

www.olejarz.com/arted/digitalvideo/interviewrubric.pdf

Subject

- is interesting
- is educational
- is relevant to audience
- provides insight into topic
- is discussed thoroughly
- is entertaining

Concept Score _____ out of 30

Content

- Presents interesting information
- Language is used properly and effectively
- Images and/ or graphics relate well to content
- Student(s) behave professionally on camera
- Student(s) demonstrate thoughtful approach to subject

Content Score _____ out of 25

Technical Aspects

- Camera is stable, smooth movements and pans
- Subject is framed well, images are well composed
- Subject is lit and clearly visible
- Sound is clear and understandable
- Video is edited effectively, flows well
- Titles are used effectively
- Transitions are used effectively
- Project was completed in a timely manner

Content Score _____ out of 40

Evaluation Rubric for Video Production Levels of Performance

Dimensions of Performance	Below Standard Score: 1	Satisfactory Score: 2	Accomplished Score: 3	Excellent Score: 4
Planning Research, Storyboarding, and Rehearsal	Students need help to research and write a script. The storyboard does not match the final production. Some group members have roles and some perform very few tasks. Some video vocabulary and floor language is used during rehearsals. Students need to be reminded to stay on task	Students need help to research and write a script. There is a storyboard that is adhered to during production. Most group members have roles and use some video vocabulary and floor language during rehearsals. Students need to be reminded to stay on task.	Students research and write a compelling and creative script. The storyboard is drawn carefully with shot compositions included. All group members have their and use video vocabulary and floor language during rehearsals.	Students research independently and write a compelling and creative script. The storyboard is drawn carefully with set design and shot compositions included. All group members define their roles and use video vocabulary and floor language during rehearsals.
Content	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student's project.	There is focus that is maintained throughout the project. The project presents information in an accurate and organized manner that can be understood by the intended audience. Adequate evidence of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's

			project.	project.
Layout/ Design	Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. Does not have a storyboard.	Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. If storyboard is present, it shows the project in a broad outline.	Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. Storyboard shows general outline.	Organization of presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. Storyboard shows progression.
Technical Elements	The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between scenes. Titles are illegible. Technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content.	The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical problems, but the viewer is able to follow the presentation.	The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions provide a smooth movement between scenes. Titles are mostly legible. There are few technical problems.	The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes. Titles are legible. There are few technical problems, and none of a serious nature.
Collaboration	Obvious that the presentation was created by one person Students make poor choices for group members. The group is unable to complete the video in a timely fashion	Presentation a result of a group effort, but only some members contributed Students select group members according to social desires. Some students in the group participate actively. Few students excel in the activities	Students worked together and were assigned different roles Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities	Effective teamwork. The final product represents something that would have been impossible to accomplish working alone. Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Each student excels

				in every activity
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<http://edtech.guhisd.net/video/Assess.htm>

		1 Point Beginning	2 Points Developing	3 Points Proficient	4 Points Exemplary	Points
PREPARATION	The Pitch	Doesn't explain the project focus or represent the final outcome.	Explains only a general plan for the video project.	Shows the details of the project, including all requested components.	Persuasively written; addresses all necessary components in detail.	
	Storyboard	Does not represent the sequence of shots in the video. Storyboard descriptions are vague or incomplete.	Sketches are in a logical sequence, but do not give adequate descriptions of the video scenes, audio background, or dialogue notes.	Includes sketches of each video scene and includes some planned descriptions, audio notes, effects notes, and dialog for every scene.	Demonstrates detailed planning on the video shot sequence, scene descriptions, audio and effects notes, and dialog for every scene.	
	Script	Includes more than 10 grammatical errors, misspellings, punctuation errors, etc.	Includes 5 - 10 grammatical errors, misspellings, punctuation errors, etc.	Includes 1 – 4 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.	
	Work Log	Very minimal comments about few activities on the work log.	General comments on daily activities.	Thorough listing of daily activities, but no reflections.	Includes descriptive detail and reflections on daily activities	
PRODUCT	Overall Content	Message is unclear. Includes little essential information and one or two facts.	Message is vaguely communicated. Includes some essential information with few facts.	Message is clearly communicated. Includes essential information.	Strong message. Covers topic completely and in depth. Includes complete information.	
	Technical: Digital Enhancements or Effects	Little or no enhancements add interest to the video, or excessive use of random enhancements detracts from the video.	Digital enhancements accompany video, but there is little sign of reinforcement. Some tendency toward randomness with effects.	Any digital enhancements that are used combine smoothly and effectively with the video.	Digital enhancements are planned and purposeful, adding impact to the story line or focus.	

	Cooperative Group Work	Cannot work with others. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others.	
	Copyright	There are no citations or are no references to copyright information for photos, graphics, and music created by others.	Citations are given, but some multimedia sources are not identified with references, and permission to reproduce is missing.	Citations are given, sources of multimedia are identified, but permission to reproduce is missing.	Citations give proper credit. Every photo, graphic or sound file is either original or permission for its use by the owner is documented.	

www.cheney268.com/Learning/.../VideoPresentationRubric.doc

Video Presentation Rubric				
	Beginning 1 – 12	Developing 13 - 24	Accomplished 25 - 37	Distinguished 38 - 50
Content & Organization – Is your project organized and documented?	Not organized. Difficult to follow. Poor quality shows poor effort.	Portions may be poorly documented and/or organized. Hard to follow the progressions of the story. Explanation shows some effort.	Fairly well documented and organized. Format is easy to follow. Good explanation shows good effort.	Program shows a continuous progression of ideas and tells a complete, easily followed story. Well documented and organized. Excellent, well thought out explanation shows superior effort.
Usefulness –	Project's usefulness is in question. Does	Project demonstrated	Project is focused and informative;	Project is focused and very

<p>Does your video stay focused on an informative topic? Does it promote the use of technology to inform the audience about the topic?</p>	<p>not inform; does not stay focused on the topic.</p>	<p>development of computer technology; has problems staying focused on topic.</p>	<p>promotes the use of computer technology to create the video to deliver information.</p>	<p>informative; promotes the use of computer technology to create the video and makes others want to use the same type of format in delivering information to an audience.</p>
<p>Creativity & Elements of Design – Is your video interesting? Did your choice of elements such as film clips, pictures, backgrounds, and transitions enhance the project?</p>	<p>Use of elements detracts from video. Too many or too gaudy graphics; transitions, too many clips, backgrounds and/or sounds detract from content. Pictures or video clips may be out of focus or “shaky”.</p>	<p>Minimal use of design elements. No transitions. Sound is lacking or inappropriate or scratchy. Some pictures or video clips may be out of focus or “shaky”.</p>	<p>Good use of graphics and/or other design elements. Some transitions are inappropriately placed. Sound quality is OK. Video clips or pictures are clear and in focus.</p>	<p>Excellent sense of design. Effective camera techniques used for the video and pictures. Video and pictures are in focus and of good quality. Smooth transitions are appropriate and aid in delivery of the presentation.</p>
<p>Mechanics – Did you check your grammar and usage? Have you correctly documented sources and obeyed copyright rules?</p>	<p>Includes five or more grammatical errors, misspellings, punctuation errors; sources are not documented.</p>	<p>Includes 3 – 4 grammatical errors, misspellings, punctuation errors; some sources are documented but not correctly.</p>	<p>Includes 2 – 3 grammatical errors, misspellings, punctuation errors; sources are documented and correctly and copyright law has been followed.</p>	<p>Grammar, spelling, punctuation, capitalization are correct; sources are documented correctly and copyright law has been followed.</p>

Oral Presentations Skills – Did you respond to the questions by the students and instructor with ease?	Great difficulty communicating ideas. Poor voice projection; no eye contact; no introduction; mispronounced words; stopped or had long pauses; confused.	Some difficulty communicating ideas. Poor voice projections; some eye contact; no introduction; mispronounced a few words; long pauses; somewhat confused.	Fairly fluid delivery. Communicates ideas with proper voice projection; perhaps one mispronounced word; made eye contact; introduced self and project. Respond to questions.	Well-rehearsed. Voice, eye contact and pacing hold interest and attentions of audience; introduced self and project. Responded easily to questions.
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lambenglishmontana.wikispaces.com/file/view/RubricVideo.doc

Task Description: Students will work together in assigned teams to create a video project that details a specific aspect of the course. The presentation should include appropriate photographs, video, music, graphs, and other visual aids. The final project should be uploaded to the Class YouTube Page.

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Concept	15-20 points Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do and generally how his/her work will contribute to the final project.	10-14 points Has a fairly clear picture of what they are trying to achieve. Can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final project.	5-9 points Has brainstormed their concept, but no clear focus has emerged. Goals/final product not clearly defined.	0-4 points Little effort has been spent on brainstorming and refining a concept. Unclear on the goals and how the project objectives will be met.	

Script/ Storyboard	12-15 points The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks incl: text, color, placement, graphics, etc. Notes about proposed dialogue/narration text are included.	8-11 points The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.	4-7 points The thumbnail sketches on the storyboard are not in logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.	0-3 points There is no evidence of a storyboard or script.	
Content/ Organization	15-20 points The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project's main idea. Events and messages are presented in a logical order. Includes properly cited sources.	10-14 points Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information. Includes properly cited sources.	5-9 points The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. Includes few citations and few facts.	0-4 points Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete. No citations included.	

Quality	12-15 points Movie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.	8-11 points Movie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	4-7 points Movie was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement.	0-3 points There was no movie, or tape was totally unedited with no transitions or audio support of any kind.	
Teamwork	12-15 points Student met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other.	8-11 points Students met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other.	4-7 points Only a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two.	0-3 points Meetings were not held and/or some of the team members did not contribute at all to the project. Low levels of respect were evident within the team.	
Timeliness	12-15 points All project deadlines were met.	8-11 points Most project deadlines were met. Those that were late did not have significant impact on the finished project.	4-7 points Many project deadlines were not met, resulting in some impact on the finished project.	0-3 points Deadlines were regularly missed, having a significant impact on the final project.	

Final Score					
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- theory integration (praxis)

<http://www.jordan.pausd.org/department/public/art~mmedia/vrubric.html>

Evaluation Rubric for Video Production Levels of Performance

Dimensions of Performance	Below Standard Score: 1-2	Satisfactory Score: 3	Accomplished Score: 4	Excellent Score: 5
Planning Research, Storyboarding, and Rehearsal	Students need help to research and write a script. The storyboard does not match the final production. Some group members have roles and some perform very few tasks. Some video vocabulary and floor language is used during rehearsals. Students need to	Students need help to research and write a script. There is a storyboard that is adhered to during production. Most group members have roles and use some video vocabulary and floor language during rehearsals. Students need to be reminded to stay on task.	Students research and write a compelling and creative script. The storyboard is drawn carefully with shot compositions included. All group members have their and use video vocabulary and floor language during rehearsals.	Students research independently and write a compelling and creative script. The storyboard is drawn carefully with set design and shot compositions included. All group members define their roles and use video vocabulary and floor language during rehearsals.

	be reminded to stay on task			
Production The technical use of video equipment, floor language, set design, and shot composition	The final production has technical errors. One student knows floor language, only one operates the camera. Equipment is not cared for properly. It looks like no thought is put into set design or shot composition.	The final production has some technical errors. Few students know floor language, only one operates the camera. Equipment is not always cared for properly. The set design and shot composition somewhat enhance the topic.	The final production is free of technical errors. Some students use floor language and some operate camera and mic. Equipment is used effectively and usually stored properly. The set design and shot composition enhance the topic.	The final production is free of technical errors. All students know and use floor language and how to operate camera and mic. Equipment is carefully cared for, respected, and always stored properly. The set design and shot composition enhance the topic.
Content Topic of the presentation	Video is confusing and difficult to understand. Art and/or artist is discussed but not at all compelling to watch.	Video uses factual, but confusing information. It gives an understanding of the art and artist but is not necessarily targeted for the classroom audience.	Video uses factual information that is compelling to watch. Dialogue gives a clear understanding of the art and artist.	Video uses factual information that is compelling to watch and presented in a creative manner. Dialogue gives a clear understanding of the art and artist.
Participation Individual and	Students make poor choices for	Students select group members	Students select group members	Students select group members based on

groups work	group members. The group is unable to complete the video in a timely fashion	according to social desires. Some students in the group participate actively. Few students excel in the activities	based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities	good working relationships. All students in the group participate actively 100% of the time. Each student excels in every activity
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