

## Documentary Film Assessment Rubric

### Phase One: Research

	<b>Developing Basic Skills</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Building background knowledge</b>	Research question(s) were answered partially and/or with minor inaccuracies.	Research question(s) were answered or with minor inaccuracies.	Research question(s) were answered accurately and completely.	Research question(s) were answered accurately and completely in a comprehensive and nuanced way.
<b>Gathering evidence</b>	Answers to research question(s) were not supported with evidence (e.g., data, images, quotations, etc.).	Answers to research question(s) were supported with only a few sources of evidence (e.g., data, images, quotations, etc.).	Answers to research question(s) were supported with a variety of evidence (e.g., data, images, quotations, etc.).	Answers to research question(s) were supported with a variety of evidence (e.g., data, images, quotations, etc.) representing multiple perspectives.
<b>Citing Sources</b>	Evidence is not cited according to guidelines.	Evidence is cited according to guidelines with major errors.	Evidence is cited according to guidelines with minor errors.	All evidence is cited according to guidelines.

### Phase Two: Documentary Treatment

	<b>Developing Basic Skills</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Establishing focus</b>	Introduction lacks context and point of view.	Introduction provides limited context and point of view.	Introduction orients the reader by establishing a context and point of view.	Introduction engages and orients the reader by establishing a context and point of view.
<b>Structuring narrative</b>	Overall treatment lacks structure and organization.	Overall treatment is structured, but is somewhat disjointed.	Overall treatment is structured with an organized sequence of events that unfolds naturally and logically.	Overall treatment is structured and organized in a way that is highly engaging for the reader.
<b>Using evidence</b>	Content of treatment only minimally uses data, quotations, etc. from sources.	Content of treatment uses data, quotations, etc. from sources, but does not necessarily elaborate the narrative.	Content of treatment makes use of data, quotations, etc. from sources to elaborate the narrative.	Content of treatment reflects imaginative and cogent use of data, quotations, etc. from sources to elaborate the narrative.

### Phase Three: Storyboarding

	<b>Developing Basic Skills</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Selecting imagery</b>	Images selected are not high quality, not relevant, or varied.	Images selected are of high quality (i.e. not grainy or too much text), mostly relevant and are somewhat varied (e.g., people, places, objects).	Images selected are of high quality (i.e. not grainy or too much text), mostly relevant and are somewhat varied (e.g., people, places, objects).	Images selected are of high quality (i.e. not grainy or too much text), relevant and varied (e.g., people, places, objects).
<b>Connecting imagery</b>	Use of images and visual effects are not well connected with the narrative of the script.	Use of images and visual effects are mostly connected with the narrative of the script.	Use of images and visual effects connect with the narrative of the script.	Use of images and visual effects enrich the story.
<b>Enhancing the narrative</b>	Narrative does not use techniques (dialogue, description, silence, use of first person).	Narrative uses techniques (dialogue, description, silence, use of first person) ineffectively.	Script effectively uses at least one technique (dialogue, description, silence, use of first person) to develop experiences, events, and/or characters.	Script effectively uses a variety of techniques (dialogue, description, silence, use of first person) to develop experiences, events, and/or characters.

### Phase Three: Film Production

	<b>Developing Basic Skills</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Structure and Pacing</b>	Structure and/or pacing of the film is distracting or incongruent.	Structure and pacing of the film is acceptable.	Structure of the film follows the “rule of fourths.”	Structure of the film follows the “rule of fourths” and is paced appropriately (e.g., shot length reflects the content).
<b>Using visual effects</b>	Use of images and visual effects (e.g., panning, zooming, transitions) is not well connected with the narrative of the script.	Use of images and visual effects (e.g., panning, zooming, transitions) is mostly connected with the narrative of the script.	Use of visual effects (e.g., panning, zooming, transitions) enhances the film.	Use of images and visual effects (e.g., panning, zooming, transitions) enriches the story.
<b>Voice/Sound Communication</b>	Narration (volume, diction, fluency, flow, inflection) and use of audio (music, effects) are not well connected to the tone, style and theme of the documentary.	Narration (volume, diction, fluency, flow, inflection) and use of audio (music, effects) connects with the tone, style and theme of the documentary	Narration (volume, diction, fluency, flow, inflection) and use of audio (music, effects) contributes to the tone, style and theme of the documentary.	Narration (volume, diction, fluency, flow, inflection) and use of audio (music, effects) are integral in telling the story.
<b>Production Quality</b>	Production quality (sound, lighting, editing, camera) is not acceptable and/or detracts from the story.	Production quality (sound, lighting, editing, camera) is acceptable and does not detract from the story.	Production quality (sound, lighting, editing, camera) is mostly polished.	Production quality (sound, lighting, editing, camera) is polished and enhances story.