



## Assessment -- Teacher Process for Digital Video

With a video project involving so many different steps, it may be easiest to assign a point value for each phase, and then a final point value for the project presentation to the class. There are many assessment rubrics available for project-based multimedia which can be easily modified to fit your personal methods of assessment. You may also try the following online rubric generators to help you create easy, customized rubrics for your projects:

<http://rubistar.4teachers.org>

<http://school.discovery.com/schrockguide/assess.html>

Also, don't forget how assessment can be clarified and authenticated both by constructing rubrics with your students before projects and by allowing peer-to-peer assessments using fairly objective rubric standards. (View an [example of a simple rubric](#) usable for peer-to-peer assessment)

## Sample Digital Video Project Rubric

[Print-Friendly Version](#)

Digital Video Project Rubric						
		1 Point Beginning	2 Points Developing	3 Points Proficient	4 Points Exemplary	Points
PREPARATION	<b>The Pitch</b>	Doesn't explain the project focus or represent the final outcome.	Explains only a general plan for the video project.	Shows the details of the project, including all requested components.	Persuasively written; addresses all necessary components in detail.	
	<b>Storyboard</b>	Does not represent the sequence of shots in the video. Storyboard descriptions are vague or incomplete.	Sketches are in a logical sequence, but do not give adequate descriptions of the video scenes, audio background, or dialogue notes.	Includes sketches of each video scene and includes some planned descriptions, audio notes, effects notes, and dialog for every scene.	Demonstrates detailed planning on the video shot sequence, scene descriptions, audio and effects notes, and dialog for every scene.	
	<b>Script</b>	Includes more than 10 grammatical errors, misspellings, punctuation errors, etc.	Includes 5 - 10 grammatical errors, misspellings, punctuation errors, etc.	Includes 1 - 4 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.	
	<b>Work Log</b>	Very minimal comments about few activities on the work log.	General comments on daily activities.	Thorough listing of daily activities, but no reflections.	Includes descriptive detail and reflections on daily activities	
	<b>Overall Content</b>	Message is unclear. Includes little essential information and one or two facts.	Message is vaguely communicated. Includes some essential information with few facts.	Message is clearly communicated. Includes essential information.	Strong message. Covers topic completely and in depth. Includes complete information.	

<i>PRODUCT</i>	<b>Technical: Digital Enhancements or Effects</b>	Little or no enhancements add interest to the video, or excessive use of random enhancements detracts from the video.	Digital enhancements accompany video, but there is little sign of reinforcement. Some tendency toward randomness with effects.	Any digital enhancements that are used combine smoothly and effectively with the video.	Digital enhancements are planned and purposeful, adding impact to the story line or focus.	
	<b>Cooperative Group Work</b>	Cannot work with others. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others.	
	<b>Copyright</b>	There are no citations or are no references to copyright information for photos, graphics, and music created by others.	Citations are given, but some multimedia sources are not identified with references, and permission to reproduce is missing.	Citations are given, sources of multimedia are identified, but permission to reproduce is missing.	Citations give proper credit. Every photo, graphic or sound file is either original or permission for its use by the owner is documented.	
<b>Scale:</b> 28 – 32 = Expert    22 – 27 = Intermediate    15 – 21 = Novice    8 – 14 = Beginner					<b>Total Points</b>	

**PLAN**

*COORDINATE*

*ASSESS*



[Educational Technology Resources](http://edtech.guhsd.net)  
 301 N. Mollison, El Cajon, CA 92021  
 Phone: 619.593.2700 FAX: 619.593.9829  
[edtech@guhsd.net](mailto:edtech@guhsd.net) ©2002 GUHSD