Costume Design Rubric

			For internal use only		
Student(s):			**School:**		
Selection:			**Troupe:**		
Skills	**4 | Superior** Above Standard	**3 | Excellent** At Standard	**2 | Good** Near Standard	**1 | Fair** Aspiring to Standard	**Score**
Presentation Explanation of the executed design, unifying concept, creative decisions, and process.	Presentation **thoroughly explains** the functional and aesthetic role of the executed design and the creative process, demonstrating an **in depth understanding** of their contribution to the unifying concept.	Presentation **explains** the functional and aesthetic role of the executed design, and the creative process, demonstrating **an understanding** of their contribution to the unifying concept.	Presentation offers a **limited** explanation of the functional and aesthetic role of the executed design and/or creative process, demonstrating a **partial understanding** of their contribution to the unifying concept.	Presentation offers **little or no explanation** of the creative process and/or fails to explain the executed design and their contribution.	
Comments:					
Research Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.	**Comprehensive and detailed research addresses** the artistic and practical needs of the production and illuminates the unifying concept.	**Thorough research addresses** the artistic and practical needs of the production and aligns with the unifying concept.	**Limited research partially addresses** the artistic and practical needs of the production and/or inconsistently supports the unifying concept.	**Research fails to address** the artistic and practical needs of the production and/or lacks alignment with the unifying concept.	
Comments:					
Interpretation Design choices merge the unifying concept with the designer's unique vision.	**Design choices powerfully enhance and communicate** the mood, style, period, locale, and genre of the play, and demonstrate a unique voice.	**Design choices communicate** the mood, style, period, locale, and genre of the play and align with the given circumstances.	**Design choices partially communicate** the mood, style, period, locale, and genre of the play and do not distract from the given circumstances.	**Design choices fail to communicate** the mood, style, period, locale, and genre of the play; choices may or may not support the given circumstances.	
Comment:					
Design Justification Connecting the design choices to the artistic and practical needs of the production.	**Comprehensive explanations** justify the design choices, **illuminating the connection** between the artistic and practical needs of the production.	**Appropriate explanations** justify the design choices and **demonstrate the connection** with the artistic and practical needs of the production.	**Partial explanations somewhat connect** the design choices with the artistic and practical needs of the production.	**Limited explanations fail to make the connection** between the design choices and the artistic and practical needs of the production.	
Comments:					

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Execution Products presented convey ideas and choices that support the script and unifying concept.	**Detailed products communicate** and enhance artistic ideas and choices to provide **exceptional support** for the script and unifying concept.	**Products communicate** artistic ideas and choices that **support** the script and unifying concept.	**Products partially communicate** artistic ideas and choices and/or **inconsistently suppor**t the script and unifying concept.	**Products lack a clear focus and/or fail to support** the artistic ideas and choices, script and/or unifying concept.	

Comments: _____

_____

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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**	

_____ _____

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 EdTA's Learning Center: **http://learn.schooltheatre.org/thespys-standards-alignment**
To access the full descriptions of the above and all the Core Theatre Standards go to: **www.nationalartsstandards.org**
Optional aligned state standards: _____
State standards website: _____

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