Behind-the-Scenes Awards – Portfolio and Interview Assessment Rubric

Criteria	PROFICIENT	SKILLED	ADVANCED	MASTERY
Collaboration, Concepts, & Understanding	- Work shows some understanding of the musical - Shows limited knowledge of the names, techniques, and tools used in area - Demonstrates limited understanding of the production's purpose, audience, and their role's contribution to success - Work shows little collaboration between position and other members of the team (director, designers, supervisors, etc.)	- Work shows a fair understanding of the musical - Shows some knowledge of names, techniques, and tools used in area: rarely integrates this knowledge when describing their work - Demonstrates some understanding of the production's purpose, audience, and their role's contribution to success - Work shows inconsistent effectiveness in collaboration between position and other members of the team (director, designers, supervisors, etc.)	- Work shows a good understanding of the musical - Shows working knowledge of names, techniques, and tools used in area; sometimes integrates this knowledge when describing their work - Demonstrates consistent understanding of the production's purpose, audience, and their role's contribution to success - Work shows consistent and effective collaboration between position and other members of the team (director, designers, supervisors, etc.)	- Work shows an excellent understanding of the musical - Shows working knowledge of names, techniques, and tools used in area; easily integrates this knowledge when describing their work - Demonstrates excellent understanding of the production's purpose, audience, and their role's contribution to success - Work shows consistent and effective collaboration between position and other members of the team (director, designers, supervisors, etc.) **and** created template or design applicable to future productions
Planning, Research, & Preparations	- Minimal effort towards preparing for role. Limited practice and organization - Minimal effort towards research or information gathering - Minimal use of timelines, outlines, benchmarks, etc. in planning	- Limited practice and organization - Some attempt to research or gather information. Draws on personal experience **or** outside sources - Limited use of timelines, outlines, benchmarks, etc. in planning	- Solid and intentional practice and organization - Gathered a great deal of information, including from both personal experience **and** additional outside sources. Draws thoughtful conclusions from their findings - Clear use of timelines, outlines, benchmarks, etc.	- Exceptional practice and organization - Gathered a great deal of information, including from both personal experience **and** additional outside sources. Findings significantly shape plans and overall vision - Planning uses timelines, outlines, benchmarks, etc. effectively **and** are replicable in future productions
Execution & Application	- Accuracy of details are rarely present - Lack of precision and clarity in execution -Attempted to apply another's vision or approach to responsibilities - Few goals were unachieved or had scattered outcomes	- Accuracy of details is sometimes present - Lack of precision and clarity in execution -Applied a semi-original, organized vision or approach appropriate to responsibilities - Some goals were achieved, and outcomes were partially in line with the needs of the production	- Accuracy of details is mostly present - Consistent evidence of precision and clarity in execution -Applied a fully original and organized vision or approach appropriate to responsibilities - Most goals were achieved, and outcomes were mostly in line with the needs of the production	- Strong accuracy of details all of the time - Exceptional precision and clarity in execution - Applied a fully original and organized vision or approach appropriate to responsibilities, documented innovations for future productions for use by self or others - Every goal was achieved, and outcomes were consistently in line with needs of the production
Problem-Solving & Utilization of Resources	- Minimal pre-thought given to how to handle the "unexpected" - Needed consistent adult guidance to persevere in the problem-solving process when difficulties arose - Available resources rarely used effectively	- Some pre-thought given to how to handle the "unexpected". Leaning on others to help find solutions - Demonstrated some willingness to give effort when obstacles arose - Available resources used somewhat effectively	- Strong pre-thought given to how to handle the "unexpected". Engaged in conversations with others to prepare. - Consistently demonstrated willingness to give effort when obstacles arose - Effectively use available resources most of the time with moments of creativity and efficiency	- Intentional time given to pre-think about how to handle the "unexpected". Creation of instructions or policies to follow. - Approached difficulties or obstacles as opportunities and worked through them towards the goal - Effectively used available resources; demonstrated creativity and efficiency
Autonomy & Responsibility	- Fulfilled duties under the careful direction of an adult supervisor who provided extensive in-the-moment guidance	- Fulfilled duties with an adult supervisor closely present but with limited in-the-moment guidance	-Fulfilled duties mostly independently; sought clarity and feedback from adult supervisor or peers at appropriate times	- Fulfilled duties independently as appropriate; viewed by adult supervisor and peers as an expert in the area who is fully capable of meeting expected responsibilities with a high degree of professionalism

Updated for the 2025-2026 Season

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Possible Interview Questions: *Use these questions to help you prepare for your 15-minute interview with adjudicators. Adjudicators might ask different questions or follow ups. These questions are just a starting point for practice.*

What was the scope of your position? What were the main goals of your position?

How did you prepare for your work? How did you formulate ideas?

Tell me about some of the techniques you used.

Tell me about some of the tools you used.

What were the goals you set out to achieve? How well do you feel you accomplished those goals?

What steps did you take to organize your work?

What sort of preparations did you take to handle anything that might "go wrong" during performances?

How did your work support the overall vision for your school's production?

Are there particular details in your work of which you are particularly proud? Why did these stand out to you? How did they support the story you were trying to tell? How did they support the goal you were trying to reach

Tell me about how you worked with your adult supervisor. How present were they during your work? What types of things did they help you with?

What did you learn through this process? If you were to do it again, what would you do differently?

What steps did you take to make sure your work was accurate?

Tell me about the biggest challenge or complex issue you encountered with the production. What did you do to address it? What was the outcome?

What resources were available to you? What challenges or opportunities did your available resources pose?