

Costume Construction

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Student(s):

School:

Troupe:

Selection:

| 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. Comment: | Articulates a 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. | |
| 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. | |
| 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: | | | | | |

| SKILLS | 4 Superior Above standard | 3 Excellent At standard | 2 Good Near standard | 1 Fair Aspiring to standard | SCORE |
|--|---|---|---|---|---------------------|
| <p>Execution Garment construction, attention to detail, and artifact binder.</p> <p>Comment:</p> | <p>Garment construction is executed with precision and attention to detail; artifact binder comprehensively documents construction and includes insightful reflection.</p> | <p>Garment construction demonstrates accurate skills and attention to detail; artifact binder documents construction.</p> | <p>Garment construction demonstrates limited skill and attention to detail; artifact binder partially documents construction.</p> | <p>Garment construction lacking or defective and/or artifact binder is missing.</p> | |
| <p>RATING (Please circle)</p> | <p>4 Superior (16-14)</p> | <p>3 Excellent (13-10)</p> | <p>2 Good (9-6)</p> | <p>1 Fair (5-4)</p> | <p>TOTAL</p> |

Judge's name (Please print)

Judge's signature

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: [TH3:Cr2.1.II.b](#), [TH:Pr4.1.II.b](#), [TH:Pr5.1.I.b](#), [TH:Pr5.1.III.b](#)

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: _____