



STANDARDS: Set Designer, Lighting Designer, Sound Designer, Costume/Make-up Designer

School: _____ Student Name: _____ Role: _____

CRITERIA	PROFICIENT: 1-2	SKILLED: 3-5	ADVANCED: 6-8	MASTERY: 9-10
PLANNING AND RESEARCH	<ul style="list-style-type: none"> Missing sense of organization Minimal effort towards research or information gathering 	<ul style="list-style-type: none"> Lacking organization Some attempt to research or gather information. Draws on personal <u>or</u> outside sources 	<ul style="list-style-type: none"> Solid organization Gathered a great deal of information, including from both personal experience <u>and</u> additional outside sources. Draws thoughtful conclusions from their findings 	<ul style="list-style-type: none"> Exceptional organization Gathered a great deal of information, including from both personal experience <u>and</u> additional outside sources. Finding significantly shape plans and overall vision
INTERPRETATION AND DESIGN	<ul style="list-style-type: none"> Lacks a cohesive and meaningful concept for the production Work shows little or no understanding of the musical Lack of precision and clarity of designs 	<ul style="list-style-type: none"> Sometimes a cohesive and meaningful concept Work shows a fair understanding of the musical Limited precision and clarity or designs 	<ul style="list-style-type: none"> Mostly cohesive and meaningful concept appropriate to the production Work shows a good understanding of the musical Consistent evidence of precision and clarity of designs 	<ul style="list-style-type: none"> Concept is cohesive and meaningful, completely appropriate to the production Work shows an excellent understanding of the musical Exceptional precision and clarity of designs
EXECUTION	<ul style="list-style-type: none"> Accuracy of details is not present Dramatic elements rarely work to establish meaning, i.e., character, time, location, and mood of the piece 	<ul style="list-style-type: none"> Accuracy of details is sometimes present Dramatic elements occasionally work to establish meaning, i.e., character, time, location, and mood of the piece 	<ul style="list-style-type: none"> Accuracy of details is mostly present Dramatic elements work to establish meaning, i.e., character, time, location, and mood of the piece 	<ul style="list-style-type: none"> Strong accuracy of details all the time Dramatic elements perfectly work to establish character, time, location, and enhance the mood of the piece
PROBLEM-SOLVING AND UTILIZATION OF RESOURCES	<ul style="list-style-type: none"> Did not persevere in the problem-solving process when difficulties arose Available resources rarely used effectively 	<ul style="list-style-type: none"> Demonstrated some willingness to give effort when obstacles arose Available resources used somewhat effectively 	<ul style="list-style-type: none"> Consistently demonstrated willingness to give effort when obstacles arose Effectively used available resources most of the time with moments of creativity and efficiency 	<ul style="list-style-type: none"> Approached difficulties of obstacles as opportunities and worked through them towards the goal Effectively used available resources; demonstrated creativity and efficiency

TOTAL SCORE: _____

Set Designer, Lighting Designer, Sound Designer, Costume/Make-up Designer

Possible Interview Questions:

Tell us about how you approached your role.

How did your work support the overall vision for your school's musical production?

What steps did you take to organize your work?

How did you prepare for your work? How did you formulate your ideas?

What steps did you take to make sure your work was accurate?

Tell us about the biggest challenge or complex issue you encountered with the show. What did you do to address it? What was the outcome?

Are there particular details in your work of which you are particularly proud? Why do these stand out to you? How did they support the story you were trying to tell?

What resources were available to you? What challenges or opportunities did your available resources pose?

What did you learn through this process? If you were to do it again, what would you do differently?



STANDARDS: Stage Manager

School: _____ **Student Name:** _____ **Role:** _____

CRITERIA	PROFICIENT: 1-2	SKILLED: 3-5	ADVANCED: 6-8	MASTERY: 9-10
PLANNING AND PREPARATIONS	<ul style="list-style-type: none"> Minimal effort towards preparing for role. Limited practice and organization Minimal thought given to how to handle the “unexpected” (light board freezing, sound system failure, etc.) 	<ul style="list-style-type: none"> Some attempt to prepare for role, including practice and the development of some organizational tools Little thought given to how to handle the “unexpected” 	<ul style="list-style-type: none"> Great deal of effort to prepare for role, including significant practice and development of thorough organizational tools Some thought given to how to handle the “unexpected” 	<ul style="list-style-type: none"> Great deal of effort to prepare for role, including significant practice and development of thorough organizational tools Exceptional forethought given to how to handle the “unexpected”
TECHNICAL KNOWLEDGE	<ul style="list-style-type: none"> Shows limited knowledge of the names, techniques, and tools used in area 	<ul style="list-style-type: none"> Shows some knowledge of names, techniques, and tools used in area; rarely integrates this knowledge when describing their work 	<ul style="list-style-type: none"> Shows working knowledge of names, techniques, and tools used in area; sometimes integrates this knowledge when describing their work 	<ul style="list-style-type: none"> Shows working knowledge of names, techniques, and tools used in area; easily integrates this knowledge when describing their work.
EXECUTION	<ul style="list-style-type: none"> Lack of precision and clarity in execution Accuracy of details is not present 	<ul style="list-style-type: none"> Limited precision and clarity in execution Accuracy of details is sometimes present 	<ul style="list-style-type: none"> Consistent evidence of precision and clarity in execution Accuracy of details is mostly present 	<ul style="list-style-type: none"> Exceptional precision and clarity in execution Strong accuracy of details all the time
AUTONOMY AND RESPONSIBILITY	<ul style="list-style-type: none"> Fulfilled duties under the careful direction of a faculty mentor who provided extensive in-the-moment guidance 	<ul style="list-style-type: none"> Fulfilled duties with faculty mentor closely present but with limited in-the-moment guidance 	<ul style="list-style-type: none"> Fulfilled duties mostly independently; sought clarity and feedback from faculty mentor or peers at appropriate times 	<ul style="list-style-type: none"> Fulfilled duties independently as appropriate; viewed by faculty mentor and peers as an expert in the area who is fully capable of meeting expected responsibilities with a high degree of professionalism

TOTAL SCORE: _____

Student Stage Manager

Possible Interview Questions:

Tell us about how you prepared for your role.

What steps did you take to organize your work?

What sort of preparations did you take to handle anything that might “go wrong” during a performance?

What steps did you take to make sure your work was accurate?

Tell us about some of the techniques you used.

Tell us about some of the tools you used.

Tell us about the biggest challenge or complex issue you encountered with the show. What did you do to address it?

Are there particular details in your work of which you are particularly proud? Why do these stand out to you? How did they support the story you were trying to tell?

What recourses were available to you? What challenges or opportunities did your available resources pose?

Tell us about how you worked with your Faculty Mentor. How present were they during your work? What types of things did they help you with?

What did you learn through this process? If you were to do it again, what would you do differently?