

Short Documentary

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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 interview sequences; opening and closing titles, credits, graphics, and animations; conclusion.	Story is well organized, fully developed, and compelling; thoughtful visuals and interview sequences seamlessly advance the narrative and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations enhance and support film's message; ending succinctly resolves central conflict.	Story is well organized, and engaging; visuals and interview sequences advance the narrative and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations support film's message; distinct conclusion.	Story is somewhat organized and mostly developed; visuals and interview sequences are moderately advance the narrative and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations inconsistently support film's message; conclusion is somewhat unclear .	Story is disorganized and/or difficult to follow; minimal use of visual cues and weak interview sequences fail to develop the narrative or produce audience connection; choice of opening and closing titles, credits, graphics, and animations do not support film's message; conclusion is lacking or unclear .	
Comment:					
Cinematography and Audio Integrated use of camera, lighting, and sound.	Subjects, images, and scenes are skillfully shot or framed and align with filmmaker's vision; lighting exposure and camera movement and angles are purposefully chosen to enhance subject and visually advance subject's story; music (if applicable) clearly underscores the action and offers clues to subject and experiences; sound levels consistently even and well metered.	Subjects, images, and scenes are appropriately shot or framed and align with filmmaker's vision; lighting exposure and camera movement and angles are purposefully chosen to advance subject's story; music (if applicable) is appropriate to the story; sound levels are mostly even and well metered.	Subjects, images, and scenes inconsistently shot or framed and do not align with filmmaker's vision; lighting exposure and camera movement and angles sometimes advance subject's story visually; some music (if applicable) is appropriate to the story; sound level errors are evident .	Most subjects, images, and scenes are not shot or framed properly, are under or over exposed, and do not align with the filmmaker's vision; scenes include multiple errors in camera movement and 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 and spatial relationship of 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 and spatial relationship of narrative.	Inconsistency in editing produces transitions that sometimes disrupt scene flow, audience engagement, and narrative; scene length and flow sometimes lead audience from one focal point to another yet seldom maintain physical and spatial relationship of narrative.	Discontinuity in editing does not produce well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow do not lead audience from one focal point to another, and does not maintain physical and spatial relationship of narrative.	
Comment:					

POV and Portrayal of Subject Filmmaker's POV; choices that affect the portrayal of the subject(s).	Consistently strong POV gives viewer a deeper understanding of film's subject(s); filmmaker's main thesis and intentions for telling story are always clear ; strong choices and tactics employed by filmmaker create solid and insightful portrayal of subject.	Mostly consistent POV gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are clear ; choices and tactics employed by filmmaker help create solid and insightful portrayal of subject.	Fairly consistent POV sometimes gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are sometimes clear ; at times, choices and tactics employed by filmmaker help create a meaningful portrayal of subject.	Inconsistent POV rarely gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are rarely clear; no evidence of choices and tactics that help to create a meaningful portrayal of subject.	
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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 the 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.	
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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
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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:

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: _____