### Scenic Design

**Skills**

<table>
<thead>
<tr>
<th><strong>Job Understanding and Interview</strong></th>
<th>**4</th>
<th>Superior**</th>
<th>**3</th>
<th>Excellent**</th>
<th>**2</th>
<th>Good**</th>
<th>**1</th>
<th>Fair**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation of the scenic designer’s role and specific job responsibilities; presentation and explanation of executed design, creative decisions, and collaborative process.</td>
<td>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.</td>
<td>Articulates an understanding of the scenic designer’s role and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.</td>
<td>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.</td>
<td>Articulates little understanding of the scenic designer’s role and job responsibilities; does not explain an executed design, creative decisions, or the collaborative process.</td>
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**Comment:**

### Design, Research, and Analysis

| **Design, Research, and Analysis** | **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. | **An incomplete** scenic design, research, and script analysis somewhat addresses the artistic/practical needs of the production and/or inconsistently supports the unifying concept. | **The incomplete** scenic design, research, and script analysis rarely addresses the artistic/practical needs of the production or supports the unifying concept. |

**Comment:**

### Artistic Interpretation

| **Artistic Interpretation** | 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. | Scenic design choices somewhat communicate the mood, style, period, locale, and genre of the play. | Scenic design lacks choices that communicate the mood, style, period, locale, and genre of the play. |

**Comment:**

### Execution

| **Execution** | A comprehensive rendering or model, floor plan, and artifact binder align with 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. | An incomplete rendering or model, floor plan, and artifact binder inconsistently align with artistic ideas and choices to support script and unifying concept. | An incomplete rendering or model, floor plan, and artifact binder lack alignment with artistic ideas and choices to support script and unifying concept. |

**Comment:**

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**For internal use only**

**Selection:**

- **Student(s):**
- **School:**
- **Troupe:**

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<table>
<thead>
<tr>
<th>RATING (Please circle)</th>
<th>4</th>
<th>Superior (Score of 16-14)</th>
<th>3</th>
<th>Excellent (Score of 13-10)</th>
<th>2</th>
<th>Good (Score of 9-6)</th>
<th>1</th>
<th>Fair (Score of 5-4)</th>
<th>TOTAL SCORE</th>
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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.

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.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: ______________________________________________________

State Standards website: ____________________________________________________________