

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

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

<b>Filmmaker's Vision</b> Use of film elements to create a successful final product.	Filmmaker <b>conveyed clear vision</b> and <b>consistently adhered</b> to rules established for the film; <b>all elements</b> worked together to create <b>an impactful, engaging</b> film with a powerful voice.	Filmmaker <b>conveyed 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 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 <b>did not adhere</b> to the rules established for the film; <b>elements did not work together</b> to create an engaging film.	
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Comment:

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 20-18)</small>	<b>3   Excellent</b> <small>(Score of 17-13)</small>	<b>2   Good</b> <small>(Score of 12-8)</small>	<b>1   Fair</b> <small>(Score of 7-5)</small>	<b>TOTAL SCORE</b>
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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](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: \_\_\_\_\_