

<b>Topic: TV Production – Preproduction</b>	
<b>Included Standards:</b>	
<b>Grade: 9-12</b>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>○ Develop a strategy to produce a video using a shot sheet</li> <li>○ Adapt a storyboard to a production</li> <li>○ Determine which script is more suitable for a given production</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand the elements of preproduction and will be able to properly script and plan a television, film or video production.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills: <ul style="list-style-type: none"> <li>○ Categorize different types of shots on a shot sheet</li> <li>○ Organize shots for a production using a storyboard</li> <li>○ Critique a script written in Audio Visual (AV) format</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology: <ul style="list-style-type: none"> <li>○ Associated with the preproduction process</li> </ul> </li> <li>• Performs basic skills: <ul style="list-style-type: none"> <li>○ Identifies shot composition</li> <li>○ Explains ways in which a storyboard benefits a production</li> <li>○ Describes the relationship between AV script and Screenplay script formats</li> <li>○ Describes the key parts involved in designing sets</li> <li>○ Describes the effects of budgeting and schedules on a production</li> <li>○ Summarizes the various careers associated with the preproduction process.</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Production</b>	
<b>Included Standards:</b>	
<b>Grade: 9-12</b>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Determine which shot composition and set-up works best in a given situation</li> <li>• Determine what would happen if sound conditions were not optimal</li> <li>• Identify the differing features of various camera support equipment</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand the elements of production and will be able to properly capture video and sound for a television, film or video production.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills: <ul style="list-style-type: none"> <li>○ Make and defend a shot progression</li> <li>○ Identify problems with improper sound capture</li> <li>○ Describe under what conditions different camera support equipment will be used</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology: <ul style="list-style-type: none"> <li>○ Associated with the production process</li> </ul> </li> <li>• Performs basic skills: <ul style="list-style-type: none"> <li>○ Shows understanding of basic camera functions</li> <li>○ Explains ways in which lighting enhances a scene</li> <li>○ Describes why safety and proper operation of equipment is important on set</li> <li>○ Describes the key parts of on-set sound capture</li> <li>○ Describes the relationship between camera support equipment and stable, professional shots</li> <li>○ Summarizes the various careers associated with the production process</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: TV Production - Post-Production</b>	
<b>Included Standards:</b>	
<b>Grade: 9-12</b>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Select the best shots among the alternatives within a project</li> <li>• Decide which transitions and effects among the given would be best to convey the message of a program</li> <li>• Develop a strategy to select the best sound design to accentuate a project</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand the elements of post-production and will be able to properly manage files, edit, and deliver a television, film or video production.</b></p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li>○ Compare and contrast various pacing strategies and its effects on overall presentation</li> <li>○ Identify different types of transitions and effects and how they impact a film or video</li> <li>○ Critique sound design on a finished project</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology: <ul style="list-style-type: none"> <li>○ Associated with the post production process</li> </ul> </li> </ul> <p>Performs basic skills:</p> <ul style="list-style-type: none"> <li>○ Creates a chart showing proper folder architecture and file management</li> <li>○ Describes the key parts of a basic title</li> <li>○ Explains ways in which key frames can adjust audio and video</li> <li>○ Describes why shots are selected and paced in editing</li> <li>○ Summarizes the effect that transitions and filters have on a video</li> <li>○ Describes the relationship between different video codes and file types</li> <li>○ Describes the effects of proper sound editing and design</li> <li>○ Summarizes the various careers associated with post production</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.