

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	PTS
<p>Use of Resources During Research and Note Taking</p>	<p>12 points</p> <p>Note cards indicate group members developed research questions, accurately recorded and interpreted sources of information and graphics, and identified relevant pro and con arguments.</p> <p>Sources of information are properly cited using MLA citations and enable the audience to determine the credibility and authority of the information presented.</p>	<p>8 points</p> <p>Note cards show group members recorded research questions, relevant information from multiple sources of information and evaluated alternative points of view.</p> <p>All sources of information are clearly identified and credited using MLA citations throughout the project.</p>	<p>4 points</p> <p>Note cards show group members misinterpreted statements, graphics and questions and failed to identify relevant counter-arguments.</p> <p>Most sources of information use proper MLA citation and sources are documented to make it possible to check on the accuracy of information.</p>	<p>0 points</p> <p>Note cards show group members recorded information from four or less resources, and ignored alternative points of view.</p> <p>There is no way to check validity of information.</p>	
<p>Script/Storyboard</p>	<p>6 points</p> <p>The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks include: text, background color, placement & size of graphic, fonts - color, size, type for text and</p>	<p>4 points</p> <p>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.</p>	<p>2 points</p> <p>The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.</p>	<p>0 points</p> <p>There is no evidence of a storyboard.</p>	

	<p>headings. Notes about proposed dialogue/narration text are included.</p> <p>All sketches are numbered, and there is a logical sequence to the presentation.</p>	<p>All sketches are organized and numbered in a logical sequence.</p>			
Content/Organization	<p>18 points</p> <p>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 understanding the project's main idea. The project includes motivating questions and advanced organizers that provide the audience with a sense of the presentation's main idea. Events and messages are presented in a logical order.</p> <p>Includes properly cited sources.</p>	<p>12 points</p> <p>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.</p> <p>Includes properly cited sources.</p>	<p>6 points</p> <p>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.</p> <p>Includes few citations and few facts.</p>	<p>0 points</p> <p>The content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information in the video 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. Information is incomplete, out of date and/or incorrect.</p> <p>No citations are included.</p>	

Introduction	6 points The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention.	4 points The introduction is clear and coherent and evokes interest in the topic and response from listeners.	2 points The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	0 points The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.	
Production Quality					
Video Continuity/Editing	12 points The tape is edited with only high quality shots remaining. Video moves smoothly from shot to shot. Varieties of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and scenes flow seamlessly. Digital effects are used appropriately for emphasis.	8 points Tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.	4 points Tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy, and the types of wipes and fades selected are not always appropriate for the scene. Transitions do not assist in communicating the main idea. There are many unnatural breaks and/or early cuts. Digital effects are overdone and distract from the content.	0 points Tape is unedited and many poor shots remain. No transitions between clips are used. Raw clips run back to back in the final video.	

Audio and Voice Editing	<p>12 points</p> <p>The audio is clear and effectively assists in communicating the main idea. Students communicate ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.</p> <p>Background audio is kept in balance and does not overpower the primary audio.</p>	<p>8 points</p> <p>The audio is clear, but only partially assists in communicating the main idea. Students communicate ideas with proper voice projection, adequate preparation and delivery.</p>	<p>4 points</p> <p>The audio is inconsistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. Students have difficulty communicating ideas due to weak voice projection and/or lack of preparation.</p> <p>The background audio overpowers the primary audio.</p>	<p>0 points</p> <p>Audio is cut-off and inconsistent. Students have great difficulty communicating ideas with poor voice projection.</p>	
Color Scheme	<p>3 points</p> <p>The color scheme for backgrounds and clothing is selected to suit the mood of the video.</p>	<p>2 points</p> <p>The color scheme used for backgrounds and clothing enhances the presentation.</p>	<p>1 points</p> <p>Backgrounds and clothing distract from the presentation and are not suited to the mood of the video.</p>	<p>0 points</p> <p>No color scheme is apparent.</p>	
Lighting	<p>3 points</p> <p>Additional lighting is used to eliminate shadows and glares. All scenes have sufficient lighting for viewer to easily see action.</p>	<p>2 points</p> <p>Additional lighting is used. Few shadows or glares are apparent. Most scenes have sufficient lighting to tell what is happening.</p>	<p>1 points</p> <p>Some scenes are too dark or too light to determine what is happening.</p>	<p>0 points</p> <p>Only ambient (available) light is used. Most scenes are too dark or too light to determine what is happening.</p>	

Camera Techniques (Exposure/Focus)	<p>12 points</p> <p>All shots are clearly focused and well framed. The video is steady with few pans and zooms. Close-ups are used to focus attention. Video shows evidence of good composition (ratio of image to frame, line of gaze, pan/tilts, movement, and perspective.</p>	<p>8 points</p> <p>The camera is held steady. Pans and zooms are limited. The main subject is located slightly off center, using the "rule of thirds." Most shots are clearly focused and well framed.</p>	<p>4 points</p> <p>The motion shots are fairly steady. Some shots are unfocused or poorly framed. Few close-ups are used.</p>	<p>0 points</p> <p>Many shots are unfocused and poorly framed. The camera is not held steady and excessive panning and zooming distracts the viewer. No close-ups are used.</p>	
Special Effects	<p>3 points</p> <p>Good, but not excessive use of effects.</p>	<p>2 points</p> <p>Use of effects is worthwhile.</p>	<p>1 points</p> <p>Some special effects are distracting.</p>	<p>0 points</p> <p>Effects are either missing or excessive.</p>	
Use of Media (Music, Voice-over, Graphics)	<p>6 points</p> <p>The graphics, sound and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. All multimedia elements work well together and demonstrate excellent synthesis. Graphics explain and reinforce key points during the presentation.</p>	<p>4 points</p> <p>The students use proper size and resolution to create images. The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Images are student produced. Images are proper size and resolution. Multimedia elements are appropriate and</p>	<p>2 points</p> <p>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. Multimedia elements support the</p>	<p>0 points</p> <p>The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that create a busy feeling and detract from the content.</p>	

		enhance the presentation.	presentation occasionally.		
Copyright	6 points Copyrighted information for photos, graphics and music is clearly identified by source and nature of permission to reproduce.	4 points Every photo, graphic or sound file is either original or permission for its use is documented from the creator/owner.	2 points Some sources of photos, graphics, and music are not clearly identified with references, and permission to reproduce is missing.	0 points There is no reference to copyright information for photos, graphics, and music.	
Moving Images	3 points Motion scenes are planned and purposeful, adding impact to the story line. "Talking heads" scenes are used when crucial to telling the story.	2 points The video includes some "talking heads," and backgrounds and video effects add interest. Most motion scenes make the story clearer or give it more impact.	1 points The video includes "talking heads" and a few motion scenes are added but do not improve understanding of the story line.	0 points The video features "talking heads" with little or no action to add interest or the video uses action excessively.	
Pace	3 points All video clips fit the storyline. Clips are just long enough to make each point clear. The pace captures audience attention.	2 points Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell a complete story.	1 points Video clips are used but need to be edited in length or move too quickly to assist in telling the story.	0 points Video clips are too long and do not advance the storyline or to short and leave out essential action or dialogue.	

Timing	3 points Video clips show no slack time. "Three beat" timing (three actions per clip or three clips per event) is evident.	2 points Most video clips are edited to remove slack time and to emphasize action.	1 points Some video clips are edited to remove slack time and increase action.	0 points Video clips begin and end with slack time or no action.	
*Teamwork (Participation)	12 points The group documents how members brainstormed, discussed, and solved problems. The group documents division of responsibilities and describes how the individual efforts capitalized on strengths of each team member.	8 points The group documents how members divided tasks, assigned roles based on the skills/talents of individual members, shared the workload and managed problems in a way that advanced the group goal.	4 points Some individuals document how there was poor communication, unresolved conflict, or failure to collaborate on important aspects of the work. The group required teacher assistance to resolve differences.	0 points One person documents that problems were not managed in a way that advanced the group goal. The group required teacher assistance with dividing tasks and resolving differences. Few people contributed their fair share of work, or the project was created by one student doing most of the work (though may have received guidance or help from others).	
TOTAL POINTS					/120

* Provides evidence that group members helped one another, shared ideas, developed and evaluated their finished product(s).

© COPYRIGHT 2003-2006 [Joan Vandervelde](#)

All Rights Reserved.

Updated: April 2, 2006