

Costume Construction



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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 role of costume construction; presentation and explanation of the constructed garment. | Articulates comprehensive understanding of the functional and aesthetic role of costume construction; detailed presentation explains the constructed garment. | Articulates an understanding of the functional and aesthetic role of costume construction; presentation explains the constructed garment. | Articulates a partial understanding of the functional and aesthetic role of costume construction; presentation inconsistently explains the constructed garment. | Articulates little understanding of the functional and aesthetic role of costume construction; presentation lacks detail and clear explanation. | |
| Comment: | | | | | |
| Analysis for Construction Analysis of artistic and practical constraints that guide costume construction. | Analysis of artistic and practical constraints that guide costume construction is comprehensive and detailed. | Analysis of artistic and practical constraints that guide costume construction is adequate. | Analysis of artistic and practical constraints that guide costume construction is limited. | Analysis of costume construction is missing. | |
| Comment: | | | | | |
| Artistic Interpretation Construction reproduces design; detailing choices support the mood, style, period, locale, and genre of the script. | Construction expertly reproduces the design ; detailing choices enhance the mood, style, period, locale, and genre of the script. | Construction accurately reproduces the design ; detailing choices align with the mood, style, period, locale, and genre of the script. | Construction partially reproduces the design ; detailing choices somewhat support the mood , style, period, locale, and genre of the script. | Construction does not reproduce the design or support the mood, style, period, locale, and genre of the script. | |
| Comment: | | | | | |
| Execution Garment construction, attention to detail, and artifact binder. | Garment construction is executed with precision and attention to detail ; artifact binder carefully documents construction and includes insightful reflection. | Garment construction demonstrates accurate skills and attention to detail ; artifact binder documents construction. | Garment construction demonstrates limited skill and attention to detail ; artifact binder partially documents construction. | Garment construction lacking or defective and/or artifact binder is missing. | |
| Comment: | | | | | |

| | | | | | |
|---|--|---|--|--|--------------------|
| RATING <small>(Please circle)</small> | 4 Superior <small>(Score of 16-14)</small> | 3 Excellent <small>(Score of 13-10)</small> | 2 Good <small>(Score of 9-6)</small> | 1 Fair <small>(Score of 5-4)</small> | 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:

Individual Events should not be considered an assessment of student learning. However, Individual Events 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: _____