

|                   | <b>4 - Excellent</b>  | <b>3 - Good</b>   | <b>2 – Acceptable</b>  | <b>1 – Needs improvement</b>  |
|-------------------|---|---|--|---|
| <b>Creativity</b> | <p>Demonstrates highly imaginative ideas and creative thinking in the process of creating the video diary.</p> <p>Uses technology in a highly creative and original manner.</p> <p>Is able to extend the traditional use or application of a media technology in a new way.</p> <p>Understands and applies aesthetic sensitivity.</p> | <p>Demonstrates imaginative ideas in the creation the video diary.</p> <p>Shows creativity in the application of technology.</p> <p>Understands and exhibits aesthetic sensitivity.</p>   | <p>Reproduces ideas effectively using some Imagination.</p> <p>Can produce effective work that follows known standards in the application of technology.</p> <p>Demonstrates the principles of aesthetics.</p> | <p>Can copy some aspects of the ideas of others.</p> <p>Shows very limited application of technology.</p> <p>Displays no evidence of aesthetic understanding.</p> |
| <b>Quality</b>    | <p>Video was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.</p>   | <p>Video was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Video is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.</p> | <p>Video was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and shifting with little to no audio reinforcement.</p>   | <p>There was no video, or tape was totally unedited with no transitions or audio support of any kind.</p>   |

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| <b>Teamwork</b>                  | All students on the team contributed to the video and were part of the final project. Team members showed respect with each other.  | Most of the students on the team contributed to the video and were part of the final project. Team members mostly showed respect with each other.   | . Most of the students on the team contributed at some level, but a majority of the work was done by one or two.   | Some of the team members did not contribute at all to the project. Low levels of respect were evident within the team.  |
| <b>Content/<br/>Organization</b> | The content includes a clear statement of purpose or theme and is creative, compelling and clearly spoken. A rich variety of supporting information in the video contributes to the understanding of the project's main idea. Events and messages are presented in a logical order. | Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information. | The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. | Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete. |
| <b>Use of English</b>            | Well prepared, speaks clearly, makes eye contact with audience, delivers with ease, invites questions.  | Engages audience, fluid delivery, uses different approach other than simply reading screen, invites questions.  | Clear and understandable, uses limited delivery techniques.  | Not clear, not understandable.  |