

Costume Design

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Student(s):

School:

Selection:

Troupe:

| SKILLS | 4 Superior Above standard | 3 Excellent At standard | 2 Good Near standard | 1 Fair Aspiring to standard | SCORE |
|--|--|---|---|---|-------|
| Job Understanding and Interview Articulation of the costume designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions, and collaborative process. | Articulates a broad understanding of the costume designer's role and job responsibilities; thoroughly presents and explains the executed design, creative decisions, and collaborative process. | Articulates an understanding of the costume designer's role and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process. | Articulates a partial understanding of the costume designer's role and job responsibilities; inconsistently presents and explains the executed design, creative decisions and/or collaborative process. | Articulates little understanding of the costume designer's role and job responsibilities; does not explain an executed design, creative decisions or collaborative process. | |
| Comment: | | | | | |
| Design, Research, and Analysis Design, research and analysis addresses the artistic and practical needs (given circumstances) of the script to support the costume design and unifying concept. | A well-conceived set of costume designs, detailed research, and thorough script analysis clearly address the artistic and practical needs of production and consistently support the unifying concept. | Costume designs, research, and script analysis address the artistic and practical needs of the production and support the unifying concept. | Incomplete costume designs, research, and script analysis somewhat address the artistic and practical needs of the production and/or inconsistently support the unifying concept. | The costume designs, research, and analysis of the script do not address the artistic and practical needs of the production or support the unifying concept. | |
| Comment: | | | | | |
| Artistic Interpretation Costume design choices reflect the mood, style, period, locale, and genre of the play. | Costume design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play. | Costume design choices communicate the mood, style, period, locale, and genre of the play. | Costume design choices somewhat communicate the mood, style, period, locale, and genre of the play. | Costume designs lack choices that communicate the mood, style, period, locale, and genre of the play. | |
| Comment: | | | | | |
| Execution Artifacts and binder convey ideas, products, and choices that support the script and unifying concept. | Artifacts and binder comprehensively enhance and communicate artistic ideas and choices to provide exceptional support for the script and unifying concept. | Artifacts and binder align with artistic ideas and choices to support the script and unifying concept. | Artifacts and incomplete binder inconsistently align with artistic ideas and choices to support the script and unifying concept. | Artifacts and incomplete binder lack alignment with artistic ideas and choices to support the script and unifying concept. | |
| Comment: | | | | | |

| | | | | | |
|----------------------------------|---|--|-----------------------------------|-----------------------------------|--------------------|
| RATING (Please circle) | 4 Superior (Score of 16-14) | 3 Excellent (Score of 13-10) | 2 Good (Score of 9-6) | 1 Fair (Score of 5-4) | TOTAL SCORE |
|----------------------------------|---|--|-----------------------------------|-----------------------------------|--------------------|

Judge's name (Please print)

Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: (_____mm _____ss)
- Rule violation: _____; _____; _____
- Other comments:

This rubric should not be considered an assessment of student learning. However, it can serve as a model for designing curriculum- based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, H:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

For additional Standards resources visit: www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: _____

State Standards website: _____