Media Assignment Rubric

	Excellent	**Good**	**Satisfactory**	**Needs Improvement**
Guide, Script or Text				
- Supporting Documents (often a media assignment will have a textual element that guides or outlines the project. These documents should reflect the elements listed below)	Compelling and well written -- concise use of words to make important points. Deftly integrates themes that articulate the purpose and are appropriate for communicating to the intended audience.	Well written -- makes important points. Speaks to the purpose and the intended audience.	Adequately written, but sometimes meanders or is confusing. Partially addresses purpose.	Difficult to understand the point. Doesn't address purpose.
Point of View				
- Purpose	Establishes a purpose early on and maintains a clear focus throughout. It is clear that the authors believe they have something important to communicate.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
- Audience	Strong awareness of audience/viewer in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio or graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Structure				
- Content (often faculty will have an existing rubric for this)	Central question, problem or thesis is clear and compelling. The thesis is built on in an informative and persuasive way in the body, leading to a meaningful resolution, solution or conclusion.	Central question, problem or thesis is fairly clear. The thesis is built on in an informative way in the body and leads to an applicable resolution, solution or conclusion.	Question, problem or thesis is clear, but not strongly aligned to the body or the resolution/conclusion.	Question, problem or thesis is unclear. Body or resolution bears little relationship to central question.
- 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.	The material's composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The material seems to need more editing. It is noticeably too long or too short in more than one section.	The material needs extensive editing. It is too long or too short to be interesting.
Evidence				
- Sources and Analysis (informing sources regardless of medium)	Sources used are appropriate for the purpose and the intended audience. Analysis of sources is informative and persuasively supports the conclusion, resolution, or solution.	Sources used are appropriate for the purpose and the intended audience. There is some analysis and the sources support the conclusion, resolution, or solution.	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.	Evidence used is not appropriate or relevant to the purpose and intended audience.
Note on evaluating non-textual sources, e.g., images, music, etc.	Non-textual sources used are extremely informative and	Non-textual sources used are informative and support	Non-textual sources used are decorative and relate to the	Non-textual sources used interfere or are at

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	persuasively work in concert with the other elements to support the conclusion, resolution, or solution.	the conclusion, resolution, or solution.	purpose, but do not directly support the conclusion, resolution, or solution.	cross-purposes with the argument or point.
- Citation	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.	There is no "in between"		People, organizations, quotes, and contributors are not comprehensively credited.
Technical Capabilities				
- Audio Quality	Audio quality is clear and consistently audible throughout. If music is used in the background, it is not too loud or distracting.	Audio quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	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.	Audio quality needs more attention. If music is used in the background, it is distracting, too loud.
- Image/video quality	Image and video quality is clear and consistent throughout.	Images and video quality is clear and consistent throughout the majority (85-95%) of the presentation.	Images and video quality is clear and consistent throughout some (70-85%) of the presentation.	Image and video quality is poor and illegible. The lack of quality distracts from the overall presentation.
- 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.	Editing techniques are suitable to the overall purpose and *are appropriate* for communicating to the intended audience. Special effects and visual transitions are suitable.	A few parts of the editing are unclear. Some unwanted sounds and visual artifacts remain. Some visual transitions are distracting.	Editing interferes with understanding the purpose. Special effects and visual transitions are distracting and do not support or undermine understanding.
Tone				
- Media Elements	Media used sets the tone and enhances the piece.	Media used supports the tone of the piece.	Media used is not distracting -- but it also does not add to the tone of the piece.	Media used is distracting, too loud, and/or inappropriate.
- Pacing	The pace (rhythm and voice punctuation) fits the story line and really engages the audience.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	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.	No attempt to match the pace of the storytelling to the story line or the audience. Visual elements pass too quickly to be understood.
- Emotion	Emotional dimension suits the purpose and audience.	Emotional dimension of the piece somewhat matches the story line.	Emotional dimension of the piece is distracting (over the top) and/or does not add much to the story.	Emotional dimension of the piece is inappropriate OR absent.

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