

For internal use	only	



Student(s): School: Selection: Troupe: 4 | Superior 3 | Excellent 1 | Fair 2 Good Above standard At standard Near standard Aspiring to standard **SKILLS** SCORE Story is well organized, Story is well organized, Story is somewhat Story is disorganized Storytelling organized and mostly and/or difficult to follow; fully developed, and and engaging; visuals Visual development of story compelling; thoughtful and interview sequences developed; visuals and minimal use of visual cues and interview sequences; interview sequences are and weak interview visuals and interview advance the narrative opening and closing titles, moderately advance the sequences fail to develop sequences seamlessly and audience connection credits, graphics, and narrative and audience the narrative or produce advance the narrative to the subject(s) and animations; conclusion. connection to the subject(s) audience connection; and audience connection their experiences; choice choice of opening and of opening and closing and their experiences; to the subject(s) and their experiences: choice of titles, credits, graphics, choice of opening and closing titles, credits, closing titles, credits, graphics, and animations opening and closing titles, and animations support graphics, and animations do not support film's credits, graphics, and film's message; distinct inconsistently support animations enhance and message; conclusion is conclusion. film's message; conclusion lacking or unclear. support film's message: ending succinctly is somewhat unclear. resolves central conflict. Comment: Subjects, images, and Most subjects, images, Subjects, images, and Subjects, images, and Cinematography scenes are appropriately and scenes are not shot scenes are skillfully shot scenes inconsistently and Audio shot or framed and align or framed and align with shot or framed and do or framed properly, are Integrated use of camera, with filmmaker's vision; under or over exposed, filmmaker's vision; lighting not align with filmmaker's lighting, and sound. lighting exposure and exposure and camera vision, lighting exposure and do not align with the camera movement and movement and angles are and camera movement and filmmaker's vision: scenes angles are purposefully purposefully chosen to angles sometimes include multiple errors in chosen to advance enhance subject and advance subject's story camera movement and subject's story; music (if visually advance subject's visually; some music (if angles; music (if applicable) is appropriate story; music (if applicable) applicable) is appropriate applicable) detracts from to the story; sound levels clearly underscores the to the story; sound level rather than supports the are mostly even and well action and offers clues to story; sound levels are errors are evident. metered. subject and experiences; inconsistent. sound levels consistently even and well metered. Comment: **Editing** Purposeful continuity in Continuity in editing Inconsistency in editing Discontinuity in editing editing produces wellproduces composed produces transitions does not produce well-Editing skills; scene length composed transitions transitions that enhance that sometimes disrupt composed transitions and flow that enhance scene flow, scene flow, audience scene flow, audience that enhance scene flow audience engagement, engagement, and engagement, and audience engagement, and narrative; scene and narrative; scene length narrative; scene length narrative; scene length and flow purposefully and and flow effectively lead and flow sometimes lead length and flow **do no**t effectively lead audience audience from one focal audience from one focal lead audience from one from one focal point to point to another while point to another yet focal point to another, consistently maintaining another while consistently and does not maintain seldom maintain maintaining physical and physical and spatial physical and spatial physical and spatial relationship of narrative. relationship of narrative. spatial relationship of relationship of narrative. narrative. Comment:

## **POV** and Portrayal **Consistently strong POV Mostly consistent POV Fairly consistent POV Inconsistent POV** rarely gives viewer a deeper gives viewer insight into sometimes gives viewer gives viewer insight into of Subject understanding of film's insight into film's film's subject(s); film's subject(s); Filmmaker's POV; choices subject(s); filmmaker's filmmaker's main thesis filmmaker's main thesis subject(s); filmmaker's that affect the portrayal of main thesis and intentions and intentions for telling main thesis and intentions and intentions for telling the subject(s). for telling story are for telling story are always story are rarely clear; no story are clear; choices clear; strong choices and and tactics employed by sometimes clear; at evidence of choices and tactics employed by filmmaker help create times, choices and tactics tactics that help to create a filmmaker create solid solid and insightful employed by filmmaker meaningful portrayal of and insightful portrayal of help create a meaningful portrayal of subject. subject. subject. portrayal of subject. Comment: Filmmaker's Vision Filmmaker conveyed Filmmaker attempted to Filmmaker failed to Filmmaker conveyed Use of film elements to clear vision and mostly clear vision and convey clear vision and convey a clear vision create a successful final consistently adhered to frequently adhered to inconsistently adhered and did not adhere to the to the rules established rules established for the product. rules established for the the rules established for film: all elements worked the film; most elements for the film: few elements film: elements did not worked together to create work together to create together to create an worked together to create impactful, engaging film an engaging film. an engaging film. an engaging film. with a powerful voice. Comment: **TOTAL SCORE** 3 | Excellent **RATING** 4 | Superior 2 | Good 1 | Fair (Please circle) (Score of 20-18) (Score of 17-13) (Score of 12-8) (Score of 7-5) Judge's name (Please print) Judge's signature ATTENTION TABULATION ROOM: Please note the following: Timing issue: ( mm ss) Rule violation: Other comments: This rubric should not be considered an assessment of student learning. However, it 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:Cr1.1.I.b, TH:Cr3.1.I.b, TH:Cr3.1.I.c, TH:Cr1.1.III.a, MA:Cr2.1.I.a, MA:Cr3.1.I.a To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org For additional Standards resources visit: www.schooltheatre.org/advocacy/standardsresources Optional aligned state standards:

State Standards website: