

Section 1: Discussion of Story Telling through Design

A. Sharing ideas Visually and B. Photographs			Must receive a total of at least 12 points in this section (Section 1A/B)			
	Novice 0-1	Emerging 2-3	Minimally Acceptable 4-5	Acceptable 6-7	Accomplished 8-9	Exemplary 10
Connection to play, key characters, and/or plot	Historical and cultural details are missing from the design.	The design is based on the logical principles of design, but has little or no 'flavor'.	The design captures the "flavor" of the play but is not original, and includes very few details which reflect the period, culture or theme.	The design somewhat captures the "flavor" of the play by including a few details which reflect the period, culture or theme.	Design is somewhat "outside the box", captures the "flavor" of the play by including several details which accurately reflect the period, culture or theme.	Innovative, goes beyond expected concepts while maintaining the integrity & the "flavor" of the play by including several details which accurately reflect the period, culture or theme.
Attention to Detail/ Attractiveness	The designs are incomplete, untidy and lack relevance to the play.	The designs are not attractive nor informative in terms of design, layout, and neatness.	The designs are not always attractive and informative in terms of design, layout, and neatness.	The designs are somewhat attractive and informative in terms of design, layout, and neatness.	The designs are attractive and informative in terms of design, layout, and neatness.	The designs are exceptionally attractive and informative in terms of design, layout, and neatness.

Section 1: C. Video 1			Must receive a total of at least 12 points in this section (Section 1C)			
	Novice 0-1	Emerging 2-3	Minimally Acceptable 4-5	Acceptable 6-7	Accomplished 8-9	Exemplary 10
Design explanation, detail and integrity to the source material	No designs OR designs are seriously incomplete. Student made no effort to take clues from play to represent the character.	Designs generally do not reflect design elements and details of character.	Designs somewhat reflect design elements and details of character, yet maintains play integrity.	Designs reflect design elements and details of character, & maintains play integrity.	Designs accurately reflect design elements and details of character, and maintains play integrity.	Designs are innovative and unique and reflect design elements and details of character, & still maintains play integrity.
Designers concept, including description of and use of symbols, color, textures and materials	Student turns in a partial design concept.	Student turns in a complete design concept, but lacks a rationale.	Student turns in a complete, although uninteresting design concept and rationale, and the rationale needs to be expanded.	Student turns in a complete, interesting design concept and rationale, but the rationale needs to be expanded.	Student turns in a complete, interesting, and justified rationale for their design concept.	Student turns in a complete, fascinating and entirely justified rationale for their design concept.

Section 2: Providing Directions			Must receive a total of at least 16 points in this section (Section 2)	
	Beginning 0-1	Developing 2-3	Accomplished 4-5	Exemplary 6-7
Thinking and Inquiry	Chose a poor topic and did not show enough thinking and planning when creating the procedure	Chose a poor topic but showed some thinking when created the procedure	Chose a topic that would challenge them and showed a good amount of thinking when creating the procedure	Chose a topic that would challenge them and put a lot of thought into explanation

Application	Student did not follow format provided and instructions are difficult to understand	Did not follow the format provided but the instructions can be followed without too much difficulty	Followed the format provided and the instructions can be followed without too much difficulty	Followed the format provided and provided lots of detail and the instructions provided are clear and easy to follow.
Knowledge and Understanding	Demonstrates little knowledge of how to follow and create a procedure. Shows little or no understanding of the subject used to create the procedure.	Shows some knowledge of how to create and follow procedures. Demonstrates some understanding of the subject used.	Demonstrates an understanding of the subject used. Shows a good knowledge of how to create and follow procedures	Demonstrates a thorough understanding of the subject used to create the procedure. Shows complete knowledge of how to follow and create a procedure
Communication	Uses little or no detail and the procedure is difficult to follow.	Instructions have some detail. Procedure can be followed with some difficulty.	Instructions have detail and are clear. Procedure can easily be followed.	Uses lots of detail and instructions are broken down and clear. Procedure is easy to follow.