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**Short Film**

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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 dialogue; opening and closing titles, credits, graphics, and animations; conclusion. | **Story is well organized, fully developed, and compelling**; visuals and dialogue **seamlessly advance** the narrative **to** enhance the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations **enhance and support** film’s message; ending **concisely resolves** the central conflict. | | **Story is well organized, and engaging;** visuals and dialogue **advance** the narrative and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations **support** the film’s message; **distinct** conclusion. | | **Story is somewhat organized and mostly developed**; visuals and dialogue are **moderately effective in advancing the narrative** and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations **inconsistently support** the film’s message; conclusion is **somewhat unclear.** | | **Story is disorganized and/or difficult to follow;** minimal use of visual cues and weak dialogue **fail to develop** the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations **do not support** the film’s message; conclusion is **lacking or unclear.** | |  |
| **Comment:** |  | |  | |  | |  | |  |
| **Cinematography and Audio**  Integrated use of camera, lighting, and sound. | **Scenes/characters are skillfully shot or framed and align** with filmmaker’s vision; lighting exposure and camera movement/angles are **purposefully chosen to enhance** performances and advance the story; music (if applicable) underscores action and offers clues to character/ plot; sound levels are **consistently even** and well metered. | | **Scenes/characters are appropriately shot or framed and align** with filmmaker’s vision; lighting exposure and camera movement/angles are **purposefully chosen to advance** the story; music (if applicable) is appropriate to the story; sound levels are **mostly even** and well metered. | | **Inconsistent use of appropriate shots** or framing and lighting exposure **do not align** with filmmaker’s vision; camera movement/angles **sometimes advanc**e the story visually; **some** music (if applicable) is appropriate to the story; sound level **errors are evident**. | | **Most scenes/characters are not shot or framed properly**, are under or over exposed, and **do not align** with filmmaker’s vision; scenes include **multiple errors** in camera movement/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 enhancescene flow, audience engagement, and narrative; scene length and flow **purposefully and effectively** lead audience from one focal point to another while **consistently maintaining** physical/ spatial relationship of the narrative. | | **Continuity in editing** produces composed transitions that enhancescene flow, audience engagement, and narrative; scene length and flow **effectively** lead audience from one focal point to another while **consistently maintaining** physical/ spatial relationship of the narrative. | | **Inconsistent continuity in editing** produces transitions that disruptscene flow, audience  engagement, and narrative; scene length and flow **sometimes** lead audience from one focal point to another yet **seldom maintain** physical/spatial relationship of the 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/ spatial relationship of the narrative. | |  |
| **Comment:** | |  | |  | |  | |  |  |
| **Acting**  Emotional and physical believability; choices and tactics. | Character movements, actions, gestures, and expressions are **consistently believable**; choices and tactics toward an objective **prompt instinctive reactions** to partners or events that create insight into the text. | | Character movements, actions, gestures, and expressions **are believable**; choices and tactics toward an objective **prompt reactions** to partners or events. | | Character movements, actions, gestures and expressions are **sometimes emotionally/ physically believable**; choices and tactics toward an objective **sometimes prompt reactions** to partners or events. | | Character movements, actions, gestures, and expressions **are rarely emotionally/physically believable**; choices and tactics toward an objective **are not evident and do not prompt** reactions to partners or events. | |  |
| **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 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 i**nconsistently 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:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, H:Pr6.1.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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_