**Performance Assessment Task**

|  |
| --- |
| Producing a Trailer  You are an advertising consultant and have been approached by a company to create a 10-30 second trailer to advertise a movie adaptation of a short story.  Part A: Group Work ( Students will work in groups of 3 or 4)  Your group task is to complete a storyboard for a movie trailer that would effectively sell a movie adaptation of one of the short stories we have read in class. You will then create a writing team and create an in depth script that incorporates dialogue, stage directions and film techniques (camera use, lighting, sound and editing).  When the script is completed, group members will take on roles as members of a production team which will include a director, a camera person, actors, and a technical crew (set, lighting, costume, sound, etc.). It is now time to begin filming, using technology such as editing suites to help you create your final product.  The group must present the trailer to the class. After showing the trailer, a presentation will be made to introduce the crew and explain the choices your group made to effectively sell the movie adaptation. Viewers may be asked to complete a feedback form for your group in such categories as script/dialogue, lighting, sound, product placement and camera use, acting and best overall.  **Part B: ( Individual Work)**  Each student will prepare a written task analysis explaining the successes and stumbling blocks through the planning, writing and production processes. This will be handed in with your group’s storyboard and script. |

**Rubric: Producing a Commercial**

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** \* | **Insufficient / Blank \*** |
| **Create a storyboard**  (4.1.3.e)  **Group** | Creates a storyboard that is **comprehen-sively** organized and **captivates** the target audience. | Creates a storyboard that is **logically** organized and has **significant appeal** for the target audience. | Creates a storyboard that is **predictably** organized and **interests** the target audience. | Creates a storyboard that is **partially** organized and **lacks appeal** for the target audience. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| Create a script (4.1.3.f)  **Group** | Creates an **engaging** script that incorporates **snappy** dialogue and **innovative** stage directions. | Creates a **workable** script that incorporates **meaningful** dialogue and **effective** stage directions. | Creates a **basic** script that incorporates **simplistic** dialogue and **general** stage directions. | Creates a **confusing** script that incorporates **disjointed or inappropriate** dialogue and stage directions. |
| Use film techniques (4.1.4.c)  **Group** | Uses film techniques that create a **compelling** commercial. | Uses film techniques that create an **effective** commercial. | Uses film techniques that create a **straightforward** commercial. | Uses film techniques that create an **ineffective** commercial. |
| Present orally (4.1.4.c)  **Group** | Presents in an **engaging** manner and **skillfully** incorporates factors related to voice, nonverbal cues, and visual production. | Presents in an **interesting** manner and **competently** incorporates factors related to voice, nonverbal cues, and visual production. | Presents in a **straightforward** manner and **appropriately** incorporates factors related to voice, nonverbal cues, and visual production. | Presents in an **inappropriate** manner and **ineffectively** incorporates factors related to voice, nonverbal cues, and visual production. |
| Describe group strategies (5.2.1.b)  **Individual** | Provides an **insightful** analysis of the film production process. | Provides a **thoughtful** analysis of the film production process. | Provides a **plausible** analysis of the film production process. | Provides a **superficial** analysis of the film production process. |

**\*** When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.