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**Short Documentary**

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| Student(s): | School: |
| Selection: | Troupe: |

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| **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 **does no**t 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. | |  |
| **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. | |  |
| **Comment:** | |  | | |  | | |  | | |  |  |

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| **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

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| ATTENTION TABULATION ROOM: Please note the following:  Timing issue: (\_\_\_\_\_\_\_mm \_\_\_\_\_\_\_ss)  Rule violation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other comments: |

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_