



# Theatre Marketing

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Student(s): \_\_\_\_\_

Selection: \_\_\_\_\_

Troupe: \_\_\_\_\_

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of marketing director's role and specific job responsibilities; presentation and explanation of the executed marketing plan, creative decisions, and collaborative process.	Articulates <b>comprehensive understanding</b> of marketing director's role and job responsibilities; <b>thoroughly presents and explains</b> the executed marketing plan, creative decisions, and collaborative process.	Articulates <b>understanding</b> of marketing director's role and job responsibilities; <b>presents and explains</b> the executed marketing plan, creative decisions and/or collaborative process.	Articulates <b>partial understanding</b> of marketing director's role and job responsibilities; <b>inconsistently presents and explains</b> the executed marketing plan, creative decisions and/or collaborative process.	Articulates <b>little understanding</b> of marketing director's role and job responsibilities; <b>does not explain</b> an executed marketing plan, creative decisions, or the collaborative process.	
<b>Comment:</b>					
<b>Creative Development</b> 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 <b>accurately identifies</b> target market/inspiration for the design concept; <b>all appropriate resources and personnel were consulted</b> to effectively refine and communicate final concept to audience.	Conducted research <b>mostly identifies</b> target market/inspiration for the design concept; <b>most appropriate resources and personnel were consulted</b> to effectively refine and communicate final concept to audience.	Conducted research <b>somewhat identifies</b> target market and suggests a relationship to design concept; <b>several resources and personnel were consulted</b> to refine and communicate final concept to audience.	Conducted research <b>marginally identifies</b> target market and minimal relationship to design concept; <b>few or no resources and personnel were consulted</b> to refine and communicate final concept to audience.	
<b>Comment:</b>					
<b>Execution</b> 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 <b>aligns with production concept</b> ; shared components <b>consistently demonstrate a unified effort</b> , including <b>consistent quality</b> artistic designs, accurate detail, and a coordinated multiple media distribution strategy.	Marketing campaign <b>frequently aligns with production concept</b> ; shared components <b>usually demonstrate a unified effort</b> , including <b>consistent quality</b> artistic designs, accurate details, and a coordinated multiple media distribution strategy.	Marketing campaign <b>somewhat aligns with production concept</b> ; shared components demonstrate a <b>generally unified effort</b> , including artistic designs, details, and a coordinated media distribution strategy.	Marketing campaign <b>rarely aligns with production concept</b> ; shared components <b>do not demonstrate a unified effort</b> in artistic designs, details, and media distribution strategy.	
<b>Comment:</b>					
<b>Realized Outcomes</b> Budget expenditures, ticket sales, generated media coverage based on marketing/press releases, and reflections on alternative execution.	Budget expenditures and ticket sales <b>explained and compared</b> with accurate figures; media coverage, marketing/press releases, and multiple execution alternatives are <b>realistic, with clear/practical outcomes</b> .	Budget expenditures and ticket sales <b>explained with accurate figures</b> ; media coverage, marketing/press releases, and multiple execution alternatives are <b>frequently realistic, with clear/practical outcomes</b> .	Budget expenditures and ticket sales <b>are explained</b> ; media coverage, marketing/press releases and multiple execution alternatives <b>sometimes offer realistic/practical outcomes</b> .	Budget expenditures and ticket sales <b>are not explained</b> ; media coverage, marketing/press releases and multiple execution alternatives <b>rarely offer realistic/practical outcomes</b> .	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 16-14)</small>	<b>3   Excellent</b> <small>(Score of 13-10)</small>	<b>2   Good</b> <small>(Score of 9-6)</small>	<b>1   Fair</b> <small>(Score of 5-4)</small>	<b>TOTAL SCORE</b>
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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:

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:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, H:Pr6.1.I.a

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: \_\_\_\_\_