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| **skill** | **Excellent****A** | **AcceptableB**  | **Needs ImprovementC** |
| **You will receive a 0 for any video containing profanity, human rights violations, fire, weapons, drugs or alcohol.** |
| **Role responsibilities/ Group Effort** | Roles are assumed, and all students complete tasks. Cooperation and collaboration are routine. Exceptional products are delivered on or before assigned deadlines. | Roles are assumed, and most students complete tasks. Cooperation is evident, but collaboration is weak. Acceptable products are delivered near scheduled deadlines. | Roles are assumed, but students do not complete tasks. No cooperation or collaboration evident. Deadlines are missed and products do not meet standards. |
| **Audience** | Mood, dialogue, shots, music, etc. are perfectly geared towards the intended audience. | Mood, dialogue, shots, music, etc. are mostly geared towards the intended audience. | Mood, dialogue, shots, music, etc. are not geared towards the intended audience. |
| **Camera Techniques** | Video is steady with few pans and zooms. Close ups are used to focus attention. Video demonstrates good composition. Use of “Rule of Thirds”. Good background. | The camera is held steady. Pans and zooms are limited. The “rule of thirds” may be used. The background is acceptable. | The camera is not held steady and excessive panning and zooming distracts the viewer. Poor background. |
| **Sound Effects / Music** | Excellent sound quality. Everything was audible. Music compliments and enhances production. | Could hear most dialogue fairly well. A better musical choice would have improved overall outcome. | Poor quality sound. Difficult to hear dialogue. Music is not appropriate for production. |
| **Color Editing** | Excellent color quality. Everything was clear. Color editing compliments production. | Color editing is fairly good. Some additional editing would have improved overall outcome.. | Poor color editing. Coloring is not appropriate for production. |
| **Moving Images** | Motion scenes are planned and purposeful, adding impact to the story line. "Talking heads" scenes are used only when they are crucial to telling the story. | Video includes some "talking heads," but backgrounds and video effects add interest. Most motion scenes make the story clearer or give it more impact. | Video features "talking heads" with little or no action to add interest OR the video uses action excessively. |
| **Transitions** | Transitions between clips (same subject, new subject, passage of time, breaking) suit the mood and content and smooth the flow from one scene to the next. | Transitions are used, but the types of wipes and fades selected are not always appropriate for the scene. May not have black at both ends of video. | No transitions between clips are used. Raw clips run back to back in the final video. No fade up from or down to black. |
| **Content** | Content is creative and compelling. Video subjects and objects always relate to the storyline. | Content relates to the storyline. Random and disconnected material has been edited out. | Content is unrelated to the story. Random shots of disconnected or irrelevant content are included. |
| **Pace** | All video clips fit the storyline. Clips are just long enough to make each point clear. The pace captures audience attention. | Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell the complete story. | Video clips are too long and do not advance the storyline OR too short and leave out essential action or dialogue. |
| **Digital Editing** | Digital editing techniques (trimming, transitions, special effects, sound tracks, title tracks) are used creatively. File size and format problems are solved. | Video clips are digitally sequenced with transitions, special effects, sound tracks, and title tracks. File size and format problems are usually solved. | Video clips are digitally sequenced but show little evidence of editing. No evidence of solving file size or file format problems exists. |