

# Short Documentary Film



Student(s):

School:

Troupe:

Selection:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<p><b>Storytelling</b> Visual development of story and interview sequences; opening and closing titles, credits, graphics, and animations; conclusion.</p> <p><b>Comment:</b></p>	<p><b>Story is well organized, fully developed, and compelling;</b> complementary visuals and interview sequences <b>seamlessly advance</b> the narrative to enhance the audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations <b>enhance and support</b> the film's message; ending <b>succinctly resolves</b> the central conflict.</p>	<p><b>Story is well organized, and engaging;</b> visuals and interview sequences <b>advance</b> the narrative and the audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations <b>support</b> the film's message; <b>distinct</b> conclusion.</p>	<p><b>Story is somewhat organized and mostly developed;</b> visuals and interview sequences are <b>moderately effective in advancing the narrative</b> and the audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations <b>inconsistently support</b> the film's message; conclusion is <b>somewhat unclear</b>.</p>	<p><b>Story is disorganized and/or difficult to follow;</b> minimal use of visual cues and weak interview sequences <b>fail to develop</b> the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations <b>do not support</b> the film's message; conclusion is <b>lacking or unclear</b>.</p>	
<p><b>Cinematography and Audio</b> Integrated use of camera, lighting, and sound.</p> <p><b>Comment:</b></p>	<p><b>Subjects, images, and scenes are skillfully shot or framed and align</b> with the filmmaker's vision; lighting exposure and camera movement and angles are <b>purposefully chosen to enhance</b> subject and visually advance the subject's story; music (if applicable) <b>clearly</b> underscores the action and offers additional clues to subject and their experiences; sound levels are <b>consistently</b> even and well metered.</p>	<p><b>Subjects, images, and scenes are appropriately shot or framed and align</b> with the filmmaker's vision; lighting exposure and camera movement and angles are <b>purposefully chosen to advance</b> the subject's story; music (if applicable) is appropriate to the story; sound levels are <b>mostly even</b> and well metered.</p>	<p><b>Inconsistent use of appropriate shots or framing and lighting exposure do not align</b> with the filmmaker's vision; camera movement and angles <b>sometimes advance</b> the subject's story visually; <b>some</b> music (if applicable) is appropriate to the story; sound level <b>errors are evident</b>.</p>	<p><b>Most subjects, images, and scenes are not shot or framed properly</b>, are under or over exposed, and <b>do not align</b> with the filmmaker's vision; scenes include <b>multiple errors</b> in camera movement and angles; music (if applicable) <b>detracts from rather than supports</b> the story; sound levels are <b>inconsistent</b>.</p>	
<p><b>Editing</b> Editing skills; scene length and flow.</p> <p><b>Comment:</b></p>	<p><b>Purposeful continuity in editing produces well-composed transitions that enhance</b> scene flow, audience engagement, and narrative; scene length and flow <b>purposefully and effectively</b> lead the audience from one focal point to another while <b>consistently maintaining</b> the physical/spatial relationship of the narrative.</p>	<p><b>Continuity in editing produces composed transitions that enhance</b> scene flow, audience engagement, and narrative; scene length and flow <b>effectively</b> lead the audience from one focal point to another while <b>consistently maintaining</b> the physical/spatial relationship of the narrative.</p>	<p><b>Inconsistent continuity in editing produces transitions that sometimes disrupt</b> scene flow, audience engagement, and narrative; scene length and flow <b>sometimes</b> lead the audience from one focal point to another yet <b>seldom maintain</b> the physical/spatial relationship of the narrative.</p>	<p><b>Discontinuity in editing does not produce well-composed transitions</b> that enhance scene flow, audience engagement, and narrative; scene length and flow <b>does not</b> lead the audience from one focal point to another, and <b>does not maintain</b> the physical/spatial relationship of the narrative.</p>	

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>POV - Portrayal of Subject</b> Filmmaker's POV; choices that affect the portrayal of the subject(s).  <b>Comment:</b>	Consistently strong POV gives viewer a deeper understanding of the film's subject(s); the filmmaker's main thesis and intentions for telling this story are always clear; strong choices and tactics employed by the filmmaker help create a solid and insightful portrayal of their subject.	Mostly consistent POV gives viewer insight into the film's subject(s); the filmmaker's main thesis and intentions for telling this story are clear; choices and tactics employed by the filmmaker help create a solid and insightful portrayal of their subject.	Filmmaker's POV sometimes gives viewer insight into the film's subject(s); the filmmaker's main thesis and intentions for telling this story are sometimes clear; at times, choices and tactics employed by the filmmaker help create a meaningful portrayal of their subject.	Filmmaker's POV rarely gives viewer insight into the film's subject(s); the filmmaker's main thesis and intentions for telling this story are rarely clear to the viewer; no evidence of choices and tactics that help to create a meaningful portrayal of their subject.	
<b>Filmmaker's Vision</b> Use of film elements to create a successful final product.  <b>Comment:</b>	Filmmaker <b>conveyed a clear vision</b> and consistently adhered to rules established for the film; <b>all elements</b> worked together to create an <b>impactful, engaging</b> film with a powerful voice.	Filmmaker <b>conveyed a mostly clear vision</b> and <b>frequently adhered</b> to the rules established for the film; <b>most elements</b> worked together to create an engaging film.	Filmmaker <b>attempted to convey a clear vision</b> and <b>inconsistently adhered</b> to the rules established for the film; <b>few elements</b> worked together to create an engaging film.	Filmmaker <b>failed to convey a clear vision</b> and did not adhere to the rules established for the film; <b>elements did not work together</b> to create an engaging film.	
<b>RATING</b> (Please circle)	<b>4   Superior</b> (20-18)	<b>3   Excellent</b> (17-13)	<b>2   Good</b> (12-8)	<b>1   Fair</b> (7-5)	

Judge's name (Please print) \_\_\_\_\_

Judge's signature \_\_\_\_\_

*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: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](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: \_\_\_\_\_