## Marketing

### SKILLS

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>Superior</th>
<th>Above standard</th>
<th>3</th>
<th>Excellent</th>
<th>At standard</th>
<th>2</th>
<th>Good</th>
<th>Near standard</th>
<th>1</th>
<th>Fair</th>
<th>Aspiring to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Understanding and Interview</strong></td>
<td></td>
<td>Articulates comprehensive understanding of marketing director's role and job responsibilities; thoroughly presents and explains the executed marketing plan, creative decisions, and collaborative process.</td>
<td></td>
<td>Articulates understanding of marketing director's role and job responsibilities; presents and explains the executed marketing plan, creative decisions and/or collaborative process.</td>
<td></td>
<td>Articulates partial understanding of marketing director's role and job responsibilities; inconsistently presents and explains the executed marketing plan, creative decisions and/or collaborative process.</td>
<td></td>
<td>Articulates little understanding of marketing director's role and job responsibilities; does not explain an executed marketing plan, creative decisions, or the collaborative process.</td>
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<tr>
<td><strong>Creative Development</strong></td>
<td>Conducted research accurately identifies target market/inspiration for the design concept; most appropriate resources and personnel were consulted to effectively refine and communicate final concept to audience.</td>
<td>Conducted research mostly identifies target market/inspiration for the design concept; most appropriate resources and personnel were consulted to effectively refine and communicate final concept to audience.</td>
<td>Conducted research somewhat identifies target market and suggests a relationship to design concept; several resources and personnel were consulted to refine and communicate final concept to audience.</td>
<td>Conducted research marginally identifies target market and minimal relationship to design concept; few or no resources and personnel were consulted to refine and communicate final concept to audience.</td>
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<td><strong>Execution</strong></td>
<td>Marketing campaign aligns with production concept; shared components consistently demonstrate a unified effort, including consistent quality artistic designs, accurate details, and a coordinated multiple media distribution strategy.</td>
<td>Marketing campaign frequently aligns with production concept; shared components usually demonstrate a unified effort, including consistent quality artistic designs, accurate details, and a coordinated multiple media distribution strategy.</td>
<td>Marketing campaign somewhat aligns with production concept; shared components demonstrate a generally unified effort, including artistic designs, details, and a coordinated media distribution strategy.</td>
<td>Marketing campaign rarely aligns with production concept; shared components do not demonstrate a unified effort in artistic designs, details, and media distribution strategy.</td>
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<tr>
<td><strong>Realized Outcomes</strong></td>
<td>Budget expenditures and ticket sales explained and compared with accurate figures; media coverage, marketing/press releases, and multiple execution alternatives are realistic, with clear/practical outcomes.</td>
<td>Budget expenditures and ticket sales explained with accurate figures; media coverage, marketing/press releases, and multiple execution alternatives are frequently realistic, with clear/practical outcomes.</td>
<td>Budget expenditures and ticket sales are explained; media coverage, marketing/press releases, and multiple execution alternatives offer realistic/practical outcomes.</td>
<td>Budget expenditures and ticket sales are not explained; media coverage, marketing/press releases and multiple execution alternatives rarely offer realistic/practical outcomes.</td>
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</table>

### Comment:

**Troupe:**

**School:**

**Student(s):**

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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: ______________________________________

State Standards website:______________________________________________