

# Film Project Assessment Guide/Rubric

Name(s): \_\_\_\_\_

What is something you are passionate about and wish to share your message with the world? Can you back it up with Science and/or Facts?

---

---

Topic / Content	EXPERT	Practitioner	Apprentice	Novice
Awareness	Clearly demonstrates WHY topic is a problem that needs attention. Contains multiple pieces of factual EVIDENCE to support the claim, being as OBJECTIVE as possible.	Demonstrates WHY topic is a problem that needs attention. Contains factual EVIDENCE to support the claim, being as OBJECTIVE as possible.	Demonstrates WHY topic is a problem that needs attention. Contains factual EVIDENCE to support the claim.	Introduces topic, contains little EVIDENCE to support claim.
Knowledge	Science lesson employs a creative technique; a departure from the rest of the film. An environmental/geologic/energy process is fully explained.	Distinct science lesson clearly explains An environmental/geologic/ energy process.	Important knowledge of a scientific process is present, but does not stand out as a distinct Science lesson.	Knowledge is sporadically present through the film, but a key scientific process is not explained.
Attitudes	Multiple perspectives on your issue are present and expressed through the methods mentioned in Practitioner. Pros and Cons of an issue are explored, but ultimately the slant of your documentary is very clear.	Your own and the public opinion is included through the use of interviews, newspaper articles, data, or the Scientific community.	Your opinion and stance is identifiable and you include the perspectives of others.	It is not clear as to what you are advocating in your film, but other perspectives are presented.

# Film Project Assessment Guide/Rubric

Name(s): \_\_\_\_\_

Topic / Content	EXPERT	Practitioner	Apprentice	Novice
<b>Solutions and Skills</b>	You explain how to solve the problem locally and give the viewer the information and skills needed to take action.	Specific, local solution is clearly stated to the problem you are addressing.	General solution is clearly presented to the problem you are addressing.	You gotta have something!!!
<b>Call to Action</b>	<b>Challenge Extension:</b> Your group practices the ACTION yourself and documents it or produces/procures supporting materials for distribution at the exhibition.	Action is clearly presented, specific and doable. You give the audience specific instructions/resources to participate in the ACTION you propose.	Action is clearly presented, specific and doable.	Call to Action isn't entirely clear, but the viewer is motivated to consider your solution.

# Film Project Assessment Guide/Rubric

Name(s): \_\_\_\_\_

Basic Requirements	EXPERT	Practitioner	Apprentice	Novice
Record Length Here: _____	Film is within 5 - 7 minutes unless justified by challenge extension. No one segment dominates the story.	Film is within 5-7 minutes One segment/interview consumes a majority of the time.	Film is longer than time requirement and shows a lack of concise editing	Film is shorter than time requirement due to a lack of footage.
Interviews	Minimum requirement of 1 per group member is <i>exceeded</i> and utilized effectively. Interviewees represent diverse perspectives and backgrounds.	Minimum requirement of 1 per group member is met and utilized effectively.	Minimum requirement of 1 per group member is met, but not all interviews are utilized in film effectively.	Minimum requirement is not met.
Use of Stock/Copyrighted Material	<i>Great</i> majority of film is original footage. Other footage is used with permission and when necessary fair use (10% rule) is adhered to. All footage and music is listed in credits.	Majority of film is original footage. Other footage is used with permission and when necessary fair use (10% rule) is adhered to. All footage and music is listed in credits.	Half of film is original footage. Other footage is used with permission and when necessary fair use (10% rule) is adhered to. Not all footage is credited	<ul style="list-style-type: none"> <li>• Less than half of film is original footage.</li> <li>• Fair use is ignored</li> <li>• Credit is given!</li> </ul>
Use of data/graphs	Uses data/graphs as EVIDENCE in multiple sections of film.	Uses multiple pieces of data/graphs in one section of film as evidence.	Uses data/graphs just once as evidence.	Does not use data/graphs as evidence.

# Film Project Assessment Guide/Rubric

Name(s): \_\_\_\_\_

Lighting Skills	EXPERT	Practitioner	Apprentice	Novice
<p><b>Natural Light</b> <i>(Interviews &amp; B-role)</i></p> <p><b>AND / OR</b></p> <p><b>Studio/Artificial</b> <i>(Interviews &amp; B-role)</i></p>	<p>Chooses &amp; Locates ALL or more naturally occurring scenarios, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>· Hard Light</li> <li>· Soft Light</li> <li>· Diffused</li> <li>· Stormy</li> <li>· Sunrise/Sunset</li> <li>· Nighttime</li> </ul> <p>AND / OR</p> <p>Develops &amp; Constructs the use of ALL or more types, such as:</p> <ul style="list-style-type: none"> <li>· Hard/Direct</li> <li>· Soft/Diffused</li> <li>· Dramatic</li> <li>· Cool &amp; Warm Tones</li> </ul> <p>Images are all crisp, clear, and in focus.</p>	<p>Chooses &amp; Locates MOST of the naturally occurring scenarios, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>· Hard Light</li> <li>· Soft Light</li> <li>· Diffused</li> <li>· Stormy</li> </ul> <p>AND / OR</p> <p>Develops &amp; Constructs MOST types, such as:</p> <ul style="list-style-type: none"> <li>· Hard/Direct</li> <li>· Soft/Diffused</li> <li>· Dramatic</li> <li>· Cool &amp; Warm Tones</li> </ul> <p>Images are mostly crisp, clear, and in focus.</p>	<p>Chooses &amp; Locates SOME of the naturally occurring scenarios, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>· Hard Light</li> <li>· Soft Light</li> <li>· Diffused</li> </ul> <p>AND / OR</p> <p>Develops &amp; Constructs the use of SOME types, such as:</p> <ul style="list-style-type: none"> <li>· Hard/Direct</li> <li>· Soft/Diffused</li> <li>· Dramatic</li> <li>· Cool &amp; Warm Tones</li> </ul> <p>Images may be less crisp, clear, and not in focus.</p>	<p>ONE type present.</p> <p>Chooses &amp; Locates interview scenes and b-role footage due to availability without prior thought or any pre-planning.</p> <p>Images are blurred.</p>

# Film Project Assessment Guide/Rubric

Name(s): \_\_\_\_\_

<b>Composition &amp; Space</b>	<b>EXPERT</b>	<b>Practitioner</b>	<b>Apprentice</b>	<b>Novice</b>
<b>Photography Compositions</b>	Arranges space through the view finder in all 4 of these various Compositions, <ul style="list-style-type: none"> <li>· Rule of Thirds</li> <li>· Golden Section</li> <li>· Diagonal Rule</li> <li>· Radial Balance</li> </ul>	Arranges space through the view finder in 3-4 of these various Compositions, <ul style="list-style-type: none"> <li>· Rule of Thirds</li> <li>· Golden Section</li> <li>· Diagonal Rule</li> <li>· Radial Balance</li> </ul>	Arranges space through the view finder in 2-3 of these various Compositions, <ul style="list-style-type: none"> <li>· Rule of Thirds</li> <li>· Golden Section</li> <li>· Diagonal Rule</li> <li>· Radial Balance</li> </ul>	Arranges space with little to no thought of the overall composition or placement of objects.
<b>Filmmaking Compositions</b>	Designs 5-6 different scenes throughout short film, such as, <ul style="list-style-type: none"> <li>· Full Body</li> <li>· Medium Full</li> <li>· Medium</li> <li>· Close</li> <li>· Close Up</li> <li>· Extreme Close Up</li> </ul>	Designs 3-4 different scenes throughout short film, including, <ul style="list-style-type: none"> <li>· Full Body</li> <li>· Medium (full or regular)</li> <li>· Close</li> <li>· Close Up</li> </ul>	Designs 2-3 different scenes throughout short film, including, <ul style="list-style-type: none"> <li>· Full Body</li> <li>· Medium (full or regular)</li> <li>· Close Up</li> </ul>	Designs or randomly films with little to no thought of the overall composition or arrangement of visual weight.
<b>Filmmaking Camera Angles</b>	Creates multiple (4) perspectives throughout short film, including: <ul style="list-style-type: none"> <li>· Straight On</li> <li>· Over the Shoulder,</li> <li>· Worm's Eye View,</li> <li>· Bird's Eye View.</li> </ul>	Creates multiple (2-3) perspectives throughout short film, including: <ul style="list-style-type: none"> <li>· Straight On</li> <li>· Over the Shoulder,</li> <li>· Worm's Eye View,</li> <li>· Bird's Eye View.</li> </ul>	Creates only 1 perspective throughout short film: <ul style="list-style-type: none"> <li>· Straight On</li> <li>· Over the Shoulder,</li> <li>· Worm's Eye View,</li> <li>· Bird's Eye View.</li> </ul>	Creates or randomly films with little to no thought of the camera perspectives or observer's point of view.

# Film Project Assessment Guide/Rubric

Name(s): \_\_\_\_\_

Film Editing Skills	EXPERT	Practitioner	Apprentice	Novice
<b>PHOTOS &amp; FILM</b>	ALL of the photos and film clips transition smoothly and seamlessly from one to the next with transitions used to enhance the video.	MOST of the photos and film clips transition smoothly and seamlessly from one to the next with appropriate transitions used.	SOME of the photos and film clips transition smoothly and seamlessly from one to the next with appropriate transitions used.	FEW of the photos and film clips transition smoothly and seamlessly from one to the next with appropriate transitions used.
<b>VIDEO ELEMENTS</b>	Produces evidence of ALL of the following:  Captions, Titles, Credits, Stop Motion Series/Time Lapse, Transitions	Produces evidence of MOST of the following:  Captions, Titles, Credits, Stop Motion Series/Time Lapse, Transitions	Produces evidence of SOME of the following:  Captions, Titles, Credits, Stop Motion Series/Time Lapse, Transitions	Produces evidence of FEW of the following:  Captions, Titles, Credits, Stop Motion Series/Time Lapse, Transitions
<b>SOUND / MUSIC</b>	ALL music fades in and fades out and is timed accordingly. It is not “jolty” or “sudden” unless intentionally so.	MOST music fades in and fades out and is timed accordingly. It is not “jolty” or “sudden” unless intentionally so.	SOME music fades in and fades out and is timed accordingly. It is not “jolty” or “sudden” unless intentionally so.	LITTLE music fades in and fades out and is timed accordingly. It is not “jolty” or “sudden” unless intentionally so.

# Film Project Assessment Guide/Rubric

Name(s): \_\_\_\_\_

21 <sup>st</sup> Century Skills	EXPERT	Practitioner	Apprentice	Novice
Communication	Communicates directly and clearly. Listens thoughtfully to others. Advocates for others and self when needed.	Contact with group members and e-mail communication with interviewees is clear. Listens and responds respectfully.	Speaks but doesn't always listen. May be unclear in expressing ideas and this sometimes results in miscommunication about what was expected.	Needs to be reminded to listen to others. Doesn't demonstrate interest in the ideas of others. Often distracts other group members or classmates.
Creativity	Consistently shows flexibility and originality  Produces many new ideas and ways to do things	Generally able to demonstrate and apply components of creativity in the course of an art work	Tries to think creatively but sometimes needs help coming up with new ideas	With support, can generate some creative ideas
Productivity as a Group <i>(only if applicable)</i>	Group used all our work time efficiently to stay focused on the tasks and produce the required work. Everyone did their assigned duties and sometimes more.	We worked together well and for the most part stayed on task until we completed our work. Each person performed nearly all his or her duties.	We worked together sometimes, but not everyone contributed or did their job, making it hard to finish our work.	We really didn't work well together very well. Everyone wanted to do their own thing and told others what to do rather than focus on the task.