National Individual Events 2017-18

For internal use

**Costume Construction**

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| Student(s):  | School:  |
| Selection:  | Troupe:  |

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| --- | --- | --- | --- | --- | --- |
|  **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 s**omewhat 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 p**recision 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:** |  |  |  |  |  |

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| **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** |

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Judge’s name (Please Print) Judge’s signature

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| 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](http://www.nationalartsstandards.org/)

For additional Standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State Standards website: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_