ENST 390: Video project Prof. A.K. Baptiste
Name:_____ Topic: _____

Elements of Script or textual support

Script or Text
___ Compelling and well written, concise use of words to make important points, cogently integrates themes that articulates the purpose of video, appropriate from communication to intended audience (A to B+)
___ Well-written, important points clear, identifies important points and states purpose and speaks to the intended audience (B to B-)
___ Adequately written, at times confusing, purpose partially stated (C+ to C)
___ Difficult to understand the point. Doesn't address purpose (C- and lower)

Purpose
___ Purpose is established early and maintained throughout. It is evident that authors have something important to communicate (A to B+).
___ Purpose is established early on and focus is mostly maintained throughout the presentation (B to B-).
___ Purpose is fairly clear, but there are a few areas of inconsistency and non-clarity (C+ to C)
___ Purpose of the video or presentation is unclear and difficult to follow (C- and lower)

Audience
___ Students are clearly aware and confident of intended audience which is visible in the design through use of appropriate vocabulary, audio and graphics (A to B+)
___ Students indicate some awareness of audience through the use of some appropriate vocabulary, audio and graphics (B to B-)
___ There is some indication of the audience, however the vocabulary, audio and graphics used are not appropriate (C+ to C).
___ The targeted audience is difficult to determine (C- and lower)

Content and Analysis

Structure
___ The thesis, problem is clear, compelling and easily identified, explained in an informative and persuasive way throughout the video with a clear recommendation, solution or conclusion.
___ The thesis, problem is clear, built upon in an informative way throughout the video and leads to an applicable resolution, solution or conclusion.
___ The thesis or problem is fairly stated, however it is not built upon strongly throughout the video and does not lead to a strong recommendation, resolution or conclusion.
___ The thesis or problem is unclear while the body of video or resolution, recommendation and solutions bears no relationship to thesis or problem statement.

Evidence
___ Sources used are appropriate for the purpose and the intended audience. Analysis of sources is informative and persuasively supports the conclusion, resolution, or solution (A to B+).
___ Sources used are appropriate for the purpose and the intended audience. There is some analysis and the sources support the conclusion, resolution, or solution (B to B-).
___ Sources used are appropriate for the purpose and the intended audience. There is no analysis, but the sources are mostly relevant to the conclusion, resolution, or solution (C+ to C).
___ Evidence used is not appropriate or relevant to the purpose and intended audience (C- and lower).

Images and Music
___ Non-textual sources used are extremely informative and persuasively work in concert with the other elements to support the conclusion, resolution, or solution (A to B+).
___ Non-textual sources used are informative and support the conclusion, resolution, or solution (B to B-).
___ Non-textual sources used are decorative and relate to the purpose, but do not directly support the conclusion, resolution, or solution (C+ to C).

___ Non-textual sources used interfere or do not articulate or compliment the purpose or main point (C- and lower).

Citations
___ All people, organizations, quotes, ideas, music, and contributors are appropriately credited. Permission has been obtained (or Creative Commons license information provided) for images and audio not created by the author (A to B+).
___ Some citations provided but not all (B to B-)
___ People, organizations, quotes, and contributors are not comprehensively credited (C+ and lower).

Technical Perspectives

Audio quality
___ Audio quality is clear and consistently audible throughout. If music is used in the background, it is not too loud or distracting (A to B+).
___ Audio quality is clear and consistently audible throughout the majority (85-95%) of the presentation (B to B-).
___ Audio quality is clear and consistently audible through some (70-84%) of the presentation. If music is used in the background, it is not distracting -- but it also does not add much to the story (C+ to C).
___ Audio quality needs more attention. If music is used in the background, it is distracting, too loud (C- and lower).

Image/video quality
___ Image and video quality is clear and consistent throughout (A to B+).
___ Images and video quality is clear and consistent throughout the majority (85-95%) of the presentation (B to B-).
___ Images and video quality is clear and consistent throughout some (70-85%) of the presentation (C+ to C).
___ Image and video quality is poor and illegible. The lack of quality distracts from the overall presentation (C- and lower).

Economy
___ The material is crafted with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long (A to B+).
____ The material's composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections (B to B-).
____ The material seems to need more editing. It is noticeably too long or too short in more than one section (C+ to C).
____ The material needs extensive editing. It is too long or too short to be interesting (C- and lower).

Editing
___ Editing techniques enhance and support the purpose and are effective for communicating to the intended audience. Special effects enhance the story. Visual and audio transitions are seamless (A to B+).
___ Editing techniques are suitable to the overall purpose and *are appropriate* for communicating to the intended audience. Special effects and visual transitions are suitable (B to B-).
___ A few parts of the editing are unclear. Some unwanted sounds and visual artifacts remain. Some visual transitions are distracting (C+ to C).
___ Editing interferes with understanding the purpose. Special effects and visual transitions are distracting and do not support or undermine understanding (C- and lower).

Pacing
___ The pace (rhythm and voice punctuation) fits the story line and really engages the audience (A to B+).
___ Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience (B to B-).
___ Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged (C+ to C).
___ No attempt to match the pace of the storytelling to the story line or the audience. Visual elements pass too quickly to be understood (C- and lower).