

Appendix B

Scoring Rubric

Dimensions of Performance	Below Standard Score: 1-2	Satisfactory Score: 3	Accomplished Score: 4	Excellent Score: 5
Planning Research, Storyboarding, and Rehearsal	Students need help to research and write a script. The storyboard does not match the final production. Some group members have roles and some perform very few tasks. Some video vocabulary and floor language is used during rehearsals. Students need to be reminded to stay on task	Students need help to research and write a script. A storyboard is adhered to during production. Most group members have roles and use some video vocabulary and floor language during rehearsals. Students need to be reminded to stay on task.	Students research and write a compelling and creative script. The storyboard is drawn carefully with shot compositions included. All group members use video vocabulary and floor language during rehearsals.	Students research independently and write a compelling and creative script. The storyboard is drawn carefully with set design and shot compositions included. All group members define their roles and use video vocabulary and floor language during rehearsals.
Production The technical use of video equipment, floor language, set design, and shot composition	The final production has technical errors. One student knows floor language, only one operates the camera. Equipment is not cared for properly. It looks like no thought is put into set design or shot composition.	The final production has some technical errors. Few students know floor language, only one operates the camera. Equipment is not always cared for properly. The set design and shot composition somewhat enhance the topic	The final production is free of technical errors. Some students use floor language and some operate camera and mic. Equipment is used effectively and usually stored properly. The set design and shot composition enhance the topic.	The final production is free of technical errors. All students know and use floor language and how to operate camera and mic. Equipment is carefully cared for, respected, and always stored properly. The set design and shot composition enhance the topic.
Content Topic of the presentation	Video is confusing and difficult to understand. Art and/or artist is discussed but not at all compelling to watch.	Video uses factual, but confusing information. It gives an understanding of the art and artist but is not necessarily targeted for the classroom audience.	Video uses factual information that is compelling to watch. Dialogue gives a clear understanding of the art and artist.	Video uses factual information that is compelling to watch and presented in a creative manner. Dialogue gives a clear understanding of the art and artist.
Participation Individual and groups work	Students make poor choices for group members. The group is unable to complete the video in a timely fashion	Students select group members according to social desires. Some students in the group participate actively. Few students excel in the activities	Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities	Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Each student excels in every activity