Student Name: Subject: Class: **eAssessment Rubric** NSW Education & Training

Name of Assessment Task: Due Date:

Rubric Activity	**Movie Making / Adobe Premiere Rubric**										
Rationale	This rubric has been created in order to assess a wide range of video projects made with Adobe Premiere. Adobe Premiere is a useful film editing program and it is installed on every DET DER laptop.										
Quality Teaching Elements	Connectedness, Knowledge Integration, Engagement, High Expectation, Student Self-Regulation										
	Grade E Limited		Grade D Basic		Grade C Sound		Grade B High		Grade A Outstanding		Evaluation
	Maximum Mark:		Maximum Mark:		Maximum Mark:		Maximum Mark:		Maximum Mark:		
Editing of imported footage	•Limited selection of video material		•Selection of video material with some basic use of structure		•Sound selection of video material and structure		•Imaginative selection and manipulation of video material		•Outstanding and imaginative selection and manipulation of video material		☐ Teacher ☐ Peer
Use of enhancements	•No graphics, video, audio, 3-D, or other enhancements are present or use of these tools is inappropriate and limited		•Basic graphics, video, audio, 3-D, or others enhancements are present but do not always enrich the learning experience. In some instances, use of these enhancements is inappropriate.		•Sound use of graphics, video, audio, 3-D, or other enhancements to enrich the learning.		•Most graphics, video, audio, 3-D, or other enhancements are used appropriately to enrich the experience. For example, clips are either too long or too short to be meaningful		•All graphics, video, audio, 3-D, or other enhancements are used effectively to enrich the learning experience. Enhancements contribute significantly to convey the intended meaning		☐ Teacher ☐ Peer
Backing music	•Limited backing music present		•Backing music present, basic use of volume. Links to video footage is minimal.		•Song chosen as backing music is appropriate to the theme. Sound use of variation of volume.		•Excellent range of music selection, and use of volume highlights the purpose of the footage and adds the intended mood to the film.		•Outstanding range of music selection of multiple songs, and use of volume highlights the purpose of the footage and adds the intended mood to the film. Music transitions from background noise to music build on the intensity of film.		☐ Teacher ☐ Peer

Sound/ Narration	•Limited sound or narration present.		•Basic narration, background sound present. Minimal use of volume to high key aspects of the video.		•Recorded narration is present with an adequate variation of tone. Transitions from narration to background sound present.		•Recorded narration is clear, and in a voice that is easily audible. Volume and tone are used to highlight the intended purpose of the video.		•Recorded narration is clear, and in a voice that is easily audible. Volume and tone are used to highlight the intended purpose of the video. Transitions from background sound to narration are smooth.		☐ Teacher ☐ Peer
Titles	•Titles are either inappropriately timed or inconsistent in layout. Limited or overuse of titles takes away from the visual elements of the production and movie clip relies on this to tell the story.		•Titles are basic and sometimes consistent. They accompany content but are at times distracting instead of informative. Font is too large or too small and does not fit with the layout of the production.		•Titles are clear and well placed to adequately reinforce the message of the visuals. Most of the titles are consistent in font style and size.		•Titles are very clear and perfectly compliment the visual elements in order to create a flowing, cohesive narrative.		•All titles are consistent in font size and style and reinforce the theme of the movie clip through clever placement throughout the narrative.		☐ Teacher ☐ Peer
Layout	•Limited understanding of how layout affects meaning. Screens are either barren and stark or confusing and cluttered. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas.		•Limited understanding of how layout affects meaning. Screens are either barren and stark or confusing and cluttered. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas.		•Multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical elements that do not reinforce message.		•Multimedia elements and content combine to adequately deliver a high impact message with the elements and words reinforcing each other.		•The combination of multimedia elements and content takes communication to a superior level. There is clear attention given to balance, proportion, harmony, and restraint. The synergy reaches the intended audience with style and pizzazz.		☐ Teacher ☐ Peer
Literacy	•Information has a significant number of grammar, spelling and punctuation errors.		•Information has numerous grammar, spelling and punctuation errors.		•Information is accurate with some grammar, spelling and punctuation errors.		•Information is mostly accurate with few grammar, spelling and punctuation errors.		•Information is accurate and complete with correct grammar, punctuation and spelling.		☐ Teacher ☐ Peer

Feedback