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| **Sample video rubric for mathematics** |

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| **Category** | **4** | **3** | **2** | **1** | **Total** |
| **Knowledge, skills and understanding shown**  *(weighted x4)* | Students accurately show an understanding of the topic intended and the skills and processes involved. | Students demonstrate most related facts in the topic and the processes and skills that are required. | Students can answer most questions related to facts and demonstrate most of the processes involved. | Students appear to have insufficient knowledge about the facts or skills involved. |  |
| **Teamwork/concept**  *(weighted x2)* | Team has a clear picture of what they are trying to achieve and each member has a clear idea of how they will contribute to the project. | Team has a fairly clear picture of what they are trying to achieve. Members can be unclear about how they will contribute to the final project. | Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently. | Little effort brainstorming and refining a concept. Team members are unclear on how their contributions will help them reach the goal. |  |
| **Storyboard/script** | Storyboard/script complete, acting directions are clear. Entries, exits, movements are scripted. Detailed notes on titles, transitions, special effects, sound, etc that reflects outstanding planning and organisation. | Storyboard/script is mostly complete and clear. Script shows planning with sketches for most scenes. Notes on titles, transitions, special effects, sound, etc. reflect effective planning and organisation. | Storyboard/script has a few noticeable omissions. It is not always clear what the actors are to say and do. Notes on titles, transitions, special effects, sound, etc reflect planning that seems incomplete. | Incomplete storyboard that reflects very little planning. Actors are expected to invent what they say and do as they go along. Very little planning of visuals and other effects in the storyboard. |  |
| **Introduction** | A compelling introduction provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention. | The introduction is clear and coherent and evokes interest in the topic and response from the audience. | The introduction shows structure but does not create a strong sense of what is to follow. Overly detailed or incomplete and is only somewhat appealing. | 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. |  |
| **Sub-total:** | | | | |  |

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| **Category** | **4** | **3** | **2** | **1** | **Total** |
| **Use of media (music, special effects and graphics)** | The graphics, sound and/or animation are good, but not excessive. They enhance the impact of the presentation. All multimedia elements synthesis well together to reinforce key points. | Images are produced by students and appropriate resolution and size is used. The graphics, sound and/or animation are worthwhile and assist the audience in understanding the flow of information or content. | Some of the graphics, sounds, and/or animations seem unrelated to the topic. Most images are clipart or recycled from the www, are too large/small, cropped poorly or colour/resolution is fuzzy. Some special effects are distracting. | Graphics, sounds, and/or animations are unrelated to the content or distract from the content and do not enhance understanding. Any effects are either missing or excessive. |  |
| **Audio/voice editing** | The audio is clear and assists effectively in communicating the main idea. Enthusiasm, appropriate voice projection, language, and clear delivery are a feature. Background audio is kept in balance and does not overpower the primary audio. | The audio is clear, but only partially assists in communicating the main idea. Students use proper voice projection, adequate preparation and delivery. | The audio is inconsistent in clarity (loud/soft/garbled). It insufficiently communicates the main idea. Students have weak voice projection and/or lack of preparation. The background audio is overpowering. | Audio has been cut-off or inconsistent. Students have difficulty communicating ideas with poor voice projection. |  |
| **Total possible marks:** | |  | **My allocated mark:** | |  |