Short Film

Student(s):   Project ID Number:

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**; complementary 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** the film's message; ending **succinctly 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 **inconsistenly 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 and characters **are skillfully shot or framed and align** with the filmmaker's vision; lighting exposure and camera movement and angles are **purposefully chosen to enhance** performances and visually advance the story; music (if applicable) **clearly** underscores the action and offers additional clues to character and plot; sound levels are **consistently** even and well metered.	Scenes and characters **are appropriately shot or framed and align** with the filmmaker's vision; lighting exposure and camera movement and 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 the filmmaker's vision; camera movement and angles **sometimes advance** the story visually; **some** music (if applicable) is appropriate to the story; sound level **errors are evident**.	**Most scenes and characters 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 the audience from one focal point to another while **consistently maintaining** the physical/spatial relationship of the narrative.	**Continuity in editing produces composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **effectively** lead the audience from one focal point to another while **consistently maintaining** the physical/spatial relationship of the narrative.	**Inconsistent continuity in editing produces transitions that sometimes disrupt** scene flow, audience engagement, and narrative; scene length and flow **sometimes** lead the audience from one focal point to another yet **seldom maintain** the 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 the audience from one focal point to another, and **does not maintain** the physical/ spatial relationship of the narrative.	
Comment:					

SKILLS	4 | **Superior** Above standard	3 | **Excellent** At standard	2 | **Good** Near standard	1 | **Fair** Aspiring to standard	SCORE
Acting Emotional and physical believability; choices and tactics. **Comment:**	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 and physically believable**; choices and tactics toward an objective **sometimes prompt reactions** to partners or events.	Character movements, actions, gestures, and expressions **are rarely** emotionally and physically believable; choices and tactics toward an objective **are not evident and do not prompt** reactions to partners or events.	
Filmmaker's Vision Use of film elements to create a successful final product. **Comment:**	Filmmaker **conveyed a 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 a 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 a 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.	
RATING (Please circle)	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)

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Judge's signature