



Observer Name \_\_\_\_\_ Rehearsal Date \_\_\_\_\_

School Name \_\_\_\_\_

Advisor Name(s) \_\_\_\_\_

Student Leader Names \_\_\_\_\_

Summit Attended \_\_\_\_\_ Performance Date \_\_\_\_\_

Agenda/Plan for Rehearsal \_\_\_\_\_

\_\_\_\_\_

**Notes** (please use this section and/or the back of this sheet to detail observations or keep track of progress)

*Please rate the school on the following criteria.*

	Not at all	Somewhat	Mostly	Totally
The group uses buddies or partners based on ability				
Students use divisive or pejorative language around disability				
Students of all abilities are included fully in the rehearsal process as equals				
Accommodations have been made as necessary to script, blocking, choreography, etc., to ensure full inclusion				
There is a clear theme chosen for the performance				
Students understand and demonstrate knowledge of UT theater terms/concepts.				
Scenes have a story arc and characters and relate to the theme				
Script writing is creative and aligned with UT message of positivity and inclusion				
Students are leading their peers				
Leaders demonstrate clear understanding of their roles and responsibilities				
Students have a plan/agenda for rehearsal and are organized				
Students of all abilities are engaged and excited and actively participating in rehearsal				
Advisor(s) understands and demonstrates appropriate balance of leadership duties with student leaders				

**Final Overall Rating (circle one)** Poor Fair Good Excellent

## REHEARSAL OBSERVATION 2016 - 2017

### SCORING RUBRIC

	<b>NOT AT ALL 1</b>	<b>SOMEWHAT 2</b>	<b>MOSTLY 3</b>	<b>TOTALLY 4</b>
<b>The group uses buddies or partners based on ability</b>	Everyone is working individually or in small groups, no differentiation based on ability	1 or 2 partners for students who need more support.	Many SWD working with partners, structure of the group seems based on partners	All participants are paired with a "buddy" along ability/disability divisions
<b>Students use divisive or pejorative language around disability</b>	No instances of insults or the r-word. Person-first and respectful language only.	A few slips of not using person-first or "us vs. them" language but not disrespectful or hurtful	No person-first language and occasional use of r-word or insults around disability	Frequent use of r-word, disability-first language. Insults based on disability heard often.
<b>Students of all abilities are included fully in the rehearsal process as equals.</b>	SWD excluded, used as "props"; not contributing at all to rehearsal	SWD make some contributions, might see patronizing, used as "mascot" or "inspiration"	SWD definitely involved but not quite equally. Or a few SWD but not all	All participants, with or w/o disabilities, fully contributing & collaborating as equals
<b>Accommodations have been made as necessary to script, blocking, choreography, etc., to ensure full inclusion</b>	SWD singled out or not fully incorporated into blocking or choreography. Segregation happening	A couple creative modifications but they seem haphazard or afterthoughts	Generally good inclusion, still room for improvement but strong effort to accommodate all SWD	SWD seamlessly & creatively included with blocking, choreography and writing
<b>There is a clear theme chosen for the performance</b>	No theme, no cohesive ideas, struggling to tie scenes together	Vague ideas but not concrete; or competing ideas. Title but no theme	Theme is confirmed but not fleshed out. Multiple ideas	Theme is set, it makes sense, is aligned with UT values
<b>Students understand and demonstrate knowledge of UT theater terms/concepts from Summit</b>	Group has not made an effort to learn or use theater concepts in their work.	Students struggle to find a way to use theater concepts, are not making use of handbook.	Makes an effort to use theater concepts and have tried to use the handbook or ask for help.	Fully versed in theater concepts and uses them throughout rehearsals
<b>Scenes have a story arc and characters and relate to the theme</b>	Most or all scenes don't tie to theme; scenes don't make sense, have clear action	A few scenes are strong but many fall short - confusing or unrelated	Majority of scenes make sense and relate to theme	Scenes clearly show theme; are cohesive, make sense & relate to other scenes
<b>Script writing is creative and aligned with UT message of positivity and inclusion</b>	No originality or new ideas; scenes show exclusion or negativity	Major issues with creativity but some effort made. May be negative scenes or exclusion	Generally strong content with fun & creative ideas. Little to no exclusion in scenes	Very creative ideas, executed well. UT-appropriate & strong msg of positivity and inclusion
<b>Students are leading their peers</b>	Advisor is doing everything; not clear who the leaders are	A little effort by students to lead but Advisor doing the majority	Students doing most of the work w/support & guidance from Advisor	Students are doing everything; no input from Advisor needed
<b>Leaders demonstrate clear understanding of their roles and responsibilities</b>	Roles not assigned and/or students have no idea of their tasks	A few leaders may know their roles or have vague idea of their duty	Majority of leaders are clear on their tasks; still some confusion	Everyone very clear; knows exactly their roles; tasks clearly assigned
<b>Students have a plan/agenda for rehearsal and are organized</b>	Rehearsal is chaotic w/ no plan; leaders unsure what comes next	Mostly disorganized; 1 or 2 clear objectives for the day	Generally clear plan for the day; may make some changes or ask for input	Leaders know what's happening when; sked is very clear to all
<b>Students of all abilities are engaged and excited and actively participating in rehearsal</b>	Clear uninterest from participants; no one wants to work, easily distracted	A handful of eager participants but majority of students unengaged	Most students are participating, giving feedback, working hard, enjoying the process	Everyone is fully invested, working collaboratively, laughing, talking about the process
<b>Advisor(s) understands and demonstrates appropriate balance of leadership duties with student leaders</b>	Advisor has all or nothing approach; they do everything, not allowing students to lead at all, or they are completely uninvolved/uninterested	Slightly more balance but still obviously unequal division of duties between Advisor and Leaders	Generally a good balance struck with Advisors supporting and helping as needed; may still be some overstepping	Leaders are obviously in charge with Advisors present for support and/or stepping in as necessary to troubleshoot