



INNOVATIVE VIDEO
IN EDUCATION

Grades 9-12 Fiction Judging Guidelines (Total Possible 40 pts)

JUDGES!! Review Prompts. Take a look at the options below, which were given for the topic of the video. Make sure that the video is directly related to a prompt.

- **A. Language Arts**

Make a video out of your own written work using the writing strategies for grades 9 through 12. Refer to standards for more details and ideas, such as; Make a video from a biographical or autobiographical narrative or short story; Make a video that is a response to literature; Make a video from an expository composition.

- **B. [San Diego County Credit Union's](#) Money Stories**

Good Loan/Bad Loan. Make a video story about finance. Think about what kinds of things people get loans for? How does it work? What might happen when you can't make your payment?

Your Credit is You. Make a video story about what happens when you have good vs. bad credit.

Wants vs. Needs. Make a video story about the consequences of spending money on what you need vs. what you want.

- **C. History/Social Science - Time Machine**

Create a short time travel video utilizing concepts required by the CA History Social-Science Standards. Your video can be a day in the life of someone (famous or common) from another time in history, or your video could examine what would happen if a student was transported back in time. A third option might be to depict a visitor from another time living in the present. Integrate as much information from history as possible.

- **D. History/Social Science - Missing Event**

What if a major historical event had never happened? Using the Standard, "Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned." Create a video depicting life, society or culture if a certain historical event had never happened. You can reveal this "missing" event at the beginning, or later as a surprise to the viewer.

- **E. Science/Math - Mystery Video**

Tell a story of mystery and discovery utilizing an appropriate scientific fact. For example: Using this physics force and motion law, "Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed." Students could create a crime scene investigation story. Cracking a car accident case because of evidence provided that contradicts this law. Refer to other standards for more ideas.

- **F. Science - Science Fiction Video**

Create a science fiction video based on a fact from the science standards. For example Scientists know that the Earth's polarity changes. Make a video to show what would happen the day the earth's polarity changed. Refer to other standards for more ideas.



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Elements	Limited (1-3pts)	Developed (4-7pts)	Exemplar (8-10pts)
Educational Standard. Take a look at the standard in the entry information. Assess whether the educational content specified by the standard is utilized in the video	- Standard not used as prescribed by category description.	- Standard is adequately related to the video	- Deep understanding of specific content standard integrated into video.
Concept & Development Keeping the prompt in mind, did this video create an engaging story with a central theme or point?	- Unclear or limited concept development -Message of video is unclear or confusing.	- Satisfactory plot/idea development - Interest partially developed but not sustained	- Exceptional plot/idea development (focused, logical, sensible) - Interest developed and sustained at a high level - Story has engaging beginning, middle and end
Creativity Was the r use of media unique? Was it an unusual or new perspective on a topic?	- Poor attempt at utilizing imagination and creativity - No attempt to create original product or concepts	- Adequate skill in showing imagination and creativity - Adequate attempt to create original product or concepts.	- Loads of imagination and creativity that enhances message - Outstanding and imaginative skill in showing mood, style and artistic interpretation
Technical- Consider the following elements a. Lighting b. Audio/Sound c. Photography d. Editing e. Graphics/Titles	Tech elements unpredictable or detracted from the production (see examples below)	Tech elements used appropriately, showing satisfactory technical skills, with few distractions	Tech elements used at a high technical level, without distractions or gratuitous use of effects