



Media-Making Rubric: Slideshow/Video

Mix and match the categories and benchmarks below to make a rubric that fits your needs. Share your expectations with your students as they begin their projects.

INTRODUCTION

Exemplary	Proficient	Partially Proficient	Incomplete
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

Exemplary	Proficient	Partially Proficient	Incomplete
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 is consistently used.	Correct grammar is used in the piece (only one or two grammatical errors).	Some instances of incorrect grammar are noted (more than two).	Grammatical mistakes interfere with ability to understand the piece.

TECHNICAL PRODUCTION

Exemplary	Proficient	Partially Proficient	Incomplete
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.

IMAGES/ GRAPHICS

Exemplary	Proficient	Partially Proficient	Incomplete
The graphics and images contribute to a creative and effective presentation and enhance key points by contributing to the concept explanation.	The graphics relate to the audio and are helpful in communicating the content.	The graphics only marginally relate to the audio and aren't always helpful in communicating the content.	The graphics don't relate to the audio and distract from the science content.
All shots are in focus and nicely cropped. The camera work is smooth and steady.	Most shots are in focus and nicely cropped. Most camera work is smooth and steady.	Most shots are in focus, but pictures need additional cropping. Some camera work is shaky or unsteady.	Many shots are out of focus and many shots need additional cropping. Shaky or unsteady camera work is distracting.
All images and/or audio were either created by the producer or have appropriate evidence and documentation for copyright clearance.	All images and/or audio have either been created by the media producer or are copyright cleared. Appropriate evidence and documentation for copyright clearance is missing.	Use of copyrighted works is problematic.	Copyright infringement is obvious.

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 piece.
High level of science concept understanding is apparent. Information is accurate and concise.	Information is accurate and concise.	Some information is inaccurate, unclear or rambling.	Information is inaccurate.
The scientific terms used are appropriate for the content and enhance the piece.	Scientific vocabulary is appropriate.	Scientific vocabulary is adequate.	Scientific vocabulary is inappropriate for the audience.
Audiences other than the presenter's peers would learn something from the project and find it valuable.	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

Exemplary	Proficient	Partially Proficient	Incomplete
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-sa/3.0/)

ABOUT THE TOOLKIT

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

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