

Elements	Limited (1- 3 pts)	Developed (4- 7 pts)	Exemplar (8- 10 pts)	Score
Level descriptions	<i>The video either does not exhibit the elements in the rubric or employs them ineffectively. Students are focused on making the video for its own sake rather than as a communication tool. The use of elements listed below are bland, underdeveloped, inconsistent or even distracting from the overall impact of the video. Communication of information or understanding is diverted when technical elements are not artfully developed or used which creates a feel of "decorating" their thinking.</i>	<i>The video demonstrates acceptable quality of the elements listed below. Communication is appropriate and/or suitable for audience and generally meets minimum expectations. Information or understanding developed demonstrates usefulness for learner but not necessarily for others. Communication is beginning to use technical elements with some success by "illustrating" their concepts and ideas.</i>	<i>Successfully uses the elements listed below with a powerful effect that goes above and beyond expectations (something like obtaining Olympic quality in communication). Students have engaged in high cognitive tasks in order to develop their work. Descriptors like compelling, insightful, original, engaging and extensive are meant to challenge students to take their communications to higher levels by going beyond acceptable efforts. Communication demonstrates high craftsmanship using varied technical elements to increase or "illuminate" the understanding and impact of information or ideas.</i>	
PSA Criteria <i>A public service announcement uses many marketing techniques to educate, motivate, and call the viewer to action. A successful PSA meets the following objectives:</i> 1. Gets the viewer's attention 2. Convinces the viewer that they can make a difference 3. Makes every word and image count 4. Uses emotions to compel your viewer 5. Clearly calls the viewer to action	<ul style="list-style-type: none"> - Superficial treatment of the issue or problem - Topic or problem addressed may lack a clear focus or be ambiguous - Call-to-action unclear or not relevant - Doesn't adequately explain how the problem will be made better by the action requested, audience unclear - Deep understanding of the issue is not evident or not developed, relevance to students or intended audience unclear - Dialog, graphic elements, video, and music do not all contribute to delivery of the message – may detract -Students learning the content through the process of making the video not evident 	<ul style="list-style-type: none"> - Adequate treatment of the topic, issue or problem - Nature of the problem is reasonably clear and is related to the call-to-action – call-to-action is appropriate to the problem and audience - Adequately explains how the problem will be addressed by the action requested, audience is appropriate - Adequate understanding of the issue is evident, relevance to students or intended audience is addressed - Dialog, graphic elements, video, and music mostly contribute to delivery of the message - Students are minimally involved in learning the content through the process of making the video 	<ul style="list-style-type: none"> - Compelling treatment of the topic, issue or problem - Nature of the problem is clear and directly addressed by the call-to-action – call-to-action directly addresses the problem and audience - Accurately and succinctly explains how the problem will be addressed by the action requested, audience is clear - Deep understanding of the issue is evident, relevance to students or intended audience is obvious - Dialog, graphic elements, video, and music all tightly contribute to strong delivery of the message - Students very involved in learning the content through the process of making a video 	
Storyline	<ul style="list-style-type: none"> - Interest not developed or sustained - Majority of information/work not in author's own words - Attention to detail is not evident - Unclear or limited plot/idea development 	<ul style="list-style-type: none"> - Interest partially developed but not sustained - Most of information/work author's own words - Attention to detail is adequate - Satisfactory plot/idea development (logic is evident reasonably sensible) 	<ul style="list-style-type: none"> - Interest developed and sustained at a high level - Information/work entirely in author(s) own words - Attention to detail is fastidious - Exceptional plot/idea development (focused, logical, sensible) 	
Creativity	<ul style="list-style-type: none"> - Poor attempt at utilizing imagination and creativity - No attempt to create original product or concepts - Little or no attempt showing a mood, style and artistic interpretation 	<ul style="list-style-type: none"> - Adequate skill in showing imagination and creativity - Adequate attempt to create original product or concepts? - Sufficient skill showing mood, style and artistic interpretation 	<ul style="list-style-type: none"> - Outstanding skill in showing imagination and creativity - Superior attempt in creating a product that shows originality - Outstanding and imaginative skill in showing mood, style and artistic interpretation 	
Technical	Video, audio or lighting unpredictable or detracted from the production (see examples below)	Video, audio or lighting used appropriately, showing satisfactory technical skills, with few distractions	Video, audio or lighting used at a high technical level, without distractions or gratuitous use of effects	
a. Lighting b. Audio/Sound c. Photography d. Editing e. Graphics/Titles	a. Lighting negatively impacted the video b. Inconsistent audio/sound c. Camera occasionally out of focus or shaky d. Editing inconsistent (Transitions abrupt and without purpose) e. Graphics/titles unrelated or poorly done	a. Lighting planned, used available light or instruments/reflectors b. Audio consistent and conformed to acceptability c. Camera work suitable and used rule of thirds and composition d. Editing motivated by action (Transitions used sparingly and with purpose) e. Graphics/titles are original and appropriate	a. Lighting is of the highest standard with no unintended distracting shadows, glares or discolorations b. Audio is flawless and well balanced using ambient sound, music and sound effects. c. Camera work is outstanding using shots and angles to provide impact. d. Editing is of highest quality (Transitions are creative and connected to the flow) e. Graphics/titles are used to enhance the topic or message.	

* Portions of the iVIE judging criteria and descriptions are derived from "Evaluating Digital Products: Training and Resource Tools for Using Students Guides" By Bernajean Porter
iVIE 2009 Judging Criteria, San Diego County Office of Education