Student compiled a journal demonstrating honest reflection and included reflections of <b>most</b> weekly rehearsals and production team meetings	Student included paperwork from the rehearsal process but <u>one or more pieces of paperwork are missing</u> (rehearsal schedule, rehearsal log, a brief journaling of accomplishment from rehearsals) but <u>disorganized manner.</u>  Student compiled a journal demonstrating <u>occasional</u> reflections on rehearsals and production team meetings.	Student is missing <u>most or all</u> paperwork from this category.  Student is missing <u>most or all</u> journal entries	____/25

<p><b>CONTRACTS</b> *does not apply to THTR 344</p>	<p>Student included all paperwork in an <u>organized and neat</u> fashion from the contacts process including a <b>contact sheet</b> of all actors and technicians, a conflict sheet detailing rehearsals actors requested to miss in advance.</p>	<p>Student included all paperwork from the contacts process including a <b>contact sheet</b> of all actors and technicians, a conflict sheet detailing rehearsals actors requested to miss in advance but <u>organization may be slightly lacking.</u></p>	<p>Student included paperwork from the contacts process but <u>one piece of paperwork is missing</u> (a contact sheet of all actors and technicians, a conflict sheet detailing rehearsals actors requested to miss in advance) <u>disorganized manner</u></p>	<p>Student is missing <u>most or all</u> paperwork from this category.</p>	<p>____/10</p>
<p><b>GRAND TOTAL GENERAL INFORMATION CATEGORY</b></p>					<p>____/50</p>

Research Information					
Category	A	B	C	D-F	Grade
<b>PLAYWRIGHT'S STYLE</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>author's style</b> and biographical information including other works in an <u>organized and neat</u> way.	Student included a <u>complete</u> analysis of the <b>author's style</b> and biographical information including other work however, <u>organization may be lacking.</u>	Student included an analysis of the <b>author's style</b> but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>author's style</b> but <u>analysis and organization not appropriate or this section missing from promptbook.</u>	____ <b>10</b>
<b>HISTORICAL RESEARCH</b>	Student included a <u>complete and thorough</u> accounting of the <b>historical aspects</b> given in the playwright's text in an <u>neat and organized</u> way	Student included a <u>complete</u> accounting of the <b>historical aspects</b> given in the playwright's text however organization <u>may be lacking.</u>	Student included an accounting of the <b>historical aspects</b> in the text but <u>some parts of research and/or organization may be lacking.</u>	Student included a <u>very brief</u> accounting of the <b>historical aspects of the text</b> and organization is <u>lacking</u> or this section is <u>missing</u> from the prompt book.	____/15
<b>GEOGRAPHICAL RESEARCH</b>	Student included a <u>complete and thorough</u> accounting of the <b>geographical aspects</b> given in the playwright's text in a <u>neat and organized</u> way.	Student included a <u>complete</u> accounting of the <b>geographical aspects</b> given in the playwright's text however <u>organization may be lacking.</u>	Student included an accounting of the <b>geographical aspects</b> in the text but <u>some parts of research and/or organization may be lacking.</u>	Student included a <u>very brief</u> accounting of the <b>geographical aspects of the text</b> and organization is <u>lacking</u> or this section is <u>missing</u> from the prompt book.	____/10

DEFINITIONS	Student included a <u>complete and thorough</u> accounting of specific/unusual words given in the playwright's text in a <u>neat and organized</u> way.	Student included a <u>complete</u> accounting of specific/unusual words given in the playwright's text however organization may be lacking.	Student included an accounting of the <u>text</u> but <u>some parts of research and/or organization may be lacking</u> .	Student included a <u>very brief</u> accounting of the <u>text</u> and organization is <u>lacking</u> or this section is <u>missing</u> from the prompt book.	____/15
GRAND TOTAL RESEARCH INFORMATION CATEGORY					____/50

Play Analysis (page 1)					
Category	A	B	C	D-F	Grade
<b>GIVEN CIRCUMSTANCES</b>  (Date, Environment, Social, Economic, Religious, Political, Previous Action, Polar Attitudes)	Student included a <u>complete and thoughtful</u> analysis of the <b>Given Circumstances</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included, as well as a color coded, marked script.	Student included a <u>complete</u> analysis of the <b>Given Circumstances</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included, as well as a color coded, marked script.	Student included <u>some</u> analysis of the <b>Given Circumstances</b> in the text but <u>analysis and/or organization may be lacking</u> .	Student included an analysis of the <b>Given Circumstances</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
<b>DIALOGUE</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>Dialogue</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Dialogue</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Dialogue</b> in the text but <u>analysis and/or organization may be lacking</u> .	Student included an analysis of the <b>Dialogue</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
<b>DRAMATIC ACTION</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>Dramatic Action</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Dramatic Action</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Dramatic Action</b> in the text but <u>analysis and/or organization may be lacking</u> .	Student included an analysis of the <b>Dramatic Action</b> but <u>analysis and organization not appropriate or this section missing from this promptbook</u> .	____/10
<b>CHARACTER</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>Main Characters</b> in the text in a <u>neat and organized</u> way.	Student included a <u>complete</u> analysis of the <b>Main Character</b> in the text but <u>organization may</u>	Student included <u>some</u> analysis of the <b>Main Character</b> in the text but <u>analysis and/or</u>	Student included an analysis of the <b>Main Character</b> but <u>analysis and organization not appropriate or this section missing from this promptbook</u> .	____/10

	Page numbers for analysis were included.	<u>be lacking.</u> Page numbers for analysis were included.	<u>organization may be lacking.</u>		
IDEA	Student included a <u>complete and thoughtful</u> analysis of the <b>Idea</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Idea</b> in the text but <u>organization may be lacking.</u> Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Idea</b> in the text but <u>analysis and/or organization may be lacking.</u>	Student included an analysis of the <b>Idea</b> but <u>analysis and organization not appropriate or this section missing from this promptbook.</u>	<u>      </u> /10

Play Analysis (Page 2)					
Category	A	B	C	D-F	Grade
MOOD	Student included a <u>complete and thoughtful</u> analysis of the <b>Mood</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Mood</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Mood</b> in the text but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>Mood</b> but analysis <u>and organization not appropriate or this section missing from this promptbook.</u>	____/10
TEMPO	Student included a <u>complete and thoughtful</u> analysis of the <b>Tempo</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included, as well as a <b>charted plot</b> of each unit's tempo.	Student included a <u>complete</u> analysis of the <b>Tempo</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included, as well as a <b>charted plot</b> of each unit's tempo.	Student included <u>some</u> analysis of the <b>Tempo</b> in the text but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>Tempo</b> but analysis <u>and organization not appropriate or this section missing from this promptbook.</u>	____/10
TONE	Student included a <u>complete and thoughtful</u> analysis of the <b>Tone</b> in the text in a <u>neat and organized</u> way.	Student included a <u>complete</u> analysis of the <b>Tone</b> . In the text but <u>organization may be lacking</u> .	Student included <u>some</u> analysis of the <b>Tone</b> in the text but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>Tone</b> but analysis <u>and organization not appropriate or this section missing from this promptbook.</u>	____/10
CUTS	Student included a <u>complete and thoughtful</u> detailing of any <b>Cuts</b> in the text in a <u>neat and organized</u> way. Page numbers and lines were included.	Student included a <u>complete</u> detailing of the <b>Cuts</b> in the text but <u>organization may be lacking</u> . Page numbers for Cuts were included.	Student included <u>some</u> of the <b>Cuts</b> in the text but <u>some inappropriate material was missed or left in the script.</u>	Student included <b>Cuts</b> but analysis <u>and organization not appropriate or this section missing from this promptbook.</u>	____/10

<b>OVERALL INTERPRETATION OF THE DIRECTORS VIEW</b>	Student included a <u>complete and thoughtful</u> analysis of the Director's Vision in the text in a <u>neat and organized</u> way; Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the Director's Vision in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the Director's Vision in the text but analysis and/or <u>organization may be lacking</u> .	Student included an analysis of the Director's Vision but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
<b>GRAND TOTAL PLAY ANALYSIS CATEGORY</b>					____/100



Script Notations					
Category	A	B	C	D-F	Grade
<b>BLOCKING</b> (10 minute scene only for THTR 344)	Student included a <u>complete and thoughtful</u> detailing of all <b>Blocking</b> in the text using appropriate <b>notation</b> in an <u>neat and organized</u> way	Student included a <u>complete</u> detailing of the <b>Blocking</b> in the text using appropriate <b>notation</b> but <u>organization may be lacking.</u>	Student included <u>some</u> detailing of the <b>Blocking</b> in the text using appropriate notation but <u>notation and/or organization was lacking</u>	Student included some <b>Blocking</b> but <u>notation or organization not appropriate or this section missing from this promptbook</u>	____/15
<b>COLOR CODED MOVEMENT OR OTHER APPROVED BLOCKING NOTATION</b>	Student Color Coded OR used another approved blocking notation all <b>Movement</b> in a complete, <u>thoughtful</u> and organized <u>way.</u>	Student included Color Coded <b>Movement</b> that was in the <b>Blocking</b> - it was complete <u>but organization may be lacking.</u>	Student included <u>some</u> of the Color Coded <b>Movement</b> OR other approved blocking notation in the <b>Blocking</b> using appropriate notation but <u>missed some Blocking and/or organization was lacking</u>	Student included some of the Color Coded <b>Movement</b> , but <u>missed most Blocking or organization was lacking or this section missing from this promptbook</u>	____/30
<b>UNITS</b>	Student indicated each <b>Unit's</b> beginning and ending in a complete, <u>thoughtful</u> and organized <u>way.</u>	Student included <b>Unit</b> beginnings and endings that was <u>complete but format and/or organization may be lacking.</u>	Student included most of the <b>Unit</b> beginnings and endings but <u>format was hard to follow and/or organization was lacking.</u>	Student included some <b>Units</b> beginnings or endings, but <u>format was hard to follow and organization not appropriate or this section missing from this promptbook</u>	____/20
<b>VERBING</b>	Student included <b>Verbing</b> for each character in each Unit in a complete, <u>thoughtful</u> and organized <u>way.</u>	Student included <b>Verbing</b> for each character in each Unit that was <u>complete but format and/or organization may be lacking</u>	Student included <u>most</u> of the <b>Verbing</b> for each character in each Unit that was <u>complete but format and/or organization was lacking</u>	Student included some <b>Verbing</b> , but <u>missed most Units and/or organization not appropriate or this section missing from this promptbook</u>	____/20

<b>CUTS</b> <b>*does not apply to</b> <b>THTR 344</b>	Student included <b>Cuts</b> by striking thru lines/stage direction throughout the text (when appropriate) in a complete, <u>thoughtful and organized way.</u>	Student included <b>Cuts</b> throughout the text (when appropriate) in a <u>complete but format was confusing and/or organization may be lacking.</u>	Student included <b>Cuts</b> throughout the text (when appropriate) in a <u>complete but some inappropriate material was missed or left in the script.</u>	Student included <b>Cuts</b> throughout the text <u>organization or material left in that was not appropriate or this section missing from this promptbook.</u>	_____/15
<b>GRAND TOTAL</b> <b>SCRIPT MARKINGS</b> <b>CATEGORY</b>					_____/100

Technical Analysis (page 1)					
Category	A	B	C	D-F	Grades
<b>SET/MODEL</b>  <b>*does not apply to THTR 344</b>	<p>Student included a <u><b>complete, thoughtful</b></u> scale <b>ground plan</b> of their original set design from their directed one act</p> <p><i>Student included either a full color front elevation or scale production model of original set design.</i></p>	<p>Student included a <u><b>complete</b></u> scale <b>ground plan</b> of their original set design from their directed one act, <u><b>but scale and/or sight lines might have been slightly compromised or the design was not original (too close to the published script).</b></u></p>	<p>Student included a <b>ground plan</b> for their directed one act <u><b>but some problems existed with their scale or the design was exactly the same as that published in the script.</b></u></p>	<p>Student included a <b>ground plan</b> for their directed one act but <u><b>serious problems existed with their scale and/or the design was the same as the published script OR student did not include this technical component in their promptbook.</b></u></p>	<p>_____/20</p>
<b>LIGHT</b>  <b>*does not apply to THTR 344</b>	<p>Student included a <u><b>Complete, thoughtful</b></u> working <b>lighting plot</b> as well as all <b>lighting cues</b> appropriately indicated within the script. Design elements are creative, and fit well within the space/requirements of their theatre program.</p>	<p>Student included a working <b>light plot</b> as well as all <b>lighting cues</b> appropriately indicated within the script. <u><b>Design elements are predictable and may have problems being executed in the space or the requirements of the theatre program they are working within.</b></u></p>	<p>Student included a <b>light plot</b> and <b>lighting cues</b> within the script, <u><b>but presentation and/or formatting had some problems and/or problems executing it within the space/resource provided the directing students.</b></u></p>	<p>Student included a <b>light plot</b> and <b>light cues</b> within the script, <u><b>but did not include all instruments used and/or all cues programmed and had many problems executing it within the space/resources provided to the directing students OR student did not include this technical component in their promptbook</b></u></p>	<p>_____/10</p>

<p><b>SOUND</b> *does not apply to THTR 344</p>	<p>Student included a <u>Complete, thoughtful</u> CD of well chosen <b>pre and post show music</b> as well as all <b>sound cues</b> appropriately indicated within the script.</p>	<p>Student included a CD of chosen <b>pre/post show music</b> as well as all <b>sound cues</b> appropriately indicated within the script, but <u>choices made may not have been appropriate to the mood and/or time period the student was trying to establish.</u></p>	<p>Student included a CD with <b>pre/post show music</b> and <b>sound cues</b> within the script <u>but choices made were not appropriate to script choice and some problems executing it existed within the space/resources provided.</u></p>	<p>Student included a CD with <u>only pre or post show music, not all sound cues were marked within the script, and/or problems executing it existed within the space/resources provided OR student did not include this technical component in their promptbook.</u></p>	<p>_____/10</p>
<p><b>PROPS</b></p>	<p>Student included a <u>complete, thoughtful</u> <b>props list</b> with all necessary props divided by unit, actor, and source (if any props borrowed)</p>	<p>Student included a <b>props list</b> will necessary props but <u>props were only included in list form and not categorized.</u></p>	<p>Student included a <b>props list</b> <u>but may have been missing some props and/or may not have categorized props.</u></p>	<p>Student included a <b>props list</b> but most <u>props were missing and none were categories OR student did not include this technical component in their promptbook.</u></p>	<p>_____/10</p>

Technical Analysis (page 2)					
Category	A	B	C	D-F	Grades
<b>COSTUMES</b> *does not apply to THTR 344	Student included a <u>Complete, thoughtful</u> full color rendering with swatch representations for all actor's costumes.	Student included full color renderings for all actors' costumes <u>but costume details were weak in the design.</u>	Student included renderings <u>for most of the actor's costumes but some costumes and details were missing in the design.</u>	Student included some renderings, <u>but most of the actor's costumes were missing OR student did not include this technical component in their promptbook.</u>	____/10
<b>MAKE-UP</b> *does not apply to THTR 344	Student included a <u>Complete</u> , full color rendering for all actor's make-up used in the production directed.	Student included make-up designs for all actors <u>but details were weak in the design.</u>	Student included designs for <u>most</u> of the actors, <u>but some designs were missing and/or details were weak in the design.</u>	Student included <u>some</u> make-up designs <u>but most actors' designs were missing OR student did not include this technical component in their promptbook.</u>	____/10
<b>PUBLICITY</b> *does not apply to THTR 344	Student included a <u>complete</u> , publicity campaign with all legal aspects appropriately represented and all information accurately displayed including: poster designs, announcements, any additional publicity designs.	Student included a <u>publicity campaign</u> with all legal aspects represented and information displayed <u>but may have some inaccurate or hard to follow information and/or only include minimal aspects of their campaign.</u>	Student included <u>some</u> aspects of their <u>publicity campaign but may be missing legal aspects and information given was hard to follow.</u>	Student included <u>minimal evidence of their publicity campaign, material was missing legal and information was misleading or hard to follow OR student did not include this technical component in their promptbook.</u>	____/10

<b>PROGRAM</b> <b>*does not apply to THTR 344</b>	Student included a <u><b>Complete</b></u> program with all legal aspects appropriately represented and all information accurately displayed	Student included a program with legal aspects represented <u><b>but some information was inaccurate or hard to follow.</b></u>	Student included a program with some legal aspects represented but <u><b>some information was missing, inaccurate, or hard to follow.</b></u>	Student included a program but <u><b>legal aspects were missing and/or information was missing, inaccurate and hard to follow OR student did not include this technical component in their promptbook.</b></u>	____/10
<b>FINANCIALS</b> <b>*does not apply to THTR 344</b>	Student included a <u><b>detailed</b></u> expense reports, as well as the Royalty Agreement	Student included a brief <b>expense report</b> as well as the Royalty Agreement.	Student included an <u><b>incomplete</b></u> expense report and the Royalty Agreement.	Student included either an expense report OR the Royalty Agreement. <u><b>OR student did not include this technical component in their promptbook.</b></u>	____/10
<b>GRAND TOTAL TECHNICAL ANALYSIS CATEGORY</b>					____/100



## Assessment Plan

Program: Theatre/Speech Education

Date: August 2020

Assessment	What is evaluated? (Connection to Student Learning Outcomes)	When administered?	Analysis of fairness, consistency and accuracy	Criteria	Schedule for Review
Program(s): Art Education, French Education, Spanish Education, Language Arts Education, Theatre/Speech Education					
MoGEA- Missouri General Education Assessment	-Demonstrate academic preparation in the appropriate content area  -Identify and implement research based pedagogical instructional strategies  -Exhibit appropriate professional dispositions  -Demonstrate culturally responsive teaching  <b>Theatre Speech Education Program Outcome 6.</b> Demonstrate in-depth understanding of theatre/speech teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to	<b>Entry level.</b> Required for entry into education program; EDUC 219	Instrument reliability and validity insured by Pearson.	Currently set at -2 for EU; panel-based cut score of: Reading 186 Writing 167 Math 183 Science/SS 183	Teacher Education Committee for Standards and Approval-May, August and January

	improve students' theatre/speech proficiencies and competence.				
<b>MEP- Missouri Educator Profile</b>	-Exhibit appropriate professional dispositions	Entry level Required for entry into education program	Instrument reliability and validity insured by Pearson	No set criteria-used for informational purpose and advising	By advisor- when needed
<b>Clinical Experience (Formative)</b>	-Demonstrate academic preparation in the appropriate content area,  -Identify and implement research based pedagogical instructional strategies  -Exhibit appropriate professional dispositions  -Demonstrate culturally responsive teaching	At the completion of each practicum experience. <b>Level I-entry</b> <b>Level II-mid program</b> <b>Level III-pre-student teaching</b>	Reliability and fairness assured by standard use of evaluation rubric by cooperating teacher and university supervisor	Candidates must receive a grade of A or B on all clinical experience evaluations.	Director of Clinical Experience/Course Instructor-each semester  Teacher Education Committee-January
<b>MEES- Missouri Educator Evaluation System (Summative)</b>	-Demonstrate academic preparation in the appropriate content area,  -Identify and implement research based pedagogical instructional strategies  -Exhibit appropriate professional dispositions  -Demonstrate culturally responsive teaching	<b>Exit level-Student Teaching</b>	Instrument reliability and validity assured by DESE	Currently at 1; final criteria still being determined by DESE	Not yet determined-waiting for final forms from DESE
<b>MoCA- Missouri Content Assessment</b>	-Demonstrate academic preparation in the appropriate content area	<b>Exit/Licensure levels</b>	Instrument reliability and validity assured by Pearson	State passing score on appropriate specialty area test.	Teacher Education Committee for Standards and Approval-May, August and January
<b>Senior Directing Project with "Director's Book"</b>	<b>Please see the program outcomes below.</b>	<b>End of Program</b>	<b>Standard Use of Rubric*</b>	<b>Score of 75% equals proficient</b>	<b>By Director of Program yearly</b>



1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.
2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.
3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.
4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.
5. Integrate biblical values with theory and praxis in theatrical arts

## THTR 344/498 Director's Prompt Book Rubric

General Information					
Category	A	B	C	D-F	Grade
<b>AUDITIONS</b> <b>*Does not apply to THTR 344</b>	Student included all paperwork in an <u><b>organized and neat</b></u> fashion from the audition process including: <b>Audition forms, notes, sides, and potential cast lists.</b>	Student included all paperwork in and from the audition process including <b>Audition forms, notes, sides, and potential cast lists,</b> but <u><b>organization may be slightly lacking.</b></u>	Student included paperwork from the audition process but <u><b>one or more pieces of paperwork are missing</b></u> (Audition forms, notes, sides, or potential cast lists) and/or paperwork is presented in a <u><b>disorganized manner.</b></u>	Student is <u><b>missing most or all</b></u> paperwork from this category.	<div>____/15</div>
<b>REHEARSAL</b>	Student included all paperwork in an <u><b>organized and neat</b></u> fashion from the rehearsal process including <b>a rehearsal schedule, rehearsal log, and a brief journaling of accomplishment from rehearsals.</b>  Student compiled a <b>DETAILED</b> journal demonstrating honest reflection and included reflections of all weekly rehearsals and production team meetings	Student included all paperwork from the rehearsal process including <b>a rehearsal schedule, rehearsal log, a brief journaling of accomplishment from rehearsals</b> but <u><b>organization may be slightly lacking.</b></u>  Student compiled a journal demonstrating honest reflection and included reflections of <u><b>most</b></u> weekly rehearsals and production team meetings	Student included paperwork from the rehearsal process but <u><b>one or more pieces of paperwork are missing</b></u> (rehearsal schedule, rehearsal log, a brief journaling of accomplishment from rehearsals) but <u><b>disorganized manner.</b></u>  Student compiled a journal demonstrating <u><b>occasional</b></u> reflections on rehearsals and production team meetings.	Student is missing <u><b>most or all</b></u> paperwork from this category.  Student is missing <u><b>most or all</b></u> journal entries	<div>____/25</div>

<b>CONTRACTS</b> <b>*does not apply to THTR 344</b>	Student included all paperwork in an <u>organized and neat</u> fashion from the contacts process including a <b>contact sheet</b> of all actors and technicians, a conflict sheet detailing rehearsals actors requested to miss in advance.	Student included all paperwork from the contacts process including a <b>contact sheet</b> of all actors and technicians, a conflict sheet detailing rehearsals actors requested to miss in advance but <u>organization may be slightly lacking</u> .	Student included paperwork from the contacts process but <u>one piece of paperwork is missing</u> (a contact sheet of all actors and technicians, a conflict sheet detailing rehearsals actors requested to miss in advance) <u>disorganized manner</u>	Student is missing <u>most or all</u> paperwork from this category.	_____/10
<div>GRAND TOTAL</div> <div>GENERAL INFORMATION</div> <div>CATEGORY</div>					_____/50
<div>Research Information</div>					
Category	A	B	C	D-F	Grade
<b>PLAYWRIGHT'S STYLE</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>author's style</b> and biographical information including other works in an <u>organized and neat</u> way.	Student included a <u>complete</u> analysis of the <b>author's style</b> and biographical information including other work however, <u>organization may be lacking</u> .	Student included an analysis of the <b>author's style</b> but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>author's style</b> but <u>analysis and organization not appropriate or this section missing from promptbook</u> .	____ 10
<b>HISTORICAL RESEARCH</b>	Student included a <u>complete and thorough</u> accounting of the <b>historical aspects</b> given in the <b>playwright's text</b> in an <u>neat and organized</u> way	Student included a <u>complete</u> accounting of the <b>historical aspects</b> given in the <b>playwright's text</b> however	Student included an accounting of the <b>historical aspects</b> in the <b>text</b> but <u>some parts of research and/or</u>	Student included a <u>very brief</u> accounting of the <b>historical aspects of the text</b> and organization is <u>lacking</u> or this section is <u>missing</u> from the prompt book.	_____/15

		organization <u>may be lacking</u> .	<u>organization may be lacking</u> .		
<b>GEOGRAPHICAL RESEARCH</b>	Student included a <u>complete and thorough</u> accounting of the geographical aspects given in the playwright's text in a <u>neat and organized</u> way.	Student included a <u>complete</u> accounting of the geographical aspects given in the playwright's text however <u>organization may be lacking</u> .	Student included an accounting of the geographical aspects in the text but <u>some parts of research and/or organization may be lacking</u> .	Student included a <u>very brief</u> accounting of the geographical aspects of the text and organization is <u>lacking</u> or this section is <u>missing</u> from the prompt book.	____/10
<b>DEFINITIONS</b>	Student included a <u>complete and thorough</u> accounting of <u>specific/unusual</u> words given in the playwright's text in a <u>neat and organized</u> way.	Student included a <u>complete</u> accounting of <u>specific/unusual</u> words given in the playwright's text however organization may be <u>lacking</u> .	Student included an accounting of the text but <u>some parts of research and/or organization may be lacking</u> .	Student included a <u>very brief</u> accounting of the text and organization is <u>lacking</u> or this section is <u>missing</u> from the prompt book.	____/15
<b>GRAND TOTAL RESEARCH INFORMATION CATEGORY</b>					____/50

Play Analysis (page 1)					
Category	A	B	C	D-F	Grade
<b>GIVEN CIRCUMSTANCES</b>  (Date, Environment, Social, Economic, Religious, Political, Previous Action, Polar Attitudes)	Student included a <u>complete and thoughtful</u> analysis of the <b>Given Circumstances</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included, as well as a color coded, marked script.	Student included a <u>complete</u> analysis of the <b>Given Circumstances</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included, as well as a color coded, marked script.	Student included <u>some</u> analysis of the <b>Given Circumstances</b> in the text but <u>analysis and/or organization may be lacking</u> .	Student included an analysis of the <b>Given Circumstances</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	_____/10
<b>DIALOGUE</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>Dialogue</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Dialogue</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Dialogue</b> in the text but <u>analysis and/or organization may be lacking</u> .	Student included an analysis of the <b>Dialogue</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	_____/10
<b>DRAMATIC ACTION</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>Dramatic Action</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Dramatic Action</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Dramatic Action</b> in the text but <u>analysis and/or organization may be lacking</u> .	Student included an analysis of the <b>Dramatic Action</b> but <u>analysis and organization not appropriate or this section missing from this promptbook</u> .	_____/10
<b>CHARACTER</b>	Student included a <u>complete and thoughtful</u> analysis of the <b>Main Characters</b> in the text in a <u>neat and organized</u> way.	Student included a <u>complete</u> analysis of the <b>Main Character</b> in the text but <u>organization may</u>	Student included <u>some</u> analysis of the <b>Main Character</b> in the text but <u>analysis and/or</u>	Student included an analysis of the <b>Main Character</b> but <u>analysis and organization not appropriate or this section missing from this promptbook</u> .	_____/10

	Page numbers for analysis were included.	<u>be lacking.</u> Page numbers for analysis were included.	<u>organization may be lacking.</u>		
IDEA	Student included a <u>complete and thoughtful</u> analysis of the <b>Idea</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Idea</b> in the text but <u>organization may be lacking.</u> Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Idea</b> in the text but <u>analysis and/or organization may be lacking.</u>	Student included an analysis of the <b>Idea</b> but <u>analysis and organization not appropriate or this section missing from this promptbook.</u>	<u>      </u> /10

Play Analysis (Page 2)					
Category	A	B	C	D-F	Grade
MOOD	Student included a <u>complete and thoughtful</u> analysis of the <b>Mood</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the <b>Mood</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the <b>Mood</b> in the text but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>Mood</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
TEMPO	Student included a <u>complete and thoughtful</u> analysis of the <b>Tempo</b> in the text in a <u>neat and organized</u> way. Page numbers for analysis were included, as well as a <b>charted plot</b> of each unit's tempo.	Student included a <u>complete</u> analysis of the <b>Tempo</b> in the text but <u>organization may be lacking</u> . Page numbers for analysis were included, as well as a <b>charted plot</b> of each unit's tempo.	Student included <u>some</u> analysis of the <b>Tempo</b> in the text but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>Tempo</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
TONE	Student included a <u>complete and thoughtful</u> analysis of the <b>Tone</b> in the text in a <u>neat and organized</u> way.	Student included a <u>complete</u> analysis of the <b>Tone</b> . In the text but <u>organization may be lacking</u> .	Student included <u>some</u> analysis of the <b>Tone</b> in the text but <u>analysis and/or organization may be lacking</u>	Student included an analysis of the <b>Tone</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
CUTS	Student included a <u>complete and thoughtful</u> detailing of any <b>Cuts</b> in the text in a <u>neat and organized</u> way. Page numbers and lines were included.	Student included a <u>complete</u> detailing of the <b>Cuts</b> in the text but <u>organization may be lacking</u> . Page numbers for Cuts were included.	Student included <u>some</u> of the <b>Cuts</b> in the text but <u>some inappropriate material was missed or left in the script</u> .	Student included <b>Cuts</b> but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10

<b>OVERALL INTERPRETATION OF THE DIRECTORS VIEW</b>	Student included a <u>complete and thoughtful</u> analysis of the Director's Vision in the text in a <u>neat and organized</u> way; Page numbers for analysis were included.	Student included a <u>complete</u> analysis of the Director's Vision in the text but <u>organization may be lacking</u> . Page numbers for analysis were included.	Student included <u>some</u> analysis of the Director's Vision in the text but analysis and/or <u>organization may be lacking</u> .	Student included an analysis of the Director's Vision but analysis <u>and organization not appropriate or this section missing from this promptbook</u> .	____/10
<b>GRAND TOTAL PLAY ANALYSIS CATEGORY</b>					____/100



Script Notations					
Category	A	B	C	D-F	Grade
<b>BLOCKING</b> (10 minute scene only for THTR 344)	Student included a <u>complete and thoughtful</u> detailing of all <b>Blocking</b> in the text using appropriate <b>notation</b> in an <u>neat and organized</u> way	Student included a <u>complete</u> detailing of the <b>Blocking</b> in the text using appropriate <b>notation</b> but <u>organization may be lacking.</u>	Student included <u>some</u> detailing of the <b>Blocking</b> in the text using appropriate notation but <u>notation and/or organization was lacking</u>	Student included some <b>Blocking</b> but <u>notation or organization not appropriate or this section missing from this promptbook</u>	____/15
<b>COLOR CODED MOVEMENT OR OTHER APPROVED BLOCKING NOTATION</b>	Student Color Coded OR used another approved blocking notation all <b>Movement</b> in a complete, <u>thoughtful</u> and organized <u>way.</u>	Student included Color Coded <b>Movement</b> that was in the <b>Blocking</b> - it was complete <u>but organization may be lacking.</u>	Student included <u>some</u> of the Color Coded <b>Movement</b> OR other approved blocking notation in the <b>Blocking</b> using appropriate notation but <u>missed some Blocking and/or organization was lacking</u>	Student included some of the Color Coded <b>Movement</b> , but <u>missed most Blocking or organization was lacking or this section missing from this promptbook</u>	____/30
<b>UNITS</b>	Student indicated each <b>Unit's</b> beginning and ending in a complete, <u>thoughtful</u> and organized <u>way.</u>	Student included <b>Unit</b> beginnings and endings that was <u>complete but format and/or organization may be lacking.</u>	Student included most of the <b>Unit</b> beginnings and endings but <u>format was hard to follow and/or organization was lacking.</u>	Student included some <b>Units</b> beginnings or endings, but <u>format was hard to follow and organization not appropriate or this section missing from this promptbook</u>	____/20
<b>VERBING</b>	Student included <b>Verbing</b> for each character in each Unit in a complete, <u>thoughtful</u> and organized <u>way.</u>	Student included <b>Verbing</b> for each character in each Unit that was <u>complete but format and/or organization may be lacking</u>	Student included <u>most</u> of the <b>Verbing</b> for each character in each Unit that was <u>complete but format and/or organization was lacking</u>	Student included some <b>Verbing</b> , but <u>missed most Units and/or organization not appropriate or this section missing from this promptbook</u>	____/20
<b>CUTS</b>	Student included <b>Cuts</b> by striking thru lines/stage direction throughout the text (when appropriate)	Student included <b>Cuts</b> throughout the text (when appropriate) in a <u>complete but format was confusing</u>	Student included <b>Cuts</b> throughout the text (when appropriate) in a <u>complete but some</u>	Student included <b>Cuts</b> throughout the text <u>organization or material left in that was not appropriate</u>	____/15

<b>*does not apply to THTR 344</b>	in a complete, <u>thoughtful and organized way.</u>	<u>and/or organization may be lacking.</u>	<u>inappropriate material was missed or left in the script.</u>	<u>or this section missing from this promptbook.</u>	
<b>GRAND TOTAL SCRIPT MARKINGS CATEGORY</b>					_____/100

Technical Analysis (page 1)					
Category	A	B	C	D-F	Grades
<b>SET/MODEL</b>  <b>*does not apply to THTR 344</b>	<p>Student included a <u><b>complete, thoughtful</b></u> scale <b>ground plan</b> of their original set design from their directed one act</p> <p><i>Student included either a full color front elevation or scale production model of original set design.</i></p>	<p>Student included a <u><b>complete</b></u> scale <b>ground plan</b> of their original set design from their directed one act, <u><b>but scale and/or sight lines might have been slightly compromised or the design was not original (too close to the published script).</b></u></p>	<p>Student included a <b>ground plan</b> for their directed one act <u><b>but some problems existed with their scale or the design was exactly the same as that published in the script.</b></u></p>	<p>Student included a <b>ground plan</b> for their directed one act but <u><b>serious problems existed with their scale and/or the design was the same as the published script OR student did not include this technical component in their promptbook.</b></u></p>	<p>_____/20</p>
<b>LIGHT</b>  <b>*does not apply to THTR 344</b>	<p>Student included a <u><b>Complete, thoughtful</b></u> working <b>lighting plot</b> as well as all <b>lighting cues</b> appropriately indicated within the script. Design elements are creative, and fit well within the space/requirements of their theatre program.</p>	<p>Student included a working <b>light plot</b> as well as all <b>lighting cues</b> appropriately indicated within the script. <u><b>Design elements are predictable and may have problems being executed in the space or the requirements of the theatre program they are working within.</b></u></p>	<p>Student included a <b>light plot</b> and <b>lighting cues</b> within the script, <u><b>but presentation and/or formatting had some problems and/or problems executing it within the space/resource provided the directing students.</b></u></p>	<p>Student included a <b>light plot</b> and <b>light cues</b> within the script, <u><b>but did not include all instruments used and/or all cues programmed and had many problems executing it within the space/resources provided to the directing students OR student did not include this technical component in their promptbook</b></u></p>	<p>_____/10</p>

<p><b>SOUND</b> *does not apply to THTR 344</p>	<p>Student included a <u>Complete, thoughtful</u> CD of well chosen <b>pre and post show music</b> as well as all <b>sound cues</b> appropriately indicated within the script.</p>	<p>Student included a CD of chosen <b>pre/post show music</b> as well as all <b>sound cues</b> appropriately indicated within the script, but <u>choices made may not have been appropriate to the mood and/or time period the student was trying to establish.</u></p>	<p>Student included a CD with <b>pre/post show music</b> and <b>sound cues</b> within the script <u>but choices made were not appropriate to script choice and some problems executing it existed within the space/resources provided.</u></p>	<p>Student included a CD with <u>only pre or post show music, not all sound cues were marked within the script, and/or problems executing it existed within the space/resources provided OR student did not include this technical component in their promptbook.</u></p>	<p>_____/10</p>
<p><b>PROPS</b></p>	<p>Student included a <u>complete, thoughtful</u> <b>props list</b> with all necessary props divided by unit, actor, and source (if any props borrowed)</p>	<p>Student included a <b>props list</b> will necessary props but <u>props were only included in list form and not categorized.</u></p>	<p>Student included a <b>props list</b> <u>but may have been missing some props and/or may not have categorized props.</u></p>	<p>Student included a <b>props list</b> but most <u>props were missing and none were categories OR student did not include this technical component in their promptbook.</u></p>	<p>_____/10</p>

Technical Analysis (page 2)					
Category	A	B	C	D-F	Grades
<b>COSTUMES</b> *does not apply to THTR 344	Student included a <u>Complete, thoughtful</u> full color rendering with swatch representations for all actor's costumes.	Student included full color renderings for all actors' costumes <u>but costume details were weak in the design.</u>	Student included renderings <u>for most of the actor's costumes but some costumes and details were missing in the design.</u>	Student included some renderings, <u>but most of the actor's costumes were missing OR student did not include this technical component in their promptbook.</u>	____/10
<b>MAKE-UP</b> *does not apply to THTR 344	Student included a <u>Complete</u> , full color rendering for all actor's make-up used in the production directed.	Student included make-up designs for all actors <u>but details were weak in the design.</u>	Student included designs for <u>most</u> of the actors, <u>but some designs were missing and/or details were weak in the design.</u>	Student included <u>some</u> make-up designs <u>but most actors' designs were missing OR student did not include this technical component in their promptbook.</u>	____/10
<b>PUBLICITY</b> *does not apply to THTR 344	Student included a <u>complete</u> , publicity campaign with all legal aspects appropriately represented and all information accurately displayed including: poster designs, announcements, any additional publicity designs.	Student included a publicity campaign with all legal aspects represented and information displayed <u>but may have some inaccurate or hard to follow information and/or only include minimal aspects of their campaign.</u>	Student included <u>some</u> aspects of their publicity campaign <u>but may be missing legal aspects and information given was hard to follow.</u>	Student included <u>minimal evidence of their publicity campaign, material was missing legal and information was misleading or hard to follow OR student did not include this technical component in their promptbook.</u>	____/10

<b>PROGRAM</b> <b>*does not apply to THTR 344</b>	Student included a <u><b>Complete</b></u> program with all legal aspects appropriately represented and all information accurately displayed	Student included a program with legal aspects represented <u><b>but some information was inaccurate or hard to follow.</b></u>	Student included a program with some legal aspects represented but <u><b>some information was missing, inaccurate, or hard to follow.</b></u>	Student included a program but <u><b>legal aspects were missing and/or information was missing, inaccurate and hard to follow OR student did not include this technical component in their promptbook.</b></u>	____/10
<b>FINANCIALS</b> <b>*does not apply to THTR 344</b>	Student included a <u><b>detailed</b></u> expense reports, as well as the Royalty Agreement	Student included a brief <b>expense report</b> as well as the Royalty Agreement.	Student included an <u><b>incomplete</b></u> expense report and the Royalty Agreement.	Student included either an expense report OR the Royalty Agreement. <u><b>OR student did not include this technical component in their promptbook.</b></u>	____/10
<b>GRAND TOTAL TECHNICAL ANALYSIS CATEGORY</b>					____/100