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Student(s):				School:		
Selection:				Troupe:		·
MonologueD	uoGroup					
SKILLS	4 Superior Above standard	3 Excellent At standard	2 Go		1 Fair Aspiring to standard	SCORE
Acting Transitions Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.	Clear articulation of name and selection; intuitive transition into and between characters, distinctive final moment and transition out of character into exit.	Clear articulation of name and selection; recognizable transition into and between characters, final moment and into exit.	selection; and betw and/or fin	ely clear on of name and transition into een characters al moment may ot be present.	Unclear articulation of name and selection; transitions into and between characters and/ or final moment are not evident.	
Comment:						
Characterization Emotional and physical believability and commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s).	Character is consistently emotionally and physically believable; committed choices and tactics toward an objective prompt intuitive reaction to real or implied partner(s).	Character is frequently emotionally and physically believable; committed choices and tactics toward an objective prompt identifiable reaction to real or implied partner(s).	emotiona believable tactics to objective	prompt some s to real or	Character is rarely emotionally and physically believable; choices, tactics, objectives and a relationship to a real or implied partner(s) are not evident.	
Comment:						
Voice Projection, articulation, intonation, and other chosen vocal techniques that reflect the character's emotions and subtext.	Vocal projection is appropriately varied, and dialogue is consistently clearly articulated throughout; use of pitch, tempo, tone, and inflection communicate the character's emotions and subtext.	Vocal projection is appropriately varied, and dialogue is frequently clearly articulated; use of pitch, tempo, tone, and inflection usually communicate the character's emotions and subtext.	clearly ar are incor pitch, tem inflection commun	jection and ticulated dialogue nsistent; use of npo, tone, and sometimes icate the 's emotions and	Vocal projection and articulated dialogue are limited or absent; use of pitch, tempo, tone, and inflection rarely communicate the character's emotions and subtext.	
Comment:						
Movement/Staging Gestures, facial expressions, movements, and actions that communicate the character's emotions and subtext.	Gestures and facial expressions consistently communicate appropriate character emotions and subtext; blocking is varied, purposeful, and reflects the character's emotions and subtext.	Gestures and facial expressions communicate appropriate character emotions and subtext; blocking is purposeful and reflects the character's emotions and subtext.	expression communa character subtext; to generally	's emotions and	Gestures and facial expressions are limited or absent and rarely communicate the character's emotions and subtext; blocking usually does not reflect the character's emotions and subtext.	
Comment:						

Execution

Concentration and commitment to moment-to-moment choices; integration of voice, body, and emotions create a believable character/ relationship that tells a story.

Concentration and commitment to moment-to-moment choices are sustained throughout the performance; integration of voice, body, and emotions create a believable character/ relationship that tells a story.

Concentration and commitment to moment-to-moment choices are sustained throughout most of the performance; integration of voice, body, and emotions create a frequently believable character/relationship that tells a story.

Concentration, and commitment to moment-to-moment choices are inconsistently sustained; integration of voice, body, emotion choices create a sometimes believable character/relationship that tells a story.

Concentration and commitment to moment-to-moment choices are limited or absent; voice, body, emotion choices rarely create a believable character/relationship that tells a story.

	-	-	
Comment:			

RATING (Please circle)	4 Superior (Score of 20-18)	3 Excellent (Score of 17-13)	2 Good (Score of 12-8)	1 Fair (Score of 7-5)	TOTAL SCORE
	la la la companya (Piana)			La la de des	
	Judge's name (Please prir	ıt)		Judge's sign	ature
ATTENTION TA	BULATION ROOM: Ple	ase note the following:			
☐ Timing	issue: (mm	ss)			
☐ Rule vi	olation:	;		;	
Other co	omments:				

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

 $For additional \ Standards \ resources \ visit: www.school the atre.org/advocacy/standards resources$

Optional aligned state standards:

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Student(s):				School:				
Selection:				Troupe:				
SKILLS	4 Superior Above standard	3 Excellent At standard	2 Go		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.	functional and aesthetic role of costume construction; presentation inconsistently explains		understanding of the functional and aesthetic role of costume construction; presentation inconsistently explains		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.	practical guide cos	of artistic and constraints that stume ion 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.	reproduct detailing somewhat mood, st	tion partially tes the design; choices at support the tyle, period, locale, e 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.	demon and at artifact	nt construction strates limited skil tention to detail; binder partially rents construction.	Garment construction lacking or defective and/or artifact binder is missing.			
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 prii	nt)		Judge's signa	ture

ATTENTION TABULATION ROOM: Please note the following:

Rule violation: ;

Timing issue: (____mm___ss)

Other comments:

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Optional aligned state standards:

State Standards website:

Costume Design

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Student(s):			School:			
Selection:			Troupe:			
SKILLS	4 Superior Above standard	3 Excellent At standard	2 Good Near standard		Fair Diring 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 r and job responsibilities inconsistently presen and explains the executesign, creative decision and/or collaborative process.	role cos s; and doe exe ons dec	culates little lerstanding of the tume designer's role job responsibilities; es not explain an cuted design, creative isions or collaborative cess.	
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, an script analysis somewhat address th artistic and practical needs of the production and/or inconsistently support the unifying concept.	nd res of the ne add pra n pro	e costume designs, search, and analysis the script do not dress the artistic and ctical needs of the duction or support the fying concept.	
Comment:				L		
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 choi somewhat communic the mood, style, period locale, and genre of the play.	cate cho	stume designs lack bices that mmunicate the mood, le, period, locale, and are of the play.	
Comment:						
Execution Artifacts and binder convey ideas, products, and choices that support the script and unifying concept.	Artifacts and comprehensive binder enhance 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 incombinder inconsistent align with artistic ide choices to support the script and unifying combined to the script and unifying the script and unifying combined to the script and unifying combined to the script and unifying the scri	eas and eas an	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 pri	nt)		Judge's sigi	nature
ATTENTION TA	BULATION ROOM: Ple	ease note the following:			
	ssue: (mm				
	olation:omments:	;;		<u>;</u>	
Outer oc	minorito.				
is rubric should no sessments and fo	ot be considered an assess r this reason, alignment to	sment of student learning. I the National Core Standa	However, it can serve a rds has been indicated	as a model for designing cu I on this form.	rriculum- based performance

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

State Standards website:

Optional aligned state standards:

Student(s):

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Selection:	election:			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 lighting designer's role and job responsibilities; presentation and explanation of executed design, creative decisions, and collaborative process.	Articulates a comprehensive understanding of the lighting designer's role and job responsibilities; thoroughly presents and explains the executed design, creative decisions and collaborative process.	Articulates an understanding of the lighting designer's role and job responsibilities; adequately presents and explains the executed design, creative decisions and collaborative process.	Articulates a partial understanding of the lighting designer's role and job responsibilities; inconsistently presents and explains the executed design, creative decisions and/or collaborative process.	Articulates little understanding of the lighting designer's role and job responsibilities; does not explain an executed design, creative decisions or the collaborative process.		
Comment:						
Design, Research, and Analysis Design, research and analysis addresses the artistic and practical requirements of the script to support the lighting design and the unifying concept.	A well-conceived lighting design, detailed research, and thorough script analysis clearly addresses the artistic and practical needs of the production and consistently supports the unifying concept.	A complete lighting design, research, and script analysis addresses the artistic and practical needs of the production and supports the unifying concept.	An incomplete lighting design, research, and script analysis somewhat addresses the artistic and practical needs of the production and/or inconsistently supports the unifying concept.	The incomplete lighting design, research, and script analysis rarely addresses the artistic and practical needs of the production or supports the unifying concept.		
Comment:						

Artistic

Interpretation
Lighting design choices
reflect the mood, style,
period, locale, and genre of
the play through the
controllable properties of
light.

Lighting design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play.

Lighting design choices **communicate** the mood, style, period, locale, and genre of the play.

Lighting design choices somewhat communicate the mood, style, period, locale, and genre of the play.

School:

Lighting design lacks choices that communicate the mood, style, period, locale, and genre of the play.

Comment:

Execution

Light plot and artifact binder convey ideas, products, and choices that support the script and unifying concept. A comprehensive light plot and artifact binder enhance artistic ideas and choices to provide exceptional support for the script and unifying concept. A light plot and artifact binder **align** with artistic ideas and choices to **support** the script and unifying concept. An incomplete light plot and artifact binder inconsistently align with artistic ideas and choices to support the script and unifying concept. An incomplete light plot and artifact binder lack alignment with artistic ideas and choices to support the script and unifying concept.

Comment:

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

Judge's name (Please print)	Judge's signature
ATTENTION TABULATION ROOM: Please note the following:	
☐ Timing issue: (mmss)	
Rule violation:;;	<u>;</u>
Other comments:	

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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

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

Optional aligned state standards:

Makeup Design

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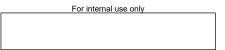


Student(s):		School:						
Selection:	Troupe:							
SKILLS	4 Superior Above standard	3 Excellent At standard	2 Good Near standard	1 Fair Aspiring to standard	SCORE			
Job Understanding and Interview Articulation of the makeup designer's role and specific job responsibilities; presentation and explanation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

RATING (Please circle)	4 Superior	3 Excellent	2 Good (9-6)	1 Fair (5-4)	TOTAL
Judge's name (Please print)			Judge's signature		
ATTENTION TABULATIO	N ROOM: Please note the	following:			
☐ Timing issue: (_	ss)				
Rule violation:		;	;;		
Other comments:					
This rubric should not be con assessments and for this rea	nsidered an assessment of stu ason, alignment to the Nationa	ıdent learning. However, il ıl Core Standards has bee	t can serve as a model for design indicated on this form.	ning curriculum-based performand	ce
Example National Core The	atre Standards aligned to this	rubric: TH:Cr3.1.I.a, TH:C	r3.1.l.b, TH:Pr4.1.l.a, H:Pr6.1.l.	a	
To access the full description	ns of the above and all the Cor	e Theatre Standards go to	: www.nationalartsstandards.or	g	
For additional Standards res	sources visit: www.schooltheat	re.org/advocacy/standards	sresources_		
Optional aligned state stand	ards:				
State Standards website:					

Musical

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Student(s):				School:		
Selection:				Troupe:		
SoloDuet	Group					
SKILLS	4 Superior Above standard	3 Excellent At standard	2 Go		1 Fair Aspiring to standard	SCORE
Acting Transitions Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.	Clear articulation of name and selection; intuitive transition into and between characters, distinctive final moment and transition out of character into exit.	Clear articulation of name and selection; recognizable transition into and between characters, final moment and into exit.	selection and betw and/or fin	ely clear ion of name and transition into een characters al moment may ot be present.	Unclear articulation of name and selection; transitions into and between characters and/or final moment are not evident.	
Comment:						
Characterization Emotional and physical believability and commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s).	Character is consistently emotionally and physically believable; committed choices and tactics toward an objective prompt intuitive reaction to real or implied partner(s).	Character is frequently emotionally and physically believable; committed choices and tactics toward an objective prompt identifiable reaction to real or implied partner(s).	emotiona believable tactics to objective	prompt some to real or implied	Character is rarely emotionally and physically believable; choices , tactics , objectives and a relationship to a real or implied partner(s) are not evident .	
Comment:						
Singing Technique Pitch, articulation, pace, rhythm, projection, breath support and control that follows the score.	Consistently on pitch, appropriate articulation and pace, precise rhythm and varied projection, with skillful phrasing and strong mechanical skills proven by breath support/control, tone and placement, and use of ranges; always follows score.	Frequently on pitch with appropriate articulation, pace, rhythm, projection, breath support and control; follows the score.	inconsis pace, rhy breath su	ntly on pitch with tent articulation, thm, projection, pport and control; ollows the score.	Rarely on pitch with limited articulation, pace, rhythm, projection, breath support and control; frequently deviates from the score.	
Comment:						
Singing Expression Musical expression that communicates and reflects the character's emotions and subtext.	Intuitively integrates voice, lyrics, and music to truthfully communicate and portray a believable character through emotions and subtext.	Integrates voice, lyrics, and music to communicate and portray a believable character through emotions and subtext.	voice, lyr commur a charac	stently integrates ics, and music to nicate and portray ter through and subtext.	Rarely integrates voice, lyrics, and music to communicate and portray a character through emotions and subtext.	
Comment:						

novement/dance that ommunicate the haracter's emotions and ubtext.	communicate approcharacter emotions their meanings; bloc and movement/dand varied, purposeful, reflect the characte emotion and subtext	and cking ce are , and r's	communicate a character emotion their meanings; and movement/o varied, purpose reflect the chara emotion and sub	ons and blocking dance are eful, and acter's		gs; blocking ent/dance flect the	limited/a commun character blocking a movemer not refle	bsent and rarely icate suitable emotions; and ht/dance does ct the character's and subtext.	
Comment:									
xecution concentration and commitment to moment moment choices; tegration of voice, body, and acting technique to eate a believable haracter/ relationship that alls a story.	commitment to moment- to-moment choices are sustained throughout; integration of singing, movement/dancing, and acting create a believable er/ relationship that commitment to moment- to-moment choices are mostly sustained; integration of singing, movement/dancing, and acting oreate a believable character/ to-moment to moment- to-moment choices are mostly sustained; integration of singing, movement/dancing, and acting oreate a believable character/ to-moment to moment- to-moment to moment- to-moment choices are mostly sustained; integration of singing, movement/dancing, and acting often create a believable character/ to-moment to-moment to-moment to-moment choices are mostly sustained; integration of singing, movement/dancing, and acting often create a believable character/ to-moment to-moment choices are believable character/ to-moment to-moment choices are mostly sustained; integration of singing, movement/dancing, and acting often create a believable character/ to-moment to-moment choices are believable.		Concentration and commitment to moment-to-moment choices are inconsistently sustained integration of singing, movement/dancing and acting occasionally create a believable character/ relationship		moment of limited o movemer acting are integrate believable	ent to moment- to- choices are r absent; singing, nt/ dancing, and			
omment:									
									_
	4 Superior Score of 24-21)		Excellent e of 20-15)	2 G (Score of		1 Fair (Score of 8-6))	TOTAL SCOR	E
Jud	ge's name (Please prin	nt)				Judg	je's signatu	ire	
ATTENTION TABUL	_ATION ROOM: Plea								
	on:		;;			;			_
Rule violation									
Rule violation	nents:								
	nents:								
Other comm	e considered an assessi						ning curricu	ılum- based performa	nce
Other comm	e considered an assess s reason, alignment to	the Nati	onal Core Standar	rds has bee	n indicated on	this form.		ılum- based performa	nce

Gestures and facial

Gestures and facial

Gestures and facial

Movement & Dance

Gestures and facial



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Student(s):			School:				
Selection:				Troupe:			
SKILLS	4 Superior Above standard					Fair ring to standard	SCORE
Job Understanding and Interview Articulation of the scenic designer's role and specific job responsibilities; presentation and explanation of executed design, creative decisions, and collaborative process.	Articulates a comprehensive understanding of the scenic designer's role and job responsibilities; thoroughly presents and explains the executed design, creative decisions, and collaborative process.	Articulates an understanding of the scenic designer's role and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.	Articulates a partial understanding of the scenic designer's role and job responsibilities; inconsistently presents and explains the executed design, creative decisions, and/or collaborative process.		scer job r not desi	ulates little erstanding of the iic designer's role and esponsibilities; does explain an executed gn, creative decisions, e collaborative ess.	
Comment:							
Design, Research, and Analysis Design, research and analysis addresses the artistic/practical needs (given circumstances) of the script to support the scenic design and unifying concept.	A well-conceived scenic design, detailed research, and thorough script analysis clearly addresses the artistic/ practical needs of the production and consistently supports the unifying concept.	A complete scenic design, research, and script analysis addresses the artistic/practical needs of the production and supports the unifying concept.	design, re script and addressed practical production inconsis	nplete scenic esearch, and alysis somewhat es the artistic/ needs of the on and/or stently supports ing concept.	designaddi addi prac prod	incomplete scenic gn, research, and ot analysis rarely resses the artistic/ tical needs of the uction or supports the ring concept.	
Comment:							
Artistic Interpretation Scenic design choices that reflect the mood, style, period, locale, and genre of the play.	Scenic design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play.	Scenic design choices enhance and communicate the mood, style, period, locale, and genre of the play.	somewh the mood	esign choices at communicate d, style, period, nd genre of the	choi com style	nic design lacks ices that municate the mood, r, period, locale, and e of the play.	
Comment:							
Execution Scenic design and artifact binder convey ideas, products, and choices that support the script and unifying ideas.	A comprehensive rendering or model, floor plan, and artifact binder enhance artistic ideas and choices to provide exceptional support for script and unifying concept.	A rendering or model, floor plan, and artifact binder align with artistic ideas and choices to support script and unifying concept.	or model artifact b inconsist artistic ic	tently align with deas and choices ort script and	or m artifa alig idea	ncomplete rendering nodel, floor plan, and act binder lack nment with artistic s and choices to port script and unifying cept.	
Comment:							

	RATING (Please circl		3 Exce (Score of 13-1		Good ore of 9-6)	1 Fair (Score of 5-4)	TOTAL SCORE
		Judge's name (Pleas	se print)			Judge's signati	ıre
Α	TTENTIC	N TABULATION ROOM	l: Please note the fo	ollowing:			
		ming issue: (m ule violation:	nmss)				
		ner comments:					

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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

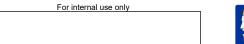
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 $For additional \ Standards \ resources \ visit: www.school the atre.org/advocacy/standards resources$

Optional aligned state standards: ___

Short Film

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Student(s):School:Selection:Troupe:

Selection:		Troupe:				
SKILLS	4 Superior Above standard	3 Excellent At standard	2 Good Near standard	1 Fair Aspiring to standard	SCORE	
Storytelling Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion.	Story is well organized, fully developed, and compelling; visuals and dialogue seamlessly advance the narrative to enhance the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations enhance and support film's message; ending concisely resolves the central conflict.	Story is well organized, and engaging; visuals and dialogue advance the narrative and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations support the film's message; distinct conclusion.	Story is somewhat organized and mostly developed; visuals and dialogue are moderately effective in advancing the narrative and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations inconsistently support the film's message; conclusion is somewhat unclear.	Story is disorganized and/or difficult to follow; minimal use of visual cues and weak dialogue fail to develop the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations do not support the film's message; conclusion is lacking or unclear.		
Comment:						
Cinematography and Audio Integrated use of camera, lighting, and sound.	Scenes/characters are skillfully shot or framed and align with filmmaker's vision; lighting exposure and camera movement/angles are purposefully chosen to enhance performances and advance the story; music (if applicable) underscores action and offers clues to character/ plot; sound levels are consistently even and well metered.	Scenes/characters are appropriately shot or framed and align with filmmaker's vision; lighting exposure and camera movement/angles are purposefully chosen to advance the story; music (if applicable) is appropriate to the story; sound levels are mostly even and well metered.	Inconsistent use of appropriate shots or framing and lighting exposure do not align with filmmaker's vision; camera movement/angles sometimes advance the story visually; some music (if applicable) is appropriate to the story; sound level errors are evident.	Most scenes/characters are not shot or framed properly, are under or over exposed, and do not align with filmmaker's vision; scenes include multiple errors in camera movement/angles; music (if applicable) detracts from rather than supports the story; sound levels are inconsistent.		
Comment:						
Editing Editing skills; scene length and flow.	Purposeful continuity in editing produces well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow purposefully and effectively lead audience from one focal point to another while consistently maintaining physical/spatial relationship of the narrative.	Continuity in editing produces composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow effectively lead audience from one focal point to another while consistently maintaining physical/spatial relationship of the narrative.	Inconsistent continuity in editing produces transitions that disrupt scene flow, audience engagement, and narrative; scene length and flow sometimes lead audience from one focal point to another yet seldom maintain physical/spatial relationship of the narrative.	Discontinuity in editing does not produce well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow does not lead audience from one focal point to another, and does not maintain physical/spatial relationship of the narrative.		

Comment:

cting motional and physical elievability; choices and ctics.	tional and physical actions, gestures, and expressions are		actions, gestures, and expressions are believable; choices and tactics toward an objective prompt reaction to partners or events.		Character movements, actions, gestures and expressions are sometimes emotionally/ physically believable; choices and tactics toward an objective sometimes prompt reactions to partners or events.		er movements, gestures, and ons are rarely ally/physically ole; choices and ward an objective evident and do npt reactions to or events.	
omment:		l						
ilmmaker's Vision se of film elements to eate a successful final oduct.	Filmmaker conveye clear vision and consistently adhered rules established for all elements worked together to create ar impactful, engaging with a powerful voice	mostl frequently film; rules of film; n worke g film an eng	naker conveyed ly clear vision and ently adhered to the established for the most elements ed together to create gaging film.	inconsisten the rules est the film; few	ar vision and tly adhered to ablished for elements ther to create	did not ac establishe elements	er failed to a clear vision and dhere to the rules ed for the film; s did not work to create an film.	
omment:		·						
RATING	4 Superior	3 Exc	ellent 2 0	Good	1 Fair	,	TOTAL SCOP	RE
(Please circle)	(Score of 20-18)	(Score of 17-	(Score of	of 12-8)	(Score of 7-5)		
J	udge's name (Please prir	ut)			Judǫ	ge's signatu	ure	
☐ Timing is	BULATION ROOM: Plesue: (mm ation:	ss)	Ü		;			
assessments and for	be considered an assess this reason, alignment to	the National Co	ore Standards has be	en indicated on	this form.		ulum- based perform	ance
To access the full des	re Theatre Standards alig scriptions of the above an rds resources visit: www.	d all the Core T	Γheatre Standards go	to: www.nation				

Short Animated Film

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School: Student(s): Selection: Troupe: 4 | Superior 3 | Excellent 2 | Good 1 | Fair Above standard At standard Near standard Aspiring to standard **SKILLS SCORE** Story is well organized, Story is well organized, Story is disorganized Story is somewhat Storytelling fully developed, and and engaging; visuals and and/or difficult to organized and mostly Visual development of dialogue advance the follow: minimal use of compelling; harmonizing developed; visuals and story and dialogue; visuals and dialogue narrative and the visual cues and weak opening and closing titles, dialogue moderately seamlessly advance the connection to the plot and dialogue fail to advance advance the narrative and credits, graphics, and narrative to enhance the character(s); choice of the narrative or produce the audience connection to animations; conclusion. an audience connection; opening and closing titles, the plot and character(s); connection to plot and credits, graphics, and choice of opening and choice of opening and character(s); choice of animations support the opening and closing titles, closing titles, credits, closing titles, credits, credits, graphics, and film's message; distinct graphics, and animations graphics, and animations animations enhance and conclusion. inconsistently support do not support the film's support film's message; message; conclusion is the film's message; ending succinctly conclusion is somewhat lacking or unclear. resolves central conflict. unclear. Comment: Scenes and characters Scenes and characters Inconsistent use of Scenes and characters Cinematography and are skillfully framed and are appropriately framed appropriate framing and are not framed properly. **Audio** are under or over exposed, align with filmmaker's and align with filmmaker's lighting exposure do not Integrated use of camera, vision; lighting exposure vision; lighting exposure align with filmmaker's and do not align with lighting, and sound. and camera movement filmmaker's vision; scenes and camera movement vision; camera movement and angles are and angles sometimes include multiple errors in and angles are purposefully chosen to advance the story purposefully chosen to camera movement and enhance performances advance the story; music visually; some music (if angles; music (if (if applicable) is applicable) is appropriate and visually advance the applicable) detracts from story; music (if applicable) appropriate to the story; to the story; sound level rather than supports the clearly underscores action sound levels are mostly errors are evident. story; sound levels are and offers clues to even and well metered. inconsistent. character and plot; sound levels are consistently even and well metered. Comment:

Editing

Editing skills; scene length and flow.

Purposeful continuity in editing produces well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow purposefully and effectively lead audience from one focal point to another while consistently maintaining the physical and spatial relationship of narrative.

Continuity in editing produces composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow effectively lead audience from one focal point to another while consistently maintaining the physical and spatial relationship of narrative.

Changing continuity in editing produces transitions that sometimes disrupt scene flow, audience engagement, and narrative; scene length and flow sometimes lead audience from one focal point to another yet seldom maintain the physical and spatial relationship of narrative.

Discontinuity in editing does not produce well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow do not lead audience from one focal point to another, and does not maintain the physical and spatial relationship of the narrative.

Comment:

Character voices and Character voices and Character voices and Character voices and **Voice Acting and** animation (movements, animation (movements, animation (movements, animation (movements, **Animation** actions, gestures, and actions, gestures, and actions, gestures, and actions, gestures, and **Techniques** expressions) are expressions) are rarely expressions) are expressions) are Believability and sometimes believable believable and do not consistently believable believable and mostly compatibility of voice and and work in unison to connect well with each and work in unison to work in unison to create create character: other; strong animation animation; animation style create character; strong character; consistent and choices. animation choices are choices are rarely evident, and consistent animation animation choices are occasionally reflected and the art style does not choices are reflected reflected through an through an original art original art style that helps through an art style that help build a unique animated world for viewer. helps build a unique style that helps build a build a unique animated animated world for viewer. unique animated world for world for viewer. viewer. Comment: Filmmaker conveyed a Filmmaker attempted to Filmmaker failed to Filmmaker's Vision Filmmaker conveyed a convey a clear vision Use of film elements to clear vision and mostly clear vision and convey a clear vision and consistently adhered to frequently adhered to the inconsistently adhered to and did not adhere to the create a successful final the rules established for rules established for the rules established for the rules established for the product. film: all elements worked film: most elements the film: few elements film: elements did not worked together to create together to create an worked together to create work together to create impactful, engaging film an engaging film. an engaging film. an engaging film. with a powerful voice. Comment: **TOTAL SCORE** 4 | Superior 2 | Good **RATING** 3 | Excellent 1 | Fair (Please circle) (Score of 17-13) (Score of 20-18) (Score of 12-8) (Score of 7-5) Judge's name (Please print) Judge's signature

ATTEN	ITION 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:Cr1.1.1.b, TH:Cr3.1.1.b, TH:Cr3.1.1.c, TH:Cr1.1.1II.a, MA:Cr2.1.1.a, MA:Cr3.1.1.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:



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School: Student(s): Selection: Troupe: 4 | Superior 3 | Excellent 1 | Fair 2 Good Above standard At standard Near standard Aspiring to standard **SKILLS SCORE** Story is well organized, Story is well organized, Story is somewhat Story is disorganized Storytelling organized and mostly and/or difficult to follow; fully developed, and and engaging; visuals Visual development of story compelling; thoughtful and interview sequences developed; visuals and minimal use of visual cues and interview sequences; interview sequences are and weak interview visuals and interview advance the narrative opening and closing titles, moderately advance the sequences fail to develop sequences seamlessly and audience connection credits, graphics, and narrative and audience the narrative or produce advance the narrative to the subject(s) and animations; conclusion. connection to the subject(s) audience connection; and audience connection their experiences; choice choice of opening and of opening and closing and their experiences; to the subject(s) and their experiences: choice of titles, credits, graphics, choice of opening and closing titles, credits, closing titles, credits, graphics, and animations opening and closing titles, and animations support graphics, and animations do not support film's credits, graphics, and film's message; distinct inconsistently support animations enhance and message; conclusion is conclusion. film's message; conclusion lacking or unclear. support film's message: ending succinctly is somewhat unclear. resolves central conflict. Comment: Subjects, images, and Most subjects, images, Subjects, images, and Subjects, images, and Cinematography scenes are appropriately and scenes are not shot scenes are skillfully shot scenes inconsistently and Audio shot or framed and align or framed and align with shot or framed and do or framed properly, are Integrated use of camera, with filmmaker's vision; under or over exposed, filmmaker's vision; lighting not align with filmmaker's lighting, and sound. lighting exposure and exposure and camera vision, lighting exposure and do not align with the camera movement and movement and angles are and camera movement and filmmaker's vision: scenes angles are purposefully purposefully chosen to angles sometimes include multiple errors in chosen to advance enhance subject and advance subject's story camera movement and subject's story; music (if visually advance subject's visually; some music (if angles; music (if applicable) is appropriate story; music (if applicable) applicable) is appropriate applicable) detracts from to the story; sound levels clearly underscores the to the story; sound level rather than supports the are mostly even and well action and offers clues to story; sound levels are errors are evident. metered. subject and experiences; inconsistent. sound levels consistently even and well metered. Comment: **Editing** Purposeful continuity in Continuity in editing Inconsistency in editing Discontinuity in editing editing produces wellproduces composed produces transitions does not produce well-Editing skills; scene length composed transitions transitions that enhance that sometimes disrupt composed transitions and flow that enhance scene flow, scene flow, audience scene flow, audience that enhance scene flow audience engagement, engagement, and engagement, and audience engagement, and narrative; scene and narrative; scene length narrative; scene length narrative; scene length and flow purposefully and and flow effectively lead and flow sometimes lead length and flow **do no**t effectively lead audience audience from one focal audience from one focal lead audience from one from one focal point to point to another while point to another yet focal point to another, consistently maintaining another while consistently and does not maintain seldom maintain maintaining physical and physical and spatial physical and spatial physical and spatial relationship of narrative. relationship of narrative. spatial relationship of relationship of narrative. narrative. Comment:

POV and Portrayal **Consistently strong POV Mostly consistent POV** Fairly consistent POV **Inconsistent POV** rarely gives viewer a deeper gives viewer insight into sometimes gives viewer gives viewer insight into of Subject understanding of film's insight into film's film's subject(s); film's subject(s); Filmmaker's POV; choices filmmaker's main thesis subject(s); filmmaker's filmmaker's main thesis subject(s); filmmaker's that affect the portrayal of main thesis and intentions and intentions for telling main thesis and intentions and intentions for telling the subject(s). for telling story are always for telling story are story are rarely clear; no story are clear; choices clear; strong choices and and tactics employed by sometimes clear; at evidence of choices and tactics employed by filmmaker help create times, choices and tactics tactics that help to create a filmmaker create solid solid and insightful employed by filmmaker meaningful portrayal of and insightful portrayal of help create a meaningful portrayal of subject. subject. subject. portrayal of subject. Comment: Filmmaker's Vision Filmmaker conveyed Filmmaker attempted to Filmmaker failed to Filmmaker conveyed Use of film elements to clear vision and mostly clear vision and convey clear vision and convey a clear vision create a successful final consistently adhered to frequently adhered to inconsistently adhered and did not adhere to the to the rules established rules established for the product. rules established for the the rules established for film: all elements worked the film; most elements for the film: few elements film: elements did not worked together to create work together to create together to create an worked together to create impactful, engaging film an engaging film. an engaging film. an engaging film. with a powerful voice. Comment: **TOTAL SCORE** 3 | Excellent **RATING** 4 | Superior 2 | Good 1 | Fair (Please circle) (Score of 20-18) (Score of 17-13) (Score of 12-8) (Score of 7-5) 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:Cr1.1.I.b, TH:Cr3.1.I.b, TH:Cr3.1.I.c, TH:Cr1.1.III.a, MA:Cr2.1.I.a, MA:Cr3.1.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:

Sound 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 sound designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions and collaborative process.	Articulates a comprehensive understanding of the sound designer's role and job responsibilities; thoroughly presents and explains the executed design, creative decisions and collaborative process.	Articulates an understanding of the sound designer's role and job responsibilities; adequately presents and explains the executed design, creative decisions and collaborative process.	Articulates a partial understanding of the sound designer's role and job responsibilities; inconsistently presents and explains the executed design, creative decisions and/or collaborative process.	Articulates little understanding of the sound designer's role and job responsibilities; does not explain an executed design, creative decisions or the collaborative process.	
Comment:					
Design, Research, and Analysis Design, research and analysis that addresses the artistic and practical needs (given circumstances) of the script to support the sound design and unifying concept.	A well-conceived sound design, detailed research, and thorough script analysis clearly addresses the artistic and practical needs of the production and consistently supports the unifying concept.	A complete sound design, research, and script analysis addresses the artistic and practical needs of the production and supports the unifying concept.	An incomplete sound design, research, and script analysis somewhat addresses the artistic and practical needs of the production and/or inconsistently supports the unifying concept.	The incomplete sound design, research, and script analysis rarely addresses the artistic and practical needs of the production or support the unifying concept.	
Comment:					
Artistic Interpretation Sound design choices that reflect the mood, style, period, locale, and genre of the play.	Sound design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play.	Sound design choices communicate the mood, style, period, locale, and genre of the play.	Sound design choices somewhat communicate the mood, style, period, locale, and genre of the play.	Sound design lacks choices that communicate the mood, style, period, locale, and genre of the play.	
Comment:					
Execution Sound plot and artifact binder convey ideas, products and choices that support the script and unifying concept.	A comprehensive sound plot and artifact binder enhance artistic ideas and choices to provide exceptional support for the script and unifying concept.	A sound plot and artifact binder align with artistic ideas and choices to support the script and unifying concept.	An incomplete sound plot and artifact binder inconsistently align with artistic ideas and choices to support the script and unifying concept.	An incomplete sound plot and artifact binder lack alignment with artistic ideas and choices to support the script and unifying concept.	
Comment:					

	Judge's name (Please print)	Judge's signature
ATTEN	ITION TABULATION ROOM: Please note the following:	
	Timing issue: (mmss)	
	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.l.a, TH:Cr3.1.l.b, TH:Pr4.1.l.a, H:Pr6.1.l.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:

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	AWARDS

Student(s):		School:				
Selection:			Troupe:			
		2 Good Near standard		1 Fair Aspiring to standard	SCORE	
Job Understanding Demonstrates under- standing of the stage manager's role and specific job responsibilities.	Demonstrates a comprehensive understanding of the stage manager's role and specific job responsibilities.	Demonstrates an understanding of the stage manager's role and specific job responsibilities.	Demonstrates a partial understanding of the stage manager's role and specific job responsibilities.		Demonstrates little understanding of stage manager's role and specific job responsibilities.	
Comment:						
Interview Presentation/explanation of director's concept, collaborative process, and production book	Thoroughly presents and explains the director's concept, collaborative process, and production book.	Adequately presents and explains the director's concept, collaborative process, and production book.	and expl concept,	tently presents ains the director's collaborative and/or production	Does not explain the director's concept, collaborative process or production book.	
Comment:						
Production book Written document that includes a prompt script, contact sheet, cast list, rehearsal schedule, and blocking/technical cue sheets.	Presents and explains a production book that demonstrates consistent and clear planning; prompt script, cast list, rehearsal schedule, and blocking/technical cue sheets are accurate, comprehensive, and well organized.	Presents and explains a production book that demonstrates clear planning; prompt script, cast list, rehearsal schedule, and blocking/ technical cue sheets are well organized, with few omissions or errors.	production demonstrate planning as prompt rehears a blocking/sheets m	and explains an book that trates some greenents such at script, cast list, schedule, and technical cue ay or may not be and/or feature errors.	Presents a production book that demonstrates marginal planning; elements such as prompt script, cast list, rehearsal schedule, and blocking/ technical cue sheets frequently missing and/or feature many errors.	
Comment:						
Execution: Interview and production book present evidence of ideas, products, and choices that support collaboration and the realized production.	Interview/production book present comprehensive evidence of ideas, products, and choices that support collaboration and the realized production with demonstrated self-reflection.	Interview and production book present adequate evidence of ideas, products, and choices that support collaboration and the realized production.	book pre evidence products, support	and production sent inconsistent of ideas, and choices that collaboration and ed production.	Interview and production book present little evidence of ideas, products, and choices that support collaboration or the realized production.	
Comment:						

RATING (Please circle)	4	Superior	3	Excellent	2	Good	1	Fair
	(Sco	re of 16-14)	(Sco	re of 13-10)	(Sco	re of 9-6)	(Sco	re of 5-4)

	Judge's name (please print)	Judge's signature
	Please add Tabulation Room rema	arks and additional comments on the back.
ATTEN	TION TABULATION ROOM: Please note the following:	
	Timing issue: (mmss)	
	Rule violation: ;	;
	Other comments:	

TOTAL SCORE

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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

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 $\underline{www.national\,artsstandards.org}\ For\ additional\ standards\ resources\ visit:$

www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards:

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Student(s): School: Selection: Troupe: 4 | Superior 3 | Excellent 2 | Good 1 | Fair Above standard Aspiring to standard At standard Near standard SCORE **SKILLS** Job Understanding Articulates Articulates understanding Articulates partial Articulates little comprehensive of marketing director's role understanding of understanding of and Interview and job responsibilities; marketing director's role marketing director's role understanding of Articulation of marketing presents and explains the marketing director's role and job responsibilities; and job responsibilities; director's role and specific and job responsibilities; executed marketing plan, inconsistently presents does not explain an job responsibilities; thoroughly presents and and explains the executed executed marketing plan, creative decisions and/or presentation and explains the executed collaborative process. marketing plan, creative creative decisions, or the explanation of the collaborative process. marketing plan, creative decisions and/or executed marketing plan, decisions, and collaborative process. creative decisions, and collaborative process. collaborative process. Comment: Conducted research Creative Conducted research Conducted research Conducted research accurately identifies mostly identifies target somewhat identifies marginally identifies **Development** target market and minimal target market and suggests target market/inspiration market/inspiration for the Research conducted to for the design concept; all design concept; most a relationship to design relationship to design identify target market and appropriate resources concept; few or no appropriate resources concept; several inspire design concept; resources and personnel and personnel were and personnel were resources and personnel resources and personnel consulted to effectively consulted to effectively were consulted to refine were consulted to refine applied to refine and and communicate final refine and communicate refine and communicate and communicate final communicate the final final concept to audience. final concept to audience. concept to audience. concept to audience. design to audience. Comment: Execution Marketing campaign aligns Marketing campaign Marketing campaign Marketing campaign rarely with production concept; frequently aligns with somewhat aligns with aligns with production Marketing campaign's shared components production concept; production concept; concept; shared alignment to production consistently demonstrate shared components shared components components do not concept; unity of shared a unified effort, including usually demonstrate a demonstrate a generally demonstrate a unified components, quality and consistent quality artistic unified effort, including unified effort, including effort in artistic designs, consistency of artistic designs, accurate detail, and consistent quality artistic artistic designs, details, details, and media designs, accuracy of details, a coordinated multiple designs, accurate details, and a coordinated media distribution strategy. and a distribution strategy media distribution strategy. and a coordinated multiple distribution strategy. across multiple media. media distribution strategy. Comment: **Realized Outcomes** Budget expenditures and Budget expenditures and Budget expenditures and Budget expenditures and ticket sales explained and ticket sales explained with ticket sales are explained; ticket sales are not Budget expenditures, ticket sales, generated compared with accurate accurate figures; media media coverage, explained; media figures; media coverage, coverage, marketing/press marketing/ press releases coverage, marketing/ press media coverage based on marketing/press releases, releases, and multiple and multiple execution releases and multiple marketing/press releases, and multiple execution execution alternatives are alternatives sometimes execution alternatives and reflections on alternatives are realistic. frequently realistic, with offer realistic/practical rarely offer realistic/ alternative execution. with clear/practical clear/practical outcomes. outcomes practical outcomes. outcomes. Comment:

	ATING ase 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		
		ludgo's name (Dlacca prim	.4)		ludes's signatu			
	`	Judge's name (Please prir			Judge's signatu	ile		
ATTE	ATTENTION TABULATION ROOM: Please note the following:							

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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

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

Optional aligned state standards:

Timing issue: (____mm___ss)

Other comments:

Rule violation:_____;