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| Child Development Documentary Rubric | | | | | |
| Category | A- Exceeds expectations | B- Meets expectations | C- Acceptable but needs improvement | D- Does not meet all expectations | F- Show serious difficulties or incomplete |
| Content | Topic is relevant. Covered in-depth with details and examples. Subject knowledge is excellent. | Relevant to topic. Includes essential knowledge about the topic. Subject knowledge appears to be good. | Somewhat relevant to topic. Includes essential information about the topic but there are 1-2 factual errors. | Topic is not quite relevant. | Topic not relevant. |
| Grammar for the written script | There are not or almost no spelling(0-3) or punctuation errors in the final draft. | There is one spelling or punctuation error in the final draft(4-7). | There are 7-10 spelling and punctuation errors in the final draft. | The final draft has more than 10 -12 spelling and punctuation errors. | The final draft has more than 12 spelling and punctuation errors. |
| Language | One or less errors | Few errors regarding sentence structure, vocabulary, grammar. | Some errors but comprehension is not impeded. | Many errors and comprehension is not impeded on occasion. | Many errors and comprehension is completely incomplete. |
| Pronunciation | Excellent pronunciation; well-adapted to task at hand/situation. Speaks clearly and distinctly all the time. | Good pronunciation; adapted to task at hand/situation. Speaks clearly and distinctly most of the time (95-80%). | Decent pronunciation; Somewhat adapted to situation/ task at hand. Speaks clearly and distinctly most of the time (80-70%). | Occasional difficulties with pronunciation. Lacks adaptation to situation/ task at hand. Speaks clearly and distinctly part of the time. | Frequent problems with pronunciation. No effort to adapt to task. Often mumbles or can not be understood. |
| Voice consistency | Voice quality is clear and consistently audible throughout the presentation. | Voice quality is clear and consistently audible throughout the presentation. (80-95%) | Voice quality is clear and consistently audible throughout the presentation. (80-70%) | Voice quality is clear and consistently audible throughout the presentation. (70-60%) | Voice quality needs more attention. |
| Technical Quality of Video | Clear title and credits. Excellent sound and picture quality. | Clear title and credits. Good sound and picture quality. | Titles and credits. Occasional issues with sound and picture quality. | Titles and credits.  Often shows problems with sound and picture quality. | Titles and credits. Poor sound and picture quality. |
| Videography - clarity | Video did not rock/shake and the focus was excellent throughout. | Video did not rock/shake and the focus was excellent for the majority of the video. | Video has minimal rocking/shaking, but the focus was excellent throughout. | Video has little rocking/shaking, but the focus was excellent throughout. | Problems with rocking/shaking and focus. |
| Overall Visual appeal | Video is original and creative. Pleasing to watch. | Video is pleasing to watch. | Video is nice to watch but room for improvement. | Video is not very pleasing to watch. | Video is unwatchable. |
| Awareness of audience | Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen to fit the target audience. | Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen to fit the target audience. | Some awareness of audience in the design. Students find it difficulty to explain how the vocabulary, audio and graphics chosen to fit the target audience. | Limited awareness of the needs and interests of the target audience. | No awareness of the needs and interests of the target audience. |
| Originality | Product shows a large amount of original thought. Ideas are creative and inventive. Variety of media types are used. | Product shows some original thought. Work shows new ideas and insights. Some use of media variety | Uses other people’s ideas (giving them credit), but there is little evidence of original thinking. Only uses one type of media. | Uses other people’s ideas, but does not give them credit. Only uses one type of media. | Uses other people’s ideas, but does not give them credit. Only uses one type of media. |
| Time Frame | Student meets the requirement of 10 -15 minutes | The presentation is between 9-10 minutes | The presentation is between 8-9 minutes. | The presentation is between 7-8 minutes. | The presentation is under 5 minutes. |
| Participation/teamwork | Excellent collaboration and participation in project. Workload is divided and shared equally. | Good collaboration and participation in project. Workload is divided but not shared equally. | Acceptable collaboration and participation in project, but room for improvement. Workload is somewhat divided but not shared equally. | Level of collaboration and participation not up to point. Room for improvement. Workload is not divided. | Obvious lack of participation and collaboration. One person did all the work. |
| Sources | Source information collected for all graphics, facts and quotes. All documented in desired format. | Source information collected for all graphics, facts and quotes. Most documented in desired format. | Source information collected for graphics, facts, and quotes, but not documented in desired format. | Very little source information was collected. | No sources were collected. |
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| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. | Student is not prepared to present. |
| Listens to other presentations | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. | Is distracting to speakers and others. |
| Class Time |  |  |  |  |  |