

# 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>Presentation</b> Explanation of the executed design, unifying concept, creative decisions, and process.	Presentation <b>thoroughly explains</b> the functional and aesthetic role of the constructed garment, unifying concept, and creative process, with <b>compelling examples</b> .	Presentation <b>explains</b> the functional and aesthetic role of the constructed garment, unifying concept, and creative process, with <b>appropriate examples</b> .	Presentation <b>partially explains</b> the functional and aesthetic role of the constructed garment, unifying concept, and creative process, with <b> cursory examples</b> .	Presentation <b>fails to explain</b> the functional and aesthetic role of the constructed garment, unifying concept, and/or creative process.	
<b>Comment:</b>					
<b>Research</b> Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.	Evidence of <b>extensive research</b> into the character, time, period, mood, style, genre, and functionality.	Evidence of <b>thorough research</b> into the character, time, period, mood, style, genre, and functionality.	Evidence of <b>incomplete</b> research into the character, time, period, mood, style, genre and/or functionality.	<b>Little or no</b> evidence of research.	
<b>Comment:</b>					
<b>Interpretation</b> Construction choices merge the unifying concept with the maker's unique vision.	Detailing choices <b>powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the script, and <b>bring the character to life</b> .	Detailing choices <b>communicate</b> the mood, style, period, locale, and genre of the script and <b>inform the character</b> .	Detailing choices <b>somewhat communicate</b> the mood, style, period, locale, and genre of the script and <b>suggest</b> the character.	Detailing choices <b>fail to communicate</b> the mood, style, period, locale, genre of the script or the character.	
<b>Comment:</b>					
<b>Design Justification</b> Connecting the construction choices with the needs of the production and artistic and practical considerations.	Construction choices are <b>justified by detailed explanations</b> of all budgetary, practical and artistic considerations.	Construction choices are <b>justified by</b> explanations of budgetary, practical, and artistic considerations.	Construction choices are <b>mentioned with some limited explanations of</b> budgetary, practical, and artistic considerations.	<b>Fails to justify</b> construction choices <b>and /or connect</b> to practical and artistic considerations.	
<b>Comment:</b>					

<b>Execution</b> Garment and products presented convey ideas and choices that support the script and unifying concept.	Garment construction and production collage <b>demonstrates precision and meticulous attention to detail; expertly reproducing</b> the design.	Garment construction and production collage <b>demonstrates skills and attention to detail; accurately reproducing</b> the design.	Garment construction and production collage <b>demonstrates limited skill and attention to detail; and/or partially reproducing</b> the design.	Garment construction and/or production collage <b>lack detail or are missing and/or fails to reproduce</b> the design.	
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**Comment:**

<b>RATING</b> (Please circle)	<b>4   Superior</b> (Score of 20-18)	<b>3   Excellent</b> (Score of 17-13)	<b>2   Good</b> (Score of 12-8)	<b>1   Fair</b> (Score of 7-5)	<b>TOTAL SCORE</b>
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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.

For examples of standards aligned to the Thespys rubrics, see the alignment chart on Theatre Educator Pro: <https://learn.schooltheatre.org/resources>

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: \_\_\_\_\_