

## Media-Making Rubric: Video

Sharing your expectations with your students before they begin their projects is important!

### INTRODUCTION

<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Incomplete</b>
Unique and memorable introduction engages the audience immediately and communicates the purpose of the piece.	Introduces the topic and purpose in an engaging manner.	General introduction of the topic and purpose. Little creativity and only somewhat engaging.	Introduction is not included or does not make sense. The topic and purpose are not clear.

### DELIVERY

<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Incomplete</b>
Narrator sounds comfortable and has practiced the piece for an excellent delivery. Words are clear and pacing is appropriate.	Narrator has practiced the piece for smooth delivery. Words are clear and pacing is appropriate.	It doesn't sound like the narrator has practiced the piece. Delivery is better in some places than others. Words aren't always clear and/or pacing is uneven.	It sounds like the presenter is reading a script. Delivery interferes with ability to understand the piece. Words often aren't clear and pacing makes it difficult to follow the piece.
Correct grammar and pronunciation are consistently used.	Correct grammar and pronunciation are used in the piece (might have a few grammatical errors that do not impede comprehension).	Some instances of incorrect grammar and pronunciation impede comprehension.	Grammatical and pronunciation mistakes interfere with ability to understand the piece.

### TECHNICAL PRODUCTION

<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Incomplete</b>
Smooth transitions throughout piece. No dead space.	Transitions are smooth, but dead space is occasionally heard.	There is distracting dead space and/or ambient noise. Transitions are uneven.	Much of the piece has distracting background noise. Transitions are jumpy.
Audio volume complements the presentation.	Volume is acceptable.	Volume is occasionally inconsistent.	Volume changes are highly distracting.

Presenter followed teacher guidelines for the length of the media.	Piece is a bit too long or too short but close to the teacher guidelines for length of the media.	N/A	Piece doesn't follow teacher guidelines for length of the media.
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## CONTENT

Exemplary	Proficient	Partially Proficient	Incomplete
Creativity and original content enhance the purpose of the piece in an innovative way.	Creative elements are included, but don't enhance the purpose of the piece. Creative elements don't distract from the content or purpose.	Creativity is lacking and doesn't enhance the content and/or purpose of the piece. Creative elements may distract from the content or purpose.	No creative elements are included, or the types of creative elements used are inappropriate or distract from the content and/or purpose of the
Your video answers essential questions related to (a) major topics covered: technical skills versus enabling (soft) skills, building consensus with softeners, and indirect vs. direct communication, and (b) 3	Your video answers some essential questions related to (a) major topics covered: technical skills versus enabling (soft) skills, building consensus with softeners, and indirect vs. direct communication, and (b) 3 unwritten rules of a workplace of each team's choice.	Your video answers some essential questions related to either (a) major topics covered: technical skills versus enabling (soft) skills, building consensus with softeners, and indirect vs. direct communication, or (b) 3 unwritten rules of a workplace of each team's choice.	Some essential information in your video is inaccurate, unclear or rambling.
The scientific terms used are appropriate for	Scientific vocabulary is appropriate.	Scientific vocabulary is adequate.	Scientific vocabulary is inappropriate for the
Audiences other than the presenter's peers would learn something from the project and	The intended audience can understand the project.	The project reaches the intended audience, but isn't educational.	The project doesn't reach the intended audience.

## GROUP/ PARTNER WORK

<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Incomplete</b>
Group members collaborated and participated equally in development of the project.	Group members participated equally, but there was not much collaboration or sharing of ideas.	All group members contributed, but in unequal proportions. A few members did the majority of the work.	Some group members did not contribute to project ideas or discussions.
Completed assigned tasks and shared insights and skills with the group.	Completed assigned work.	Completed some of the assigned work, but relied heavily on others to complete the project.	Did not complete assigned work.

## CREDITS

This rubric was adapted from **Rubric for Podcasts** <http://www.uwstout.edu/soe/profdev/podcastrubric.html> by Ann Bell under the [Creative Commons Attribution-Noncommercial 3.0 United States License](https://creativecommons.org/licenses/by-nc/3.0/)

Source: <http://www.schrockguide.net/assessment-and-rubrics.html>

This resource is a component of the Media-Making Toolkit for Science Education, developed by KQED Education Network. The Toolkit includes instructions, worksheets and rubrics to assist educators in implementing media-making projects with students.

For a complete listing of the resources in KQED's Media-Making Toolkit, please visit [www.kqed.org/quest/education](http://www.kqed.org/quest/education)

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