# Props Construction Rubric

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| | | | 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 **clearly explains** the functional and aesthetic purpose of the prop, the design and build process, and its alignment with the production's overall concept. | Presentation **explains** the prop's purpose and design process with **clear connection** to the production's concept. | Presentation includes **some explanation** but **lacks detail or clarity** on concept alignment. | Presentation provides **minimal explanation** or **lacks insight** into the design and build process. | |
| **Comments:** *(Use this section to evaluate the clarity and confidence of the student's verbal and/or visual presentation.)* | | | | | |
| **Research & Analysis** Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design. | Prop design is supported by **thorough research** into script needs, historical and contextual details, and the production's artistic goals. Analysis **directly informs** design choices. | Research is **appropriate** and supports most design choices. Script analysis is **evident**. | Research is **limited or uneven**; some design choices appear **disconnected** from the production's needs. | Research is **minimal or missing**; the design shows **little connection** to the script or context. | |
| **Comments:** *(Reference script, production style, and designinfluences.)* | | | | | |
| **Artistic Interpretation** Design choices merge the unifying concept with the designer's unique vision. | Prop design **effectively communicates** the production's mood, style, time period, location, and genre, enhancing the audience's understanding. | Prop design **mostly communicates** the production's context and supports the storytelling. | Prop design **somewhat reflects** the production's context, but lacks consistency or clarity. | Prop design **does not clearly reflect** the intended mood, style, or context of the production. | |
| **Comments:** *(Consider the clarity, cohesiveness, and visual storytelling of the prop.)* | | | | | |
| **Design Justification** Connecting the design choices to the artistic and practical needs of the production. | Construction choices are **clearly supported with a comprehensive explanation** of practical, artistic, and budgetary factors, and show intentional alignment with the production's concept. | Construction choices are **explained with clear references** to budgetary, practical, and artistic considerations. | Construction choices are **somewhat explained, with partial attention** to practical or artistic reasoning. | Construction choices **lack clarity or are minimally justified**, with little connection to the production's needs. | |
| **Comments:** *(Consider the clarity, cohesiveness, and visual storytelling of the prop.)* | | | | | |

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| **Execution**<br>Products presented convey ideas and choices that support the script and unifying concept. | The prop is **well-constructed, safe, and functional** for stage use. The artifact binder **thoroughly documents** the design process, including: play synopsis with prop list, artistic intent, purpose and use of the prop, materials and methods, relevant research, and in-progress documentation. | The prop is **solidly constructed and functional**. The binder **documents** key aspects of the design and construction process. | The prop is **partially completed or somewhat functional**. The binder **includes** design and construction process. | The prop is **incomplete or nonfunctional**. The binder is **missing key elements or is unclear**. | |

**Comments:** *(Ensure the documentation supports the work and reflects the process.)* _____

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| **Rating**<br>Please Circle | 4 | **Superior**<br>Score of 20-18 | 3 | **Excellent**<br>Score of 17-13 | 2 | **Good**<br>Score of 12-8 | 1 | **Fair**<br>Score of 7-5 | **Total Score** | |
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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 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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