

Short Film Rubric

Student Name

| Design and Technical Quality | | | | | | possible points | Points for this video |
|---|--|--|---|--|--|-----------------|-----------------------|
| Curriculum Category | Criteria | 0 - 3 | 4 - 5 | 6 - 7 | 8 - 10 | | |
| Application of knowledge and skills in familiar contexts and new contexts | Duration 2-5 minutes | over or under time limit 0 | no marks in this section | no marks in this section | at time limit 10 points | 10 | |
| | Sound quality and balance between music/video and dialogue. Sounds enhance video. Limited background noise | Difficult or impossible to hear or understand; use of sound may be limited and ineffective | Clear; no or little distortion of sound; easy to understand, adequate pace and appropriate balance is achieved between music/sound and voice at all times with some success | Clear; no or little distortion of sound; easy to understand, adequate pace and appropriate balance is achieved between music/sound and voice at all times with considerable success. | Clear; no or little distortion of sound; easy to understand, adequate pace. Appropriate balance is achieved between music/sound and voice at all times | 10 | |
| | Transitioning between clips is coherent, logical, smooth, appropriate and effective | Clips transition with limited effectiveness or jump around with no logical coherence | Clips transition with some effectiveness throughout video | Clips transition smoothly, effectively and appropriately over most of the video | Clips transition smoothly, effectively and appropriately throughout video | 10 | |
| | Editing choices | Video clips and images have been poorly edited and do not enhance the impact of the film | Some video clips and images have been edited which has improved the impact of the film to a limited degree | Most video clips and images have been effectively edited to improve the impact of the film | All video clips and images have been effectively edited to improve the impact of the film | 10 | |
| | Acting: no smirking, laughing at wrong places, genuine, authentic, plausible | Acting is genuine, authentic, plausible almost never | Acting is genuine, authentic, plausible very sporadically | Acting is genuine, authentic, plausible most of the time | Acting is genuine, authentic, plausible consistently and creates verisimilitude for the audience | 10 | |
| | Lighting | Subjects are not lit properly, faces are blown out, camera is frequently facing light source, no attempt made to fix/alter lighting problems | Subjects lit properly sometimes, camera is not facing light source, attempt made to fix/alter lighting problems | Subjects are properly lit with considerable success, work has been done to keep lighting consistent and appropriate for film | Director has made excellent lighting decisions | 10 | |
| | Camera Work: movement, angles, steadiness | Camera work is sloppy, shakes, inappropriate for film | Camera work is somewhat consistent, angles work sometimes for scene, movement is unintentional | Camera work is consistent, no unintentional shake, angles compliment the scene, movement is smooth | Camera work is done with a high degree of effectiveness, is consistent and enhances the mood/theme of the film | 10 | |
| Extras | Logo created | Logo is created with little effectiveness and shares little resemblance to the character of the production company | Logo is created with some degree of effectiveness and embodies the character of the production company | Logo is created with considerable effectiveness and embodies the character of the production company | Logo is created with a high degree of effectiveness and embodies the character of the production company | 10 | |
| | Sound Effects: minimum of 4 to be included | No sound effects used | 1 sound effect used | 2/3 sound effects used appropriately | All 4 sound effects used appropriately | 10 | |
| Points | | | | | | 90 | 0 |

| Content and Design | | | | | | | |
|---------------------|----------|-------|-------|-------|--------|-----------------|-----------------------|
| Curriculum Category | Criteria | 0 - 3 | 4 - 5 | 6 - 7 | 8 - 10 | Possible points | Points for this video |

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|---|--|---|--|--|---|-----------|----------|
| Knowledge & Understanding: Understanding of content: concepts, theories, ideas, procedures, processes, methodologies | Understanding of format, concepts, theories, ideas, procedures, processes, methodologies | demonstrates limited knowledge of content | demonstrates some knowledge of content | demonstrates considerable knowledge of content | demonstrates thorough knowledge of content | 10 | |
| Thinking & Inquiry use of critical/creative thinking processes: creative process, design process, problem solving, story development effective | Construction of effective story development: main character has depth, comes to realization after facing crisis. | demonstrates little knowledge of story format: plot, action, character development, crisis, climax. | demonstrates some knowledge of story format: plot, action, character development, crisis, climax | demonstrates considerable knowledge of story format: plot, action, character development, crisis, climax | demonstrates thorough knowledge of story format: plot, action, character development, crisis, climax. | 10 | |
| Thinking & Inquiry: use of planning skills: writing script, planning characters, costumes, makeup, locations, storyboarding, filming calendar | Posted on Westdale Media Wiki | not posted | | | posted | 10 | |
| Thinking & Inquiry: use of critical/creative thinking processes: creative process, design process, sensitive to new ideas, experimentation used | Creativity, experimentation evident | uses critical/creative thinking processes with limited effectiveness | uses critical/creative thinking processes with some effectiveness | uses critical/creative thinking processes with considerable effectiveness | uses critical/creative thinking processes with a high degree of effectiveness | 10 | |
| Communication (expression and organization of ideas and information): Manipulation of story, revelation to audience | Scene is followed frame by frame as accurately as possible | Scene is manipulated with limited effectiveness. | Scene is manipulated with some effectiveness. | Scene is manipulated with considerable effectiveness. | Scene is manipulated with a high degree of effectiveness. | 10 | |
| Communication: use of conventions in Media Arts, vocabulary and terminology of Media Arts in oral and written forms | Uses proper terminology in wiki, storyboard, presentations, etc. | uses conventions, vocabulary and terminology of Media Arts with limited effectiveness | uses conventions, vocabulary and terminology of Media Arts with some effectiveness | uses conventions, vocabulary and terminology of Media Arts with considerable effectiveness | uses conventions, vocabulary and terminology of Media Arts with a high degree of effectiveness | 10 | |
| | | | | | Total points | 60 | 0 |

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| Revised: Jan 2011 | | points possible | points for this video |
| FINAL SCORE | | 150 | 0 |
| Out of 100 | | | 0% |