

master rubric :: (instructor)
Writing with Video, Fall '08
 student:

This master rubric represents a comprehensive set of learning goals used to assess each student's overall performance. Assessment is based on the following visible evidence from course activities:

- e-journals: brainstorming and conceptualization, storyboarding, shot lists, etc; contemplative and self-reflective writing; multiple drafts of video work-in-progress; self-assessment of own work-in-progress and finished videos; assessment of work by peers and external work; design and organization of e-journal interface
- finished videos
- classroom participation: group workshops, discussions, and critiques

scoring system:

1 = missing/absent, 2 = needs work, 3 = good/solid effort, 4 = above average, 5 = excellent
these numbers are only for the purpose of feedback; they are not part of a point system

learning goals / assessment criteria	score
creativity and innovation	
exhibits methods for inquiry and solving of open-ended problems	
takes risks; understands the value of risk, and discovery (and possible failure); seeks approaches that are non-algorithmic, complex, nuanced, and may yield multiple solutions	
can make choices and commit to a solution	
organized, but also adaptable; utilizes improvisation; makes plans but can also evaluate and adjust on the fly	
exhibits a flexible process that utilizes the concept of rehearsal: generating, revising and editing multiple drafts of an idea	
can organize complex tasks into smaller units; builds final results in stages	
tolerates ambiguity and uncertainty	
communication	
produces finished videos that are compelling and communicate clearly	
can write clearly about goals and intentions	
can produce clear assessments of own work, classmates' work, and external (mass) media	
demonstrates visual literacy	

effective and active communication and expression in multiple modes (writing, video, conversational)	
exhibits aesthetic sensitivity and cultural appreciation	
critical thinking	
exhibits judgement, meaning-making, and understanding (rather than merely regurgitation)	
insightful in assessing and deconstructing own work, the work of others, and mass media	
uses writing to think, contemplate, learn, and analyze	
uses video production as a tool for inquiry and research	
personal skills	
reflective, contemplative, and self-aware: knowledgeable, and articulate about personal beliefs and values	
can problem-solve independently, but also values and is able to collaborate	
self-directed, intentional, and effortful; exhibits curiosity and sets ambitious goals	
can explain and take responsibility for own work, choices, and commitments	
respects diverse views and values	
technical/production skills	
understands how to use video production equipment: camcorders, microphones, tripods, etc	
demonstrates facility with editing software	
demonstrates facility with e-portfolio software	

comments: