

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

<b>RATING</b> (Please circle)	<b>4   Superior</b> (Score of 16-14)	<b>3   Excellent</b> (Score of 13-10)	<b>2   Good</b> (Score of 9-6)	<b>1   Fair</b> (Score of 5-4)	<b>TOTAL SCORE</b>
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Judge's name (please print)

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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](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: \_\_\_\_\_