



Student(s):

School:

Troupe:

Selection:

SKILLS	4   <b>Superior</b> Above standard	3   <b>Excellent</b> At standard	2   <b>Good</b> Near standard	1   <b>Fair</b> Aspiring to standard	SCORE
<p><b>Storytelling</b> Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion.</p> <p><b>Comment:</b></p>	<p><b>Story is well organized, fully developed, and compelling;</b> complementary visuals and dialogue <b>seamlessly advance</b> the narrative to enhance the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations <b>enhance and support</b> the film's message; ending <b>succinctly resolves</b> the central conflict.</p>	<p><b>Story is well organized, and engaging;</b> visuals and dialogue <b>advance</b> the narrative and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations <b>support</b> the film's message; <b>distinct</b> conclusion.</p>	<p><b>Story is somewhat organized and mostly developed;</b> visuals and dialogue are <b>moderately effective in advancing the narrative</b> and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations <b>inconsistently support</b> the film's message; conclusion is <b>somewhat unclear</b>.</p>	<p><b>Story is disorganized and/or difficult to follow;</b> minimal use of visual cues and weak dialogue <b>fail to develop</b> the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations <b>do not support</b> the film's message; conclusion is <b>lacking or unclear</b>.</p>	
<p><b>Cinematography and Audio</b> Integrated use of camera, lighting, and sound.</p> <p><b>Comment:</b></p>	<p><b>Scenes and characters are skillfully shot or framed and align</b> with the filmmaker's vision; lighting exposure and camera movement and angles are <b>purposefully chosen to enhance</b> performances and visually advance the story; music (if applicable) <b>clearly</b> underscores the action and offers additional clues to character and plot; sound levels are <b>consistently</b> even and well metered.</p>	<p><b>Scenes and characters are appropriately shot or framed and align</b> with the filmmaker's vision; lighting exposure and camera movement and angles are <b>purposefully chosen to advance</b> the story; music (if applicable) is appropriate to the story; sound levels are <b>mostly even</b> and well metered.</p>	<p><b>Inconsistent use of appropriate shots or framing and lighting exposure do not align</b> with the filmmaker's vision; camera movement and angles <b>sometimes advance</b> the story visually; <b>some</b> music (if applicable) is appropriate to the story; sound level <b>errors are evident</b>.</p>	<p><b>Most scenes and characters 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>.</p>	
<p><b>Editing</b> Editing skills; scene length and flow.</p> <p><b>Comment:</b></p>	<p><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 the audience from one focal point to another while <b>consistently maintaining</b> the physical/spatial relationship of the narrative.</p>	<p><b>Continuity in editing produces composed transitions that enhance</b> scene flow, audience engagement, and narrative; scene length and flow <b>effectively</b> lead the audience from one focal point to another while <b>consistently maintaining</b> the physical/spatial relationship of the narrative.</p>	<p><b>Inconsistent continuity in editing produces transitions that sometimes disrupt</b> scene flow, audience engagement, and narrative; scene length and flow <b>sometimes</b> lead the audience from one focal point to another yet <b>seldom maintain</b> the physical/spatial relationship of the narrative.</p>	<p><b>Discontinuity in editing does not produce well-composed transitions</b> that enhance scene flow, audience engagement, and narrative; scene length and flow <b>does not</b> lead the audience from one focal point to another, and <b>does not maintain</b> the physical/spatial relationship of the narrative.</p>	

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<p><b>Acting</b> Emotional and physical believability; choices and tactics.</p> <p><b>Comment:</b></p>	Character movements, actions, gestures, and expressions are <b>consistently believable</b> ; choices and tactics toward an objective <b>prompt instinctive reactions</b> to partners or events that create insight into the text.	Character movements, actions, gestures, and expressions <b>are believable</b> ; choices and tactics toward an objective <b>prompt reactions</b> to partners or events.	Character movements, actions, gestures and expressions are <b>sometimes emotionally and physically believable</b> ; choices and tactics toward an objective <b>sometimes prompt reactions</b> to partners or events.	Character movements, actions, gestures, and expressions <b>are rarely</b> emotionally and physically believable; choices and tactics toward an objective <b>are not evident and do not prompt</b> reactions to partners or events.	
<p><b>Filmmaker's Vision</b> Use of film elements to create a successful final product.</p> <p><b>Comment:</b></p>	Filmmaker <b>conveyed a clear vision</b> and consistently adhered to rules established for the film; <b>all elements</b> worked together to create an <b>impactful, engaging</b> film with a powerful voice.	Filmmaker <b>conveyed a 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 a 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 did not adhere to the rules established for the film; <b>elements did not work together</b> to create an engaging film.	
<p><b>RATING</b> (Please circle)</p>	4   Superior (20-18)	3   Excellent (17-13)	2   Good (12-8)	1   Fair (7-5)	

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Judge's name (Please print)

\_\_\_\_\_  
Judge's signature

*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: \_\_\_\_\_