

## THMS Meda Film & Skills Rubric

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Developing Narrative
<b>Story, Content, Creativity</b>	Plot is original and exciting, easy to follow, fluid flow of events, presents visual cues to deliver narrative, story is organized, and serious effort put into idea. There is a beginning, middle, and end that keeps the audience engaged and entertained. One could easily and excitedly tell their friend what the story is about.	Fairly original, story that is mostly clear and easy to follow, perhaps with a few plot holes. There is a BME, and you can tell what the story was supposed to be, though maybe not everything pointed in that direction. Still entertaining and engaging.	There was an attempt at telling a story, and may have had some original ideas. Some effort was given, though many of the filmmaking techniques (shots, angles, takes, etc) were not utilized. Plot holes, inconsistencies, unoriginal ideas, and/or unfinished processes. The basic idea of the story may have come through a bit, but the audience isn't entirely sure.	There was an attempt at telling a story, and may have had some original ideas. Some effort was given, though many of the filmmaking techniques (shots, angles, takes, etc) were not utilized. Plot holes, inconsistencies, unoriginal ideas, and/or unfinished processes. There is no evidence that the skill was incorporated into the video.
<b>Standards</b> (TFCCC = Title, Fades, Credits, Color Correction, & Closed Captioning)	Meets the minimum requirements regarding length, and/or other parameters and/or high regard for goals and production value. Horizontal, follows the topic, and embraces the intent behind the assignment. Has all TFCCC's	Nearly meets the minimum requirements regarding length/ parameters, with good attempt at fulfilling requirements and/or production value. Two-to-Three TFCCC's	Misses the minimum requirements regarding length, and/or other parameters. May be filmed vertically, but shows decent effort to reach the goals and an attempt was made to reach success. One-to-Three TFCCC's	Does not meet the minimum requirements regarding length/parameters, with little/no effort to reach the goals. Filmed vertically, lacking proper attention, and standards are below class expectation. Has none of TFCCC's
<b>Legal</b> (Copyright & Appropriateness)	All content in the video is either owned by the creator, or they have a license to use it. Content in the video is appropriate for all audiences. No sex, nudity, drugs, violence, weapons, and/or cursing.			Copyrighted work was used without permission, &/or Inappropriate content, with no regard for the rules. If sex, nudity, drugs or extreme violence are displayed, the entire project will be failed, with possible removal from program.
<b>Camera</b>	Use of many different angles/shots, steady camera except for intentional, and in focus. Camera shots were chosen to help tell the story visually, and attention was paid to what appeared on the screen.	Steady most of the time, may have a few out of focus areas, composition is relatively good, shots are varied, but maybe not all original and/or creative.	Camera loses focus on some areas, shots/angles unoriginal and/or not enough of them to properly convey a story. Camera movement is somewhat distracting, but a decent effort was applied.	Very shaky, focus isn't great but you can still see it, very little imagination in shot choices, poor composition.
<b>Audio</b>	Audio is clear and perfectly synced, dialogue is crisp and audible, sound mixing (Sound fx, music, etc) is done perfectly. Background noise is at an appropriate level.	Audio is clear and synced. Some distracting background noise but dialogue is still clear.	Audio is relatively clear with obvious effort, but lacks true clarity. May have distracting auditory elements, and/or more effort could have been made to make the audio better.	Hard to understand dialogue, background noise too evident, chaotic or distorted, levels are too extreme (one element too loud, others too soft)
<b>Lighting</b>	Lighting has been designed to help tell the story. Light and shadows are intentional, consistent, purposeful, and matches the mood of the scene.	Lighting used was "available" light, and the scene was easily seen. All around decent quality, though no effort was made to manipulate the light.	Very little care was given to lighting, and/or some of the images/scenes were hard to see at times; either too light, or too dark.	Lighting did not seem too much of a concern, and without purpose. It could be distracting, and/or you missed area's the audience should be able to see.
<b>Mise en Scene</b> (Mee' zon sen) Unification of Theme.	Every item that appears on camera is intentional, and makes sense for the scene—they all work together. Location / Set Design / Props / Wardrobe / HMU etc. work together to push the story forward. No continuity errors.	Good effort was made to try to make sure the items in the scene looked/played properly. May be some items that don't fit, and/or were unintentional, but it didn't detract from the final product.	No real care was given to fix up a scene to make it fit, and no special effort or thought was given for a cohesive project. The look is "just as I found it", but at least it wasn't too distracting.	No care was given to the set before filming, and many items are out of place, distracting, and/or don't really fit the scene. Several continuity errors.
<b>Editing</b>	All elements are smooth/not choppy. Story makes sense, transitions are appropriate, and obvious effort is put into it; color correction, credits, etc	Overall good effort in editing and transitions. Some areas that the story is a little unclear—or a few extra cuts would have added to it. Scenes may be a bit too long.	Editing seems done quickly, and lacks much creativity. More time and/or care would have gone a long way to saving this project.	Minimal editing, scenes too long without a cut, some areas out of order, scenes are choppy. Feels just "thrown together".
<b>FEEDBACK PROTOCOL</b>				
<b>Audience:</b>	<b>Like:</b> What did you Like?	<b>Ask:</b> Ask a Question	<b>Suggest:</b> Offer a suggestion	<b>Rate:</b> Rate for Wall of Fame
<b>Filmmaker:</b>	<b>Liked:</b> What did you Like?	<b>Learned:</b> Other Filmmaker Questions	<b>Lacked:</b> What would you have liked to add, had you more time/money?	<b>Laughed:</b> Tell us something funny about this production

Title	What they do	Pre-Production	Production
Producer / 1st A.D.	Responsible for all aspects of the Production. Supporting the Director in their vision	Create a Google-Drive for this project and share it with your Cast/Crew. Collect contact information and share in the Google-Drive. Break down the script and create a shooting schedule. Make sure every needed crew role has been filled, and that everyone has the tools they need to succeed. Organize the logistics of the shoot; make sure your cast/crew are taken care of, and facilitate any/all aspects of the Production	<b>1st A.D.. (Assistant Director)</b> Overseeing that your crew is doing their job to the highest standards. Making sure the set runs smoothly and on-time. Responsible for organizing whatever the Director needs, and keeping the shoot going forward. Make sure all Locations and Equipment have been LIBTUF.I.
Director	Responsible for everything that shows up on camera/within the screen.	Create a Lookbook and a Shot-list Communicating/Collaborating with all of your departments about how to best tell the story <u>within their dept.</u>	Directing the Actors Make sure that what shows up on screen is what you wanted/intentional. <u>Work with the various departments to capture your vision.</u>
Writer(s)	Writes a compelling story: Characters, Conflict, & Change	Outline, and Script (in proper script/screenplay format)	N/A (Fulfill a crew position)
First AD	Responsible for managing the set and the crew, making sure the footage is getting shot, and keeping everything on schedule.	Creates the Shot-list Work closely with the Director, making sure that they know the vision, and works with the other departments to make sure everyone is on the same page, leaving the Director to focus <u>on what shows up on-screen.</u>	Making sure that all of the scheduled shots are recorded Keeping the crew on task and on time Managing every aspect of the set so the Director can focus on getting the right <u>shots/takes</u>
Camera	Operates the Camera and captures quality Video.	Create storyboards. Scout the Locations and take reference photos. Create the plan on where	Make sure every take/shot is in-focus and exposed properly. Compose the camera/lens, to be sure that everything in the frame is intentional; <u>Top-to-bottom. Side-to-Side. Corner-to-Corner.</u>
Audio	Operates Mics and Recorders/Sound Mixers, and captures quality Audio	Scouts the Locations to troubleshoot potential issues while filming. Make a list of the equipment needed to minimize the issues on set. Make a List of the sounds you may need; room-tone, music, sound effects, foley, ADR. Begin composing and/or recording needed audio elements.	Capture high-quality audio on set. Tell the 1st AD if the take was messed up because of an audio issue.
G&E	Grip & Electric: Responsible for lighting the set/scene.	Work with the Director on deciding a lighting schematic. Make a list of the items you will need on Production day (lights, stands, gels, flags, etc). Research lighting elements you do not know. Make sure your equipment is ready (batteries), working, and you know how to use it.	Set up and adjust the lights for each scene. Stay vigilant and keep an eye on the monitor for potential lighting issues. Tear down and put away all lighting equipment in the proper place. Recharge the batteries.
Set-Design	Decorates the set to fit with the story. Provides props and/or design pieces.	Break down the script for set-design and make a list of what items you need. Collect and/or create needed items. Ask for items (if not available) and document who is going to bring them.	Set the scene, making sure everything on the camera is intentional and fits the story. Break down the set and return the items to the right place, and neatly. LIBTUF.I.
Wardrobe / HMU	Wardrobe and Hair and Make-Up	Break down the script. Decide (with the Director) where/how many "days" the characters are depicting. Decide on the proper wardrobe for the characters, how many outfits they'll need, etc. and collect them. Make a list of necessary items, and who will bring them. Create/Decide on the appropriate hair and make-up for the characters for each "day" Practice the HMU (if needed) to make sure you have the right look for shooting day.	Make sure the wardrobe is ready for your actors. Apply make-up as necessary. Dress the hair, as needed. Keep track of brushes and makeup colors/application for each actor. Practice good hygiene practices for each actor while on set Clean all brushes, make-up, cases, and put everything away neatly when done.
P.A.	Production Assistant. Taking care of whatever needs the set has. (Running to get batteries, lights, water, holding a reflector, whatever is needed.) Jack of all trades.	Jobs as needed. The 1st AD will assign tasks and/or Department	Jobs as needed. The 1st AD will assign tasks and/or Department
Script Supervisor (Scripty)	Watch for continuity and makes notes about each take (Good take, audio issue of airplane overhead, actor messed up lines, etc.)	N/A	Keep track of the script, the shotlist, and the continuity of each take. Make sure that the continuity is correct throughout the shoot. ("Pony tail on actors right shoulder") Keep track of every shot/take and make notes. ("Audio ruined because of an airplane overhead")
Data Wrangler	Manages the transfer of raw footage. Back up the data, label the takes, and log them. Keep track of who has received what copies and where.	N/A	Download the footage (audio and video) from the card. Label each scene/take. Back up the footage and distribute it to a central location (google-drive, hard-drive, etc.) Keep track of the SD cards.
<b>Note: ON-SET, only the 1st AD can/should speak to the Director. NO ONE but the Director is to speak to the Actors. If there is an issue/suggestion, go to the 1st A.D. who will decide if the Director is to be advised.</b>			
Post-Production			
1. Lead Editor	The Main editor on the film	Assembly Cut, Rough Cut, Fine Cut, Final Cut	
2. Sound Design	Score/Composition, Foley, Sound FX, ADR	Score/Composition, Foley, Sound FX, ADR	
3. Text	Title Card, Subtitles, Closed Captions, Lower Thirds. (All text, other than the credits)	Title Card, Subtitles, Lower Thirds. (All text, other than the credits). Also responsible for making sure the final video's "Closed Captioning" is working and accurate.	
4. Credits	Beginning Credits, Ending Rolling Credits, and Poster Creation	Beginning Credits, & Ending Rolling Credits. You are also responsible for creating a Poster for your film (and the Wall of Fame, if chosen).	
5. Color / Distrib	Color Correction, uploading to YouTube, turning in video via Denouement, and uploading the final version to the classroom Harddrive.	Color Correction, uploading to YouTube, turning in video via Denouement. Put the final version on the classroom Harddrive (or other designated area).	

## EDITING EOU PROJECT

Parameter	Exceeds Expectations	Meets Expectations	Approaches Expectations	Developing	RATING
<b>Story</b>	3	2	1	0,5	1
<b>Must Have's</b>	1	0,5	0	0	0,5
<b>Legal</b>	1			0	1
<b>Camera</b>	3	2	1	0	3
<b>Audio</b>	3	2	1	0	2
<b>Lighting</b>	-	-	-	-	
<b>Mise en Scene</b>	-	-	-	-	
<b>Editing</b>	5	4	3	2	5
Total Score out of 16					12,5

**15-16**      **A**  
**13-14**      **B**  
**12**          **C**  
**10-11**      **D**  
**9 OR <**      **F**

## STORY E

Parameter	Exceeds Expectations
<b>Story</b>	15
<b>Must Have's</b>	1
<b>Legal</b>	1
<b>Camera</b>	2
<b>Audio</b>	2
<b>Lighting</b>	2
<b>Mise en Scene</b>	2
<b>Editing</b>	5
Total Score	

**27-30**      **A**  
**24-26**      **B**  
**21-23**      **C**  
**18-20**      **D**  
**17 or <**      **F**

# VIDEO PROJECT

Meets Expectations	Approaches Expectations	Developing	RATING
13	11	9	15
0,5	0	0	1
		0	1
1,5	1	0	2
1,5	1	0	1,5
1,5	1	0	2
1,5	1	0	1
4	3	2	5
Score out of 30			28,5

# AUDIO VIDEO PROJECT

Parameter	Exceeds Expectations	Meets Expectations	Approaches Expectations	Developing
<i>Story</i>	3	2	1	0
<i>Must Have's</i>	1	0,5	0	0
<i>Legal</i>	1			0
<i>Camera</i>	2	1,5	1	0
<i>Audio</i>	10	8	6	4
<i>Lighting</i>	2	1,5	1	0
<i>Mise en Scene</i>	1	1,5	1	0
<i>Editing</i>	5	4	3	2
Total Score out of 30				

23-25      *A*

20-22      *B*

18-19      *C*

15-17      *D*

14 or <      *F*

CT

RATING

3

1

1

2

10

2

1

5

25

Directors Rubric	Exceeded Expectations	Met Expectations	Needs Improvement	Did Not Meet Expectations
<p><b>Organization &amp; Prep</b></p>	<p>Ran smoothly  Script was revised, ready, and printed  Everyone knew what they were needing to do to capture Director's vision.  Lookbook/Storyboard/Shot List available.  Does extra prep at home, and gives enough time for Wrap/Clean-up</p>	<p>Script was available.  Roles clearly assigned and necessary.  Good communication of vision.</p>	<p>Script mostly done  Roles were not given clear direction.  Communication needs improvement / was attempted</p>	<p>Script not available/not finished/formatted.  No clear vision of needed shots/scenes.  Poor to little communication</p>
<p><b>Directors Management &amp; Style</b></p>	<p>Communicated well with the group.  Had a clear idea of what they were looking for.  Managed time wisely  Understood the roles available to them and could communicate need effectively.  Stayed focused and on task.  Used time well.  Positive attitude/Did not panic or yell.</p>	<p>Communicated fairly well what they needed  Had an idea of what they wanted  Used time effectively  Was friendly and appreciative</p>	<p>Communication was attempted but left some questions about what they wanted.  Had some idea what they are looking for.  Time was not used effectively, which put us behind schedule.  Attitude was authoritative and lacked respect.</p>	<p>Did not communicate well with the group  Didn't know what they wanted or how to ask for it.  Wasted time  Could not find a good dynamic for group</p>
<p><b>Story / Script</b></p>	<p>Story and script was well thought out and complete.  Story is organized with a logical sequence of events  Characters were clear and multi-dimensional, and did not contradict themselves.  No spelling or punctuation errors</p>	<p>Followed all parameters of a concise story with a beginning, middle, and end in a properly formatted script  A few spelling or punctuation errors in the script.  Characters could use more depth.</p>	<p>Followed most parameters and had a clear, straightforward script and story.  Several formatting, punctuation, and/or spelling errors.  Characters were one-dimensional.</p>	<p>Did not follow parameters, have a clear script and/or story, and/or story was not well thought out.  The storyline did not follow a logical path.  There were many formatting/punctuation, and/or spelling errors</p>

<p><b>Crew Professionalism and Knowledge</b></p>	<p>Executed expected actions with swiftness, expertise and utmost safety for themselves and others with a positive and helpful attitude.</p>	<p>Performed what needed to be done with a positive/helpful attitude. Stayed within the boundaries of their role.</p>	<p>Executed tasks last minute, was able to get through their work but required prompts to complete necessary tasks</p>	<p>Did not set up equipment in a timely manner Attitude was not positive and helpful. Disappeared while on set, and/or had to be prompted to do their job. Publicly critical about work or project.</p>
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**FEEDBACK PROTOCOL**

<p><b>CREW:</b></p>	<p><b>Like:</b> What did you Like?</p>	<p><b>Ask:</b> Ask a Question</p>	<p><b>Suggest:</b> Offer a suggestion</p>
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<p><b>Director:</b></p>	<p><b>Like:</b> What did you Like?</p>	<p><b>Answer:</b> Other Filmmaker Questions</p>	<p><b>Skills:</b> What did you Learn? What would you Change? How was the Experience?</p>
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## Collaboration Rubric

CATEGORY	Excellent	Proficient	Developing	Needs Improvement
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
<b>Quality of Work</b>	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
<b>Time Management</b>	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
<b>Problem Solving / Tenacity</b>	Actively looks for and suggests solutions to problems. Refuses to let obstacles get in the way.	Refines solutions suggested by others. Tries to find solutions to problems/obstacles	Does not suggest or refine solutions, but is willing to try out solutions suggested by others. Easily defeated	Does not try to solve/help others solve problems. Lets others do the work. Quick to say "we'll do it later".
<b>Attitude</b>	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
<b>Focus on the Task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Preparedness</b>	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
<b>Pride</b>	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
<b>Group Effectiveness</b>	They worked well within the group and it was a great collaborative effort.	They worked pretty well within the group. There were a few moments of strife, but most all of it was positive.	They had some issues working with the group, and it was difficult to have them on the team.	They were completely ineffective in the group, did not work, and/or were a detriment to the project.



	Exceeds (A+)	Meets (A)	Approaches (B)	Developing (C)	Little Effort (D)	Barely Tried (F+)
5	6	5	4	3	3	3
10	11	10	8	7	6	6
15	17	15	13	11	10	9
20	22	20	17	15	13	12
25	28	25	22	19	17	15
30	33	30	26	23	20	18
35	39	35	31	27	24	21
40	44	40	35	31	27	24
45	50	45	40	35	31	27
50	55	50	44	39	34	30

	Exceeds (A+)	Meets (A)	Approaches (B)	Developing (C)	Little Effort (D)	Barely Tried (F+)
5	6	5	4	3	3	3
10	11	10	8	7	6	6
15	17	15	13	11	10	9
20	22	20	17	15	13	12
25	28	25	22	19	17	15
30	33	30	26	23	20	18
35	39	35	31	27	24	21
40	44	40	35	31	27	24
45	50	45	40	35	31	27
50	55	50	44	39	34	30

	Exceeds (A+)	Meets (A)	Approaches (B)	Developing (C)	Little Effort (D)	Barely Tried (F+)
5	6	5	4	3	3	3
10	11	10	8	7	6	6
15	17	15	13	11	10	9
20	22	20	17	15	13	12
25	28	25	22	19	17	15
30	33	30	26	23	20	18
35	39	35	31	27	24	21
40	44	40	35	31	27	24
45	50	45	40	35	31	27
50	55	50	44	39	34	30

	Exceeds (A+)	Meets (A)	Approaches (B)	Developing (C)	Little Effort (D)	Barely Tried (F+)
5	6	5	4	3	3	3
10	11	10	8	7	6	6
15	17	15	13	11	10	9
20	22	20	17	15	13	12
25	28	25	22	19	17	15
30	33	30	26	23	20	18
35	39	35	31	27	24	21
40	44	40	35	31	27	24
45	50	45	40	35	31	27
50	55	50	44	39	34	30



*On Time to  
Class*

# Daily "Engagement" Points Rubric

*Professional  
Behavior*

**TRY!**

		2		1			
		In your seat with your binder, and ready to work when the bell rang	You were 1-2 minutes late, and came in quietly and non-disruptively	You were more than 3 minutes late and/or you made a big scene when you entered			
		Your behavior was professional, and would be accepted in most work environment.	Your behavior was mostly professional, though you may have disrupted once or twice, and/or did not listen when you were supposed to.	You engaged in inappropriate laughing, joking, disruptions, horseplay, and/or other behavior not befitting a professional workplace			
		6	5	4	3	2	1
		6 You're proud of the effort you gave, you know that you did what you were supposed to, and were fully committed to your Learning journey!	You feel pretty good about the effort you gave in class. You know that you could have probably done better, but you are still proud of your efforts and what you accomplished.	You feel just okay about the TRY you put into today. Not great, but not bad. You did manage to accomplish a few things.	This wasn't a great learning day. You didn't accomplish much, but did manage to get one or two things done. However, you know that it's nowhere near what you could/should have done.	This was not one of your good days. You know that you did nothing to further your own learning. But you're committed to doing better next time.	This was a very bad day, and there was no "TRY". You may have signed on, but it was simply a case of "because I have to be here". And/or you disrupted other students education.

1 DIRECTOR DEPARTMENTS			
2	2	Director	
3	3	1st. A.D.	
4	4	DP/Cinematographer	
5	5	Camera Operator	
6	6	1st A.C.	
7	7	2nd A.C. - Clapper/Loader	
8	8	Script Supervisor	
9	9	Still Photographer	
10	10	DIT	
11	11	VFX Supervisor	
13	<b>GRIP &amp; ELECTRIC</b>		
14	12	Gaffer	
15	13	Best Boy Electric	
16	14	Set Lighting	
17	15	Key Grip	
18	16	Best Boy Grip	
19	17	Dolly Grip	
21	<b>AUDIO DEPARTMENT</b>		
22	18	Location Sound Mixer	
23	19	Boom Operator	
25	<b>STUNT DEPARTMENT</b>		
26	20	Stunt Coordinator	
27	21	Choreographer	
28	22	Stunt Performers	
30	<b>ART &amp; PROPERTY</b>		
31	23	Production Designer	
32	24	Art Director	
33	25	Set Designers	
34	26	Set Decorator	
35	27	Set Dressers	
37	28	Props Master	
38	29	Props Person	
40	<b>LOCATIONS</b>		
41	30	Location Manager	
42	31	Location Scout	
44	<b>COSTUMES</b>		
45	32	Costume Designer	
46	33	Wardrobe Supervisor	
47	34	Key Set Costumer	
48	35	Costumers	
50	<b>MAKEUP AND HAIR</b>		
51	36	Department Head	
52	37	Key Hair	
53	38	Key Make-Up	
54	39	SFX Makeup	
55	40	Assistant Hair	
56	41	Assistant Make-Up	
58	<b>PRODUCTION ASSISTANTS</b>		
59	42	Key P.A.	
60	43	Production PA	
61	44	PA's	
63 PRODUCTION DEPARTMENTS			
64	1	Producer	
65	51	Production Office Coordinator	
66	52	Publicity	
67	53	Accounting	
68	54	Transportation	
69	55	Craft Services	
70	56	Catering	
71	57	Set Medics	