

Table 4 – Rubric example no. 2 (video production)¹

Indicators	Level 1 Insufficient	Level 2 Partially proficient	Level 3 Proficient	Level 4 Highly proficient
Storyboard	Sketches depict action in an insufficient way. Information provided in the notes is inaccurate and insufficient. Sketches are insufficiently organized in a logical sequence.	Every sketch depicts action in a partially proficient way. Notes describe in a sufficiently accurate way: timing, proposed transition, special effects, music, sounds and dialogue, graphics elements (text and/or images: background and colour, placement & size, fonts etc.). All sketches are sufficiently organized in a logical sequence.	Every sketch depicts action in a proficient way. Notes describe accurately: timing, proposed transition, special effects, music, sounds and dialogue, graphics elements (text and/or images: background and colour, placement & size, fonts etc.). All sketches are satisfactorily organized in a logical sequence.	Every sketch depicts action in a highly proficient way. Notes describe very accurately: timing, proposed transition, special effects, music, sounds and dialogue, graphics elements (text and/or images: background and colour, placement & size, fonts etc.). All sketches are very well organized in a logical sequence.
Content	The content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information in the video is irrelevant to the overall message, incomplete, out of date and/or incorrect.	The content includes a sufficiently clear statement of purpose or theme and is presented in poorly creative way. The supporting information contributing to understanding the project's main idea is sufficiently rich and varied. Event and messages are presented in a sufficiently compelling logical order.	The content includes a satisfactorily clear statement of purpose or theme and is presented in creative way. The supporting information contributing to understanding the project's main idea is satisfactorily rich and varied. Events and messages are presented in a compelling logical order.	The content includes a quite clear statement of purpose or theme and is presented in very creative way. A rich variety of supporting information in the video contributes to understanding the project's main idea. Events and messages are presented in a quite compelling logical order.
Video Continuity/ Editing	The tape is unedited and many poor shots remain. No transitions between clips are used.	The tape is edited with sufficiently good shots. Several poor shots remain. Transitions from shot to shot are choppy, and the types of wipes and fades selected are not always appropriate for the scene. There are many unnatural breaks and/or early cuts.	The tape is edited throughout with only quality shots. A variety of transitions are used. Good pacing and timing.	The tape is edited with only high-quality shots. Video moves smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and scenes

¹ Another interesting example is “Anti-Bullying Video-Production Rubric” available here http://eworkshop.on.ca/edu/pdf/Mod32_Vid_Prod_Rubric.pdf

APPENDIX – Module 4 Unit 2 – Assessing and evaluating media literacy

				flow seamlessly. Digital effects are used appropriately for emphasis.
Audio editing	The audio is cut-off and inconsistent or overpowering.	The audio is inconsistent in clarity (too loud/too soft/garbled) at times and/or the background audio overpowers the primary audio.	The audio is clear and assists in communicating the main idea.	The audio is clear and effectively assists in communicating the main idea. Background audio is kept in balance.
Lighting	Only ambient (available) light is used. Most scenes are too dark or too light to determine what is happening.	Additional lighting is used but some scenes are too dark or too light to determine what is happening.	Additional lighting is used. Very few shadows or glares are apparent.	Additional lighting is used to eliminate shadows and glares. All scenes have sufficient lighting for viewer to easily see action.
Camera techniques (exposure/focus)	Many shots are unfocused and poorly framed. Excessive panning and zooming distracts the viewer.	Some shots are unfocused or poorly framed.	Most shots are clearly focused and well framed.	All shots are clearly focused and well framed. The camera is held steady with few pans and zooms. Close-ups are used to focus attention.
Graphics	The graphics and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that detract from the content.	Some of the graphics and/or animations seem unrelated to the topic/theme and do not enhance concepts.	The graphics and/or animation visually depict material and assist the audience in understanding the flow of information or content.	The graphics and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. Graphics explain and reinforce key points during the presentation.
Copyright	There is no reference to copyright information for photos, graphics, and music.	Some sources of photos, graphics, and music are not clearly identified with references, and permission to reproduce is missing	Most photos, graphics or music are either original or permission for their use is documented.	Every photo, graphic or music is either original or permission for its use is documented.

Source: our adaptation from: <https://secondary.oslis.org/learn-to-research/create/create-your-project/resources-for-create-your-project/video-project-rubric>