### Short Documentary

**Student(s):**

**Selection:**

**School:**

**Troupe:**

#### SKILLS

<table>
<thead>
<tr>
<th>SCORE</th>
<th>1</th>
<th>Fair</th>
<th>Aspiring to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Good</td>
<td>Near standard</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Excellent</td>
<td>At standard</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Superior</td>
<td>Above standard</td>
<td></td>
</tr>
</tbody>
</table>

**Storytelling**

Visual development of story and interview sequences; opening and closing titles, credits, graphics, and animations; conclusion.

- **4 Above standard**
  - 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.

- **3 At standard**
  - 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.

- **2 Near standard**
  - Story is somewhat organized and mostly developed; visuals and interview sequences 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.

- **1 Aspiring to standard**
  - 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.

- **4 Above standard**
  - 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.

- **3 At standard**
  - 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.

- **2 Near standard**
  - 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.

- **1 Aspiring to standard**
  - 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.

- **4 Above standard**
  - 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.

- **3 At standard**
  - 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.

- **2 Near standard**
  - 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 while seldom maintain physical and spatial relationship of narrative.

- **1 Aspiring to standard**
  - 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).**

<table>
<thead>
<tr>
<th>Strong (Always)</th>
<th>Mostly Consistent</th>
<th>Fairly Consistent</th>
<th>Inconsistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently strong POV gives viewer a deeper understanding of the film's subject(s); filmmaker's main thesis and intentions for telling story are <strong>always clear</strong>; strong choices and tactics employed by filmmaker create <strong>solid and insightful</strong> portrayal of subject.</td>
<td>Mostly consistent POV gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are <strong>clear</strong>; choices and tactics employed by filmmaker help create <strong>solid and insightful</strong> portrayal of subject.</td>
<td>Fairly consistent POV sometimes gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are <strong>sometimes clear</strong>; at times, choices and tactics employed by filmmaker help create <strong>a meaningful</strong> portrayal of subject.</td>
<td>Inconsistent POV rarely gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are <strong>rarely clear</strong>; no evidence of choices and tactics that help to create a meaningful portrayal of subject.</td>
</tr>
</tbody>
</table>

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**Comment:**

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### Filmmaker's Vision

**Use of film elements to create a successful final product.**

<table>
<thead>
<tr>
<th>Strong (Always)</th>
<th>Mostly Consistent</th>
<th>Fairly Consistent</th>
<th>Inconsistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filmmaker conveyed <strong>clear vision</strong> and <strong>consistently adhered</strong> to rules established for the film; <strong>all elements</strong> worked together to create an impactful, engaging film with a powerful voice.</td>
<td>Filmmaker conveyed mostly clear vision and frequently adhered to the rules established for the film; most elements worked together to create an engaging film.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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**Comment:**

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### RATING

**RATING (Please circle)**  
4 | Superior  
3 | Excellent  
2 | Good  
1 | Fair  

**TOTAL SCORE**

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**Judge’s name (Please print):**  
**Judge’s signature:**

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**ATTENTION TABULATION ROOM:** Please note the following:

- **Timing issue:**  
  - Timing issue: (______mm______ss)

- **Rule violation:**
  - Rule violation: __________________________: __________________________: __________________________

- **Other comments:**

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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: __________________________