

# COMEDY WORKSHOP



Name: \_\_\_\_\_

Class/Section: \_\_\_\_\_

**This rubric will be used to assess:**

- Your ongoing, daily progress toward comedic storytelling goals
- Your classmates' comedic storytelling
- Your 2-3 minute performance at the end of the comedy workshop

**Review the rubric criteria each day to assess your own progress and the progress of your classmates. When you provide constructive feedback to your classmates, be sure to use rubric language. As you reflect, consider the following questions:**

- What are some areas that I am doing well in?
- What are some areas that I could improve in?
- In what ways can I incorporate additional techniques to enhance my comedic storytelling?
- In what ways can I modify my performance to meet the needs of my audience?

## Comedic Storytelling Rubric

	Beginning 1	Developing 2	Effective 3	Strong 4	Score/ Level <small>*to be completed for final performance</small>
<b>Story Development</b>	<p>The story does not have a clear beginning, middle, or end.</p> <p>Descriptive language and details are not used to provide clear visual images. Audience members indicate that they have trouble following the story.</p> <p>The story is not well organized; some events are out of sequence and key details are missing.</p> <p>The story is not appropriate for adding comedic elements.</p>	<p>The story has some characteristics of a beginning, middle, and end, but there are a lot of gaps.</p> <p>The story has some supporting details; however, more elaboration is needed. Audience members may have questions about the character, the setting, or story events.</p> <p>The story has a lot of potential to add comedic elements.</p>	<p>The story is organized with a beginning, middle, and end.</p> <p>The story contains some descriptive language and details that enhance the performance. Audience members are engaged in the story.</p> <p>The story has a foundation that lends itself to comedy.</p>	<p>The story is very well organized and has a clear and logical beginning, middle, and end.</p> <p>The story contains vivid descriptive language and details to enhance the performance and create strong visual images. Audience members follow the story and respond as expected.</p> <p>The story has a strong foundation for comedic elements to make the audience laugh.</p>	
<b>Use of Physicality</b>	<p>The storyteller does not use physicality to enhance the story; the performance feels flat.</p>	<p>The storyteller uses some movements and gestures to make the story funnier.</p>	<p>The storyteller uses body language, physical movements, gestures, and facial expressions to make the story funnier.</p>	<p>The storyteller uses confident body language, animated physical movements, appropriate gestures, and facial expressions to enhance the story and make it funnier.</p>	

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## Comedic Storytelling Rubric

	Beginning 1	Developing 2	Effective 3	Strong 4	Score/ Level  *to be completed for final performance
<b>Application of Punch Up Techniques</b>	The storyteller does not make a strong effort to apply punch up techniques to improve the performance.	The storyteller attempts to use some examples of exaggeration, elaboration, and/or impressions to improve the performance.	The storyteller uses some examples of exaggeration, elaboration, and/or impressions to enhance the performance.	The storyteller uses appropriate exaggeration, detailed elaboration, and impressions to enhance the performance and to appeal to the audience.	
<b>Stage Presence</b>	<p>The storyteller does not speak in a loud and clear voice to ensure that all audience members can hear.</p> <p>The storyteller has not adequately practiced the story and performance and needs to read notes.</p> <p>The storyteller does not make eye contact with the audience.</p> <p>The storyteller is fidgety and the movements are distracting.</p> <p>The storyteller does not attempt to introduce the story, tell the audience what the story will be about, or say goodbye.</p> <p>The storyteller is not focused on the audience.</p>	<p>The volume and clarity of the storyteller's voice is inconsistent.</p> <p>The storyteller has practiced the story and performance but has moments of forgetfulness.</p> <p>The storyteller attempts to make eye contact with the audience but does not maintain it.</p> <p>The storyteller's posture is inconsistent.</p> <p>The storyteller gives either a brief introduction, tells what the story will be about, or says goodbye, but does not do all three.</p> <p>The storyteller shows minimal awareness of the audience members' reactions.</p>	<p>The storyteller speaks loudly and clearly.</p> <p>The storyteller has practiced the story and performance.</p> <p>The storyteller makes eye contact throughout most of the performance.</p> <p>The storyteller has good posture for most of the performance.</p> <p>The storyteller gives a brief introduction, tells what the story will be about, and says goodbye.</p> <p>The storyteller is aware of the audience members' reactions and makes some adjustments.</p>	<p>The storyteller consistently speaks loudly and clearly in a way that is well received by audience members.</p> <p>The storyteller is confident and the story is well memorized and well practiced.</p> <p>The storyteller maintains strong eye contact throughout the performance.</p> <p>The storyteller maintains strong, effective posture.</p> <p>The storyteller effectively introduces himself or herself, provides a story summary, and says goodbye to the audience to facilitate maximum engagement.</p> <p>The storyteller is responsive to the audience and interacts in a way that significantly contributes to the story and the performance.</p>	
<b>Reflection</b>	<p>The storyteller makes no attempt to apply feedback to improve the story and performance.</p> <p>The storyteller makes no attempt to reflect on progress of the elements of the story and performance.</p> <p>The storyteller does not provide feedback to peers.</p>	<p>The storyteller attempts to apply feedback but does not always apply it effectively</p> <p>The storyteller minimally attempts to self-assess and reflect on the story and performance.</p> <p>The storyteller attempts to provide feedback to peers but makes minimal attempt to use rubric language.</p>	<p>The storyteller applies feedback in ways that result in an improved story and performance.</p> <p>The storyteller self-assesses and reflects in ways that result in a better story and performance.</p> <p>The storyteller provides feedback to peers and attempts to use rubric language.</p>	<p>Throughout the comedy workshop, the storyteller effectively applies feedback gathered from classmates and teacher to significantly improve the story and performance.</p> <p>The storyteller is able to self-assess and reflect on progress and goals in meaningful ways to ensure that the story and performance meet criteria.</p> <p>The storyteller provides high-quality, constructive feedback using appropriate rubric language to maximize classmates' stories and performances.</p>	

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## Daily Self-Assessment and Reflection

Day 1		
Rubric Area	Areas of Strength	Areas in Need of Improvement
Story Development		
Use of Physicality		
Application of Punch Up Techniques		
Stage Presence		
Notes:		

  

Day 2		
Rubric Area	Areas of Strength	Areas in Need of Improvement
Story Development		
Use of Physicality		
Application of Punch Up Techniques		
Stage Presence		
Notes:		

  

Day 3		
Rubric Area	Areas of Strength	Areas in Need of Improvement
Story Development		
Use of Physicality		
Application of Punch Up Techniques		
Stage Presence		
Notes:		

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## Day 4

Rubric Area	Areas of Strength	Areas in Need of Improvement
Story Development		
Use of Physicality		
Application of Punch Up Techniques		
Stage Presence		

Notes:

## Day 5

Rubric Area	Areas of Strength	Areas in Need of Improvement
Story Development		
Use of Physicality		
Application of Punch Up Techniques		
Stage Presence		

Notes:

