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**Theatre Marketing**

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| Student(s): | School: |
| Selection: | Troupe: |

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| **SKILLS** | **4** | **Superior**  Above standard | | **3** | **Excellent**  At standard | | **2** | **Good**  Near standard | | **1** | **Fair**  Aspiring to standard | | **SCORE** |
| **Job Understanding and Interview** Articulation of the marketing director’s role and specific job responsibilities; presentation/explanation of the executed marketing plan, creative decisions, and collaborative process. | Articulates **comprehensive understanding** of the marketing director’s role and job responsibilities; **thoroughly presents and explains** the executed marketing plan, creative decisions, and collaborative process. | | Articulates **an understanding** of the marketing director’s role and job responsibilities; **presents and explains** the executed marketing plan, creative decisions and/or collaborative process. | | Articulates **a partial understanding** of the marketing director’s role and job responsibilities; **inconsistently presents and explains** the executed marketing plan, creative decisions and/or collaborative process. | | Articulates **little understanding** of the marketing director’s role and job responsibilities; **does not explain** an executed marketing plan, creative decisions, or the collaborative process. | |  |
| **Comment:** |  | |  | |  | |  | |  |
| **Creative Development** Research conducted to identify target market and inspire design concept; resources and personnel applied to refine and communicate the final design to audience. | **Conducted research accurately identifies** target market and inspiration for the design concept; **all appropriate resources and personnel were consulted** to effectively refine and communicate final concept to audience. | | **Conducted research mostly identifies** target market and inspiration for the design concept; **most appropriate resources and personnel were consulted** to effectively refine and communicate final concept to audience. | | **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. | | **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. | |  |
| **Comment:** |  | |  | |  | |  | |  |
| **Execution** Marketing campaign’s alignment to production concept; unity of shared components, quality and consistency of artistic designs, accuracy of details, and a distribution strategy across multiple media. | Marketing campaign **aligns with production concep**t; shared components **consistently demonstrate a unified effort**, including **consistent quality** artistic designs, accurate detail, and a coordinated multiple media distribution strategy. | | 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. | | Marketing campaign **somewhat aligns with production concep**t; shared components demonstrate a **generally unified effort**, including artistic designs, details, and a coordinated media distribution strategy. | | Marketing campaign **rarely aligns with production concept**; shared components **do not demonstrate a unified effort** in artistic designs, details, and media distribution strategy. | |  |
| **Comment:** | |  | |  | |  | |  |  |
| **Realized Outcomes**  Budget expenditures, ticket sales, generated media coverage based on marketing/press releases, and reflections on alternative execution. | Budget expenditures and ticket sales are **explained and compared** with accurate figures; media coverage, marketing/press releases, and multiple execution alternatives are **realistic, with clear and practical outcomes.** | | Budget expenditures and ticket sales are **explained with accurate figures;** media coverage, marketing/ press releases, and multiple execution alternatives are **frequently realistic, with clear and practical outcomes**. | | Budget expenditures and ticket sales **are explained;** media coverage, marketing/ press releases and multiple execution alternatives **sometimes offer realistic and practical outcomes**. | | Budget expenditures and ticket sales **are not explained;** media coverage, marketing/ press releases and multiple execution alternatives **rarely offer realistic and practical outcomes**. | |  |
| **Comment:** | |  | |  | |  | |  |  |

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| **RATING**  (Please circle) | **4** | **Superior**  (Score of 16-14) | **3** | **Excellent**  (Score of 13-10) | **2** | **Good**  (Score of 9-6) | **1** | **Fair**  (Score of 5-4) | **TOTAL SCORE** |

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Judge’s name (Please Print) Judge’s signature

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| ATTENTION TABULATION ROOM: Please note the following:  Timing issue: (\_\_\_\_\_\_\_mm \_\_\_\_\_\_\_ss)  Rule violation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other comments: |

*Individual Events should not be considered an assessment of student learning. However, Individual Events 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: Cr2.1.8, TH: Pr5.1.6, TH: Pr5.1.8, TH: Re9.1.7

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_