***Relationflix Contest - Rubric (CONT’D)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***LEVEL 4*** | | ***LEVEL 3*** | | | ***LEVEL 2*** | | | ***LEVEL 1*** | |
| **FILM DESIGN** | **Insightful use** of audio controls and lighting focus | | **Thoughtful use** of audio controls and lighting focus | | | **Amateur use** of audio controls and lighting focus | | | **Inappropriate use** of audio controls and lighting focus | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| **CREATIVITY & ORIGINALITY** | Video provides a **compelling interpretation** of the theme  Shows creativity that works and is exciting and fresh | | Video provides a **meaningful interpretation** of the theme  Shows creativity that works | | | Video provides a **plausible interpretation** of the theme  Shows little creativity | | | Video provides a **limited interpretation** of the theme  Attempt at creativity does not work | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| **CONNECTION TO THEME** | **Insightful/ original ideas** that make engaging connections to the theme | | **Thoughtful ideas** that make engaging connections to the theme | | | **Simplistic ideas** that make limited connections to the theme | | | **Vague ideas** that don’t make connections to the theme | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| **REPRESENTS IDEAS OF ROLE OF SUPPORT FOR SOMEONE AS A VICTIM OR ABUSER (COULD INCLUDE BYSTANDER OR ALLY)** | Video provides **compelling interpretation** of the role of support for someone as a victim or abuser (could include bystander or ally) | | Video provides **meaningful** **interpretation** of the role of support for someone as a victim or abuser (could include bystander or ally) | | | Video provides **plausible demonstration** of the role of support for someone as a victim or abuser (could include bystander or ally) | | | Video provides a **limited demonstration** of the role of support for someone as a victim or abuser (could include bystander or ally) | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

***Relationflix Contest – Rubric***

Participants may choose to create a video/PSA/ad campaign focusing on one of the following themes:

1. Male Allyship:
   * 1. Your video should show the importance of allyship in today’s society. Not only should it answer the question “what does it mean to be an ally?” but also provide solid examples of how men of all ages in the community can serve as allies to be a part of the solution to end violence against women.
2. Healthy Relationships:
   * 1. Participants will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy relationships. Showing an understanding or example of unhealthy or abusive relationships would be appropriate as long as the conclusion of the video gives positive examples of healthy behaviours between partners.

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|  | ***LEVEL 4*** | | | ***LEVEL 3*** | | | | | ***LEVEL 2*** | | | | | ***LEVEL 1*** | | |
| **IDENTIFY SOURCES OF STRESS/ CONFLICT IN RELATIONSHIPS AND PROVIDES POSITIVE STRATEGIES FOR DEALING WITH IT** | Video **insightfully** depicts sources of stress/conflict in relationships and **extensively** provides positive strategies for dealing with it | | | Video **thoughtfully** depicts sources of stress/conflict in relationships and **substantially** provides positive strategies for dealing with it | | | | | Video **simplistically** depicts sources of stress/conflict in relationships and **partially** provides positive strategies for dealing with it | | | | | Video **does not** depict sources of stress/ conflict in relationships and **superficially** provides positive strategies for dealing with it | | |
| 10 | | 9 | 8 | | 7 | | 6 | 5 | | 4 | | 3 | 2 | 1 | |
| **IDENTIFY OUTCOMES OF HOPE AND/OR EMPOWERMENT** | Provides a **comprehensive** understanding of hope and/or empowerment | | | Provides a **substantial** understanding of hope and/or empowerment | | | | | Provides a **partial** understanding of hope and/or empowerment | | | | | Provides a **minimal** understanding of hope and/ or empowerment | | |
| 10 | 9 | | 8 | 7 | | 6 | | 5 | 4 | | 3 | | 2 | | 1 |