

## Sample Video Project Rubric

Name \_\_\_\_\_

Group Members \_\_\_\_\_

| Skill Demonstrated                                                                | Exemplary<br>(3 pts)                                                                                                                                                                                                                           | Proficient<br>(2 pts)                                                                                                                                                                                                           | Novice<br>(1 pt)                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Video is placed in tracks and transitions work smoothly.</b>                   | Transitions are placed correctly and work smoothly. Transitions are timed uniformly and are consistent.                                                                                                                                        | Transitions are in place and work well. Timing may be a small issue, but overall consistency has been achieved.                                                                                                                 | Transitions are not used or are used without consistency (all transitions are different). Appear skippy or jumpy and are timed either too short or too long.                                                                 |
| <b>Audio track is in place and in line with video tracks.</b>                     | Audio track is timed to coincide with the content of the video at all times. "Dead air" is used only to emphasize a point.                                                                                                                     | Audio track is in place and is working correctly. A small amount of "dead air" may be apparent at the end of the video.                                                                                                         | Audio track is positioned incorrectly or is not playing at all. Track has been edited inappropriately so that the music ends too abruptly.                                                                                   |
| <b>Static titles are in place and working in video track 2.</b>                   | Static titles are used appropriately and are in place in video track 2. Transparent areas are aligned with the content of the lower tracks. Transparency is in place and the lower video tracks do not interfere with the readability of text. | Static titles are used sparsely and are in place in video track 2. Transparent areas are not always aligned with the content of the lower tracks. Underlying video tracks interfere somewhat with the readability of the title. | Static titles are in the incorrect track, or are not used frequently enough to describe the underlying video. Titles mask the underlying video. Underlying video track contents interfere with the readability of the title. |
| <b>Scrolling credits are in place.</b>                                            | Scrolling credits are used with appropriate lead-in and lead-out time.                                                                                                                                                                         | Scrolling credits are used. Lead-in and lead-out times are off slightly causing text to appear to jump into or out of the frame.                                                                                                | Scrolling credits are used. Lead-in/lead-out times have not been used at all.                                                                                                                                                |
| <b>The text, images and music are appropriate for the content of the project.</b> | Text is used to provide information on the topic of research. Images and music are appropriate to the project content.                                                                                                                         | Text is used sparsely to provide some information on the topic of research. Images and music are not always appropriate to the project content.                                                                                 | Text is used infrequently and does not convey enough information to provide background on the content of the project. Images and music are inappropriate to the project content.                                             |

## Windows Movie Maker Project Rubric

Source: Teaching Guide for Curriculum Web produced by Barb Bird at <http://cuip.net/~bbird/teachingguide.htm>

|                     | 5                                                                      | 3                                                           | 1                                                               |
|---------------------|------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------|
| <b>Graphics:</b>    |                                                                        |                                                             |                                                                 |
| Appearance          | All graphics are clear and unpixelated                                 | 1 or 2 graphics are somewhat blurry                         | Several blurry graphics                                         |
| Relevance           | All graphics are relevant to topic                                     | 1 or 2 graphics are somewhat irrelevant                     | Several graphics do not belong                                  |
| Timing              | Graphics appear long enough to make their point, but not too long      | 1 or 2 graphics disappear too soon or remain for too long   | Several graphics disappear too soon or remain for too long      |
| <b>Effects:</b>     |                                                                        |                                                             |                                                                 |
| Appropriate         | All effects enhance pictures and augment the flow of the movie         | 1 or 2 effects distract viewer from intent of movie         | Several effects are distracting                                 |
| <b>Transitions:</b> |                                                                        |                                                             |                                                                 |
| Appropriate         | All transitions enhance pictures and augment the flow of the movie     | 1 or 2 transitions distract viewer from intent of movie     | Several transitions are distracting                             |
| Timing              | Transitions last an appropriate amount of time                         | 1 or 2 transitions go too quickly or drag out too long      | Several transitions go too quickly or drag out too long         |
| <b>Titles:</b>      |                                                                        |                                                             |                                                                 |
| Contrast            | Good contrast between text and background; easy to see                 | 1 or 2 titles have poor contrast                            | Several titles have poor contrast                               |
| Font choice         | Readable font; appropriate for subject                                 | Font hard to read; distracts from subject                   | Font unreadable                                                 |
| Animation           | Title animations are artistic and add interest                         | 1 or 2 animations are distracting                           | Several animations are distracting                              |
| Timing              | Titles are visible for an appropriate amount of time                   | Title timing is off - needs more work                       | Titles go too fast to read or last so long viewer gets restless |
| <b>Audio:</b>       |                                                                        |                                                             |                                                                 |
| Relevance           | Audio is relevant to Movie. Adds interest and encourages comprehension | Some audio is relevant, but some is just for fun            | Audio distracts viewer from intent of Movie                     |
| Volume              | All audio clips are the same volume                                    | 1 or 2 clips are louder or softer than others               | Clips vary in volume, distracting listener's attention          |
| <b>Work Habits:</b> |                                                                        |                                                             |                                                                 |
| Participation       | Participation in the planning discussion was positive.                 | Some participation in the planning discussion was positive. | Participation in planning discussion was negative.              |
| Useful ideas        | Useful ideas were given.                                               | Some useful ideas were given.                               | Few useful ideas were given.                                    |
| Focus               | I stayed focused throughout the process.                               | I stayed somewhat focused throughout the process.           | I had problems staying focused throughout the process.          |
| Decision-making     | I made thoughtful decisions all the time.                              | I made thoughtful decisions some of the time.               | I didn't make thoughtful decisions.                             |
| Best effort         | I put forth my best effort every day.                                  | I put forth my best effort most days.                       | I didn't put forth my best effort most days.                    |

## Windows Movie Maker Project Rubric - Simple Machines

Created at Rubistar by Ms. LeBlanc

Student Name: \_\_\_\_\_

| CATEGORY              | 4                                                                                        | 3                                                                                                   | 2                                                                                                               | 1                                                                                                  |
|-----------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Attractiveness</b> | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation.                  | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentation content. |
| <b>Requirements</b>   | All requirements are met and exceeded.                                                   | All requirements are met.                                                                           | One requirement was not completely met.                                                                         | More than one requirement was not completely met.                                                  |
| <b>Mechanics</b>      | No misspellings or grammatical errors.                                                   | Three or fewer misspellings and/or mechanical errors.                                               | Four misspellings and/or grammatical errors.                                                                    | More than 4 errors in spelling or grammar.                                                         |
| <b>Content</b>        | Covers topic in-depth with details and examples. Subject knowledge is excellent.         | Includes essential knowledge about the topic. Subject knowledge appears to be good.                 | Includes essential information about the topic but there are 1-2 factual errors.                                | Content is minimal OR there are several factual errors.                                            |
| <b>Organization</b>   | Content is well organized using headings or bulleted lists to group related material.    | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part.                                                               | There was no clear or logical organizational structure, just lots of facts.                        |
| <b>Originality</b>    | Product shows a large amount of original thought. Ideas are creative and inventive.      | Product shows some original thought. Work shows new ideas and insights.                             | Uses other people's ideas (giving them credit), but there is little evidence of original thinking.              | Uses other people's ideas, but does not give them credit.                                          |