

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: _____