iMovie Rubric – 4th grade – Animal Adaptations

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ iPad#: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_/40

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| **Category** | **4 - Excellent** | **3 – Good**  | **2 – Fair**  | **1 – Inadequate**  | **Total**  |
| **Purpose and Content** | **Clearly relates** to the learning objective (animal adaptation).  | **Relates** to the learning objective (animal adaptation).  | **Some relation** to the learning objective (animal adaptation).  | **Does not relate** to the learning objective (animal adaptation).  |  |
| **Storyboard Planning** | **Completed detailed storyboard** with **all of the following:** statement of purpose, script/text, and storyboard of the video clips.  | **Completed** storyboard with **all of the following:** statement of purpose, script/text, and storyboard of the video clips. | **Completed** storyboard with **at least 2 of the following:** statement of purpose, script/text, and storyboard of the video clips. | **Incomplete** or **missing** storyboard.  |  |
| **Titles, Transitions, and Effects** | Titles, effects, and/or transitions **enhance** the video.  | Titles, effects, and/or transitions **don’t detract from** the video. | **Attempts to use** titles, effects, and/or transitions, but they **detract from** the video.  | **No titles, effects, or transitions.**  |  |
| **Photos** | Photos **relate** to the purpose of the video.  | Photos **mostly relate** to the purpose of the video.  | **Photos are few**, and some are **off topic.**  | **No photos relate** to the purpose of the video.  |  |
| **Audio** | Video **includes voice and/or music**. Audio levels are **just right and relevant.**  | Video **includes voice and/or music**. Audio levels are **too low or too loud.**  | Video has **limited voice and/or music.** Audio levels are **too low or too loud.**  | Video has **no audio.**  |  |
| **Use of Technology** | **Skilled operation** of computer and iMovie **enhances presentation**.  | **Satisfactory operation** of computer and iMovie during presentation.  | **Minimal operation** of computer and iMovie during presentation.  | **Incorrect operation** of computer and iMovie **detracts from presentation.**  |  |
| **Presentation** | **Shared final product** with audience, **answered all questions in a knowledgeable way** and is **able to explain** the steps to production **clearly**, if asked.  | **Shared final product** with audience, **answered some questions in a knowledgeable way**, and is **able to explain** steps to production, if asked.  | **Shared final product** with audience and **attempted to answer questions** and **explain steps to production**, if asked.  | **Did not share** final product.  |  |
| **Mechanics** | Video has **no spelling or grammatical errors**.  | Presentation has **fewer than two (2) spelling and/or grammatical errors**.  | Presentation has **three (3) or more spelling and/or grammatical errors.**  | Presentation has **five (5) or more spellings and/or grammatical errors.**  |  |
| **Design** | Photos are **appropriate to the content** and **communicate the information at a high level**. Clips are long enough **to convey meaning**, but without being too lengthy.  | Photos **communicate the content information in an effective manner**. **Some clips** are **too long or too short to be meaningful.**  | Photos **barely communicate the information intended**. **Most clips** are **too long or too short and confuse the content.**  | Photos **interfere with the communication of the content**. The clips **don’t make sense, and are randomly placed.**  |  |
| **Timing** | Video is between **30-45 seconds.**  | Video is either **10 seconds too short or too long.**  | Video is either **30 seconds too short or too long.**  | Video goes beyond 1 minutes too short or too long.  |  |