

**Minnesota Scholars of Distinction in Theater Arts**  
**Lighting Design Rubric**

Evaluators will use this rubric as they evaluate applicant showcase presentations, materials, and interviews.

	<b>Level 4 – Exemplary</b>	<b>Level 3 – Excellent</b>	<b>Level 2 – Good</b>	<b>Level 1 – Emerging</b>
<p><b>Design Analysis and Cue Sheet</b></p> <p>Created for a specific play. Analysis approx. 250-500 words.</p>	<p>A thorough and thoughtful written analysis of lighting design ideas for a specific play (with precise attention to genre, mood, and overall impact) and a detailed and well-organized cue sheet demonstrating all lighting changes required during a production.</p>	<p>A thoughtful written analysis of lighting design ideas for a specific play and a well-organized cue sheet.</p>	<p>A written analysis of lighting design ideas for a specific play and a cue sheet.</p>	<p>One or both elements (analysis and/or cue sheet) is missing or incomplete.</p>
<p><b>Light Plot and Supporting Design Paperwork</b></p> <p>For a specific play and space, created to scale</p>	<p>Excellent and clearly organized light plot for a specific play, and one or more supporting design documents including channel hookup, instrument schedule, magic/cheat sheet, etc.</p>	<p>Detailed light plot for a specific play, and one or more supporting design documents.</p>	<p>Light plot for a specific play, and at least one supporting design document.</p>	<p>Light plot is unclear, incomplete, or not in support of the analysis and cue sheet.</p> <p>No supporting documents are included.</p>
<p><b>Photographs of productions</b></p>	<p>Photographs clearly reveal the lighting design for the specific play, if staged, OR other projects that demonstrate the student’s design ideas in practice.</p>	<p>Photographs reveal the lighting design for the specific production or other projects that demonstrate the student’s design ideas.</p>	<p>Photographs reveal the lighting design, but may be few or not entirely clear.</p>	<p>Photographs are low quality, of unrelated projects, or are missing altogether.</p>

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<p><b>Research Journal and Support Materials</b></p> <p>Written journal including artistic vision, analysis of the selected play, research materials and notes, and visual elements including photos of source ideas and visual metaphors.</p>	<p>Well-articulated statement of artistic vision.</p> <p>Insightful script analysis shows how the design clearly reinforces the themes and ideas of the play.</p> <p>Comprehensive research materials that include historical and cultural elements that affect the scenic design.</p>	<p>Clear statement of artistic vision.</p> <p>Careful script analysis shows how the design reinforces the themes and ideas of the play.</p> <p>Good research materials including historical and cultural elements that affect the scenic design.</p>	<p>Statement of artistic vision.</p> <p>Some script analysis in terms of design.</p> <p>Research materials include scattered historical and cultural references that affect the scenic design.</p>	<p>Artistic vision unclear.</p> <p>Limited script analysis.</p> <p>Lacks research materials.</p>
<p><b>Interview</b></p> <p>Discuss your design process and choices, and your artistic vision and goals. Reflect on past and present theatrical experiences, and articulate goals for the future.</p>	<p>Insightful discussion of involvement and goals in theater.</p> <p>Well-articulated description of artistic vision and process.</p> <p>Responds with creative ingenuity to questions.</p>	<p>Good discussion of involvement and goals in theater.</p> <p>Fine description of artistic vision and process.</p> <p>Responds clearly to questions.</p>	<p>Some ability to discuss involvement and goals in theater.</p> <p>Describes artistic vision and process.</p> <p>Responds to questions.</p>	<p>Limited discussion of involvement and goals in theater.</p> <p>Does not describe artistic vision or process.</p> <p>Does not respond clearly to questions.</p>