**VIDEO RUBRIC**

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| Student Name | Click here to enter text. |
| Student Number | Click here to enter text. |
| Video Title | Click here to enter text. |

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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
| **Video** |  | (teacher specifies in cells below what part of the performance lacks or is insufficient) |  |  |  |  | (% entered in cells below, weight to be determined by the teacher) |
|  | **Goal** |  |  |  |  |  |  |
| **Intermediate product: plan of approach** |  | Click here to enter text. | What the student hopes to achieve with the video is *not* made clear (i.e. it cannot be found in the plan) *and /or* the student does *not* describe which type of video is used (knowledge clip, narrative video, or an animation) *and/or* for which audience (colleagues/peers in the same field) / peers from a different field); scientifically relevant / socially relevant). | What the student hopes to achieve with the video is described (i.e. it can be found in the plan). The student also describes which type of video is used (knowledge clip, narrative video, or an animation) *and/or* for which audience (colleagues/peers in the same field) / peers from a different field); scientifically relevant / socially relevant). | *There is a clear and concise* description of what the student hopes to achieve with the video. The student also describes which type of video is used (knowledge clip, narrative video, or an animation) *and/or* for which audience (colleagues/peers in the same field) / peers from a different field); scientifically relevant / socially relevant). | *There is a clear and concise* description of what the student hopes to achieve with the video, which type of video is used (knowledge clip, narrative video, animation) *and* for which audience (colleagues/peers in the same field / peers from a different field; scientifically relevant / socially relevant). | Click here to enter text. |
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|  | **Core message (Synopsis)** |  |  |  |  |  |  |
|  |  | Click here to enter text. | Does not meet the purpose of the assignment and/or is not relevant to the subject matter. | Meets the purpose of the assignment and is relevant to the subject matter. | Meets the purpose of the assignment, is relevant to the subject matter and meets the requirements of the course or client. | Meets the purpose of the assignment, is relevant to the subject matter, meets the requirements of the course or client and is concisely and clearly formulated. | Click here to enter text. |
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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
|  | **Script / storyboard** |  |  |  |  |  |  |
|  |  | Click here to enter text. | A script fitting the core message is written out, *but it does not contain* essential text, actions, and motions present in the video. | A script fitting the core message is written out, containing basic text, actions, and motions present in the video. | A script fitting the core message is written out, containing *almost all* text, actions, and motions present in the video. | A script fitting the core message is written out, containing *all* text, actions, and motions present in the video. | Click here to enter text. |
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|  |  | Click here to enter text. | The script is *not* adequately translated into a useful storyboard; the images do *not* show which crucial moments should be filmed or are missing entirely. | The script is translated into a *basic* storyboard; the images used show which (but not how) crucial moments should be filmed. | The script is translated into a complete storyboard; the images used *for the most part* convey how the crucial moments should be filmed. | The script is translated into a complete storyboard; the images used clearly convey how the crucial moments should be filmed. | Click here to enter text. |
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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
|  | **Quality of content** |  |  |  |  |  |  |
| **End product: video** |  | Click here to enter text. | Content related criteria can be specified here by the teacher, depending on the assignment | Content related criteria can be specified here by the teacher, depending on the assignment | Content related criteria can be specified here by the teacher, depending on the assignment | Content related criteria can be specified here by the teacher, depending on the assignment | Click here to enter text. |
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|  | **The result of recording and editing *regarding content*** |  |  |  |  |  |  |
|  |  | Click here to enter text. | The core message is *not* clear and *hardly* supported by the footage used. | The core message is clear and *mostly* supported by the footage used. | The core message is convincing and *mostly* supported by the footage used. | The core message is convincing and *fully* supported by the footage used. | Click here to enter text. |
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|  |  | Click here to enter text. | *Neither* the script *nor* the storyboard has been realised. | The script has been realised; the storyboard has *not* been realised | The script has been realised; the storyboard has *not* (fully) been realised | The script and the storyboard have been realised. | Click here to enter text. |
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|  | **The *technical* result of recording and editing** |  |  |  |  |  |  |
|  | Relevant aspects: editing, audio quality, image quality, music, sound effects, camera position and movement, use of text | Click here to enter text. | Necessary content-related aspects are missing; there is no meaningful transfer to the audience. | The necessary content-related aspects are present (if and when appropriate), thereby presenting the content to the audience | The various content-related aspects are *all* present (if and when appropriate), thereby ensuring the transfer of the content to the audience. | The various content-related aspects are *all* present (if and when appropriate) and complement one another, thereby facilitating / enhancing the transfer of the content to the audience. | Click here to enter text. |
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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
|  | **Practical requirements** for the start or end of the video |  |  |  |  |  |  |
|  |  | Click here to enter text. | a) the title is *either* missing *or* does not allude to the core message; | a) a title that alludes to the core message; | - | a) a title that is fitting the core message; | Click here to enter text. |
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|  |  | Click here to enter text. | b) the name of the authors *and* the study programme / educational institution are missing; | b) the name of the authors *or* study programme / educational institution is missing. | - | b) the name of the authors and the study programme / educational institution | Click here to enter text. |
|  |  |  |  |  |  |  |  |
|  |  | Click here to enter text. | c) acknowledgements are required but missing; | c) if required, acknowledgements; | - | c) if required, acknowledgements; | Click here to enter text. |
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|  |  | Click here to enter text. | d) several essential sourced *are omitted* (literature, video, and audio material, etc.), and are *not* in compliance with the rules for credits/copyrights and referencing conventions. | d) mention is made of nearly all sources used (literature, video, and audio material, etc.) *broadly* in compliance with the rules for credits/copyrights and referencing conventions. | - | d) mention is made of all sources used (literature, video, and audio material, etc.) in compliance with the rules for credits/copyrights and referencing conventions. | Click here to enter text. |
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| **Additional comments**  Click here to enter text. | | | | | | | |