Short Film

For internal use only

INTERNATIONAL THESPIAN **EXCELLENCE** AWARDS

Student(s): ....

School: ....

Selection: ....

Troupe: ....

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

Acting Emotional and physical believability; choices and tactics.	Character movements, actions, gestures, and expressions are **consistently believable**; choices and tactics toward an objective **prompt instinctive reaction** to partners or events that create insight into the text.	Character movements, actions, gestures, and expressions **are believable**; choices and tactics toward an objective **prompt reaction** to partners or events.	Character movements, actions, gestures and expressions are **sometimes emotionally/ physically believable**; choices and tactics toward an objective **sometimes prompt reactions** to partners or events.	Character movements, actions, gestures, and expressions **are rarely emotionally/physically believable**; choices and tactics toward an objective **are not evident and do not prompt** reactions to partners or events.	
Comment:					
Filmmaker's Vision Use of film elements to create a successful final product.	Filmmaker **conveyed clear vision** and consistently adhered to rules established for film; **all elements** worked together to create **an impactful, engaging** film with a powerful voice.	Filmmaker **conveyed mostly clear vision** and **frequently adhered** to the rules established for the film; **most elements** worked together to create an engaging film.	Filmmaker **attempted to convey clear vision** and **inconsistently adhered** to the rules established for the film; **few elements** worked together to create an engaging film.	Filmmaker **failed to convey a clear vision** and did not adhere to the rules established for the film; **elements did not work together** to create an engaging film.	
Comment:					

RATING (Please circle)	**4 | Superior** (Score of 20-18)	**3 | Excellent** (Score of 17-13)	**2 | Good** (Score of 12-8)	**1 | Fair** (Score of 7-5)	**TOTAL SCORE**

_____   _____

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: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

For additional Standards resources visit: www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: _____

State Standards website:_____