Unit Plan Rubric ART 211:

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| Planning | Students have created a comprehensive plan that includes a full script, storyboard and 2-3 resources for each of the segments. | Students have created a semi comprehensive plan that includes a partially done script, storyboard and 1-2 resources for each of the segments. | Students have created little to no plan that includes very little scripting, or storyboard with little to no resources for each of the segments. | Students have no plan, little to no scripting or storyboards made, with no resources used for each of the segments. |
| Recording | Students follow the plan they have created, recording enough content for each segment to last at least 2 minutes. | Students mostly follow the plan they have created, recording content for most of the segments being at least 2 minutes long. | Students barely follow the plan they have created, recording little to none of the segments long enough for at least 2 minutes. | Students do not follow their plan or record any of the segments long enough for at least 2 minutes. |
| Editing | Students edit the content they created to make a cohesive news broadcast segment, stitching the segments their group members made to create the entire broadcast. | Students mostly edit the content they created for a semi cohesive news broadcast segment and stitch the segments of their group members to create the broadcast. | Students partially edit the content they created for little to no cohesive news broadcast, and stitch most of the segments of their group members together to create the broadcast. | Students do not edit the content they created, and have no cohesiveness for the news broadcast, and do not stitch together the group members segments to create a broadcast. |
| Final Video | Students watch back the videos they worked on and identify all the aspects they learned (Camera angles, visual videos, lighting, formatting, etc.) as well as what they liked and disliked during the unit. | Students watch back videos they worked on and identify most of the aspects learned (Camera angles, visual videos, lighting, formatting, etc.) and mostly articulate what they liked and disliked during the unit. | Students watch back videos they worked on and barely identify the aspects learned (Camera angles, visual videos, lighting, formatting, etc.) and barely articulate what they liked and disliked during the unit. | Students watch back videos they worked on and do not identify the aspects learned (Camera angles, visual videos, lighting, formatting, etc.) and do not articulate what they liked and disliked during the unit. |