

# DEC CREW

PRODUCTION RUBRIC

Name: \_\_\_\_\_

Circle cycle month: OCT DEC MARCH MAY

Story focus: \_\_\_\_\_

**TOTAL POINTS:** \_\_\_\_\_

## STORY

Weak – 1 pt					Acceptable – 3 pts					Strong – 5 pts									
<b>Story Focus</b>					<ul style="list-style-type: none"><li>• Story proceeds with no clear focus</li><li>• Script/soundbites do not stick to a focus</li><li>• Story fails to establish relevance; “So what?”</li><li>• Lead provides little indication of story focus</li><li>• Middle of story fails to develop a story focus</li><li>• End of story fails to connect to the story focus</li></ul>					<ul style="list-style-type: none"><li>• Story attempted to follow a single focus</li><li>• Script/soundbites do not stray from focus</li><li>• Story attempts to answer “So what?”</li><li>• Lead provides some indication of story focus</li><li>• Middle provides some development of focus</li><li>• End of story connects superficially to focus</li></ul>					<ul style="list-style-type: none"><li>• Single focus clearly presented throughout</li><li>• Script &amp; soundbites connect well to focus</li><li>• Story gives strong answer to “So what?”</li><li>• Lead provides insight or set-up to story focus</li><li>• Middle of story develops the story focus</li><li>• End of story ties up loose ends and reinforces the story focus</li></ul>				
<b>F.A.I.T.H.</b> <b>(Fair, Accurate, Interesting, Thorough, Human)</b>					<ul style="list-style-type: none"><li>• Crew failed to include key stakeholders</li><li>• Many important questions remain unanswered</li><li>• Story provides almost no context to help viewer understand the story’s “why” and “how”</li><li>• Story fails to focus on the human element</li><li>• Story is unfairly biased due to poor reporting</li><li>• Story fails to capture viewer’s interest</li></ul>					<ul style="list-style-type: none"><li>• Crew did not include some key stakeholders</li><li>• Most – but not all – questions are addressed</li><li>• Story provides minimal context to help viewer understand the “why” and “how” issues</li><li>• Story is topical rather than people-focused</li><li>• Story reveals slight bias in reporting or editing</li><li>• Story maintains viewer’s interest most of time</li><li>• Character(s) is somewhat developed</li></ul>					<ul style="list-style-type: none"><li>• Best sources are used to acquire information and all key stakeholders are included</li><li>• Interview questions were thorough, useful</li><li>• Story provides accurate facts, useful context</li><li>• Story avoids subjectivity and bias</li><li>• Story clearly focuses on people, not topics</li><li>• Story maintains viewer’s interest throughout</li><li>• Character(s) is well developed</li></ul>				
<b>Shot Composition</b>					<ul style="list-style-type: none"><li>• Little attention was paid to proper composition</li><li>• Shot variety is inadequate; almost no tights</li><li>• Almost all of the shots were handheld</li><li>• Shot sequences were missing</li><li>• Subject lighting is inadequate</li></ul>					<ul style="list-style-type: none"><li>• Composition demonstrates basic competence</li><li>• Shot variety is adequate; too few tight shots</li><li>• A tripod was not used for many of the shots</li><li>• Shot sequences are used at times</li><li>• Subjects are adequately lit when necessary</li></ul>					<ul style="list-style-type: none"><li>• Shots demonstrate careful composition</li><li>• Quality shot variety (long, med., many tights)</li><li>• Unique angles enhance shots</li><li>• No camera adjustments are evident</li><li>• Sequences are common throughout story</li><li>• Subjects lit well throughout all shots</li></ul>				

<b>Audio Recording</b>  1   2   3   4 5	<ul style="list-style-type: none"> <li>• Soundbites, stand-ups, VOs are unclear</li> <li>• Camera mic used instead of external mic</li> <li>• Natural sound is not used</li> <li>• Music and/or sound effects are inappropriate and detract from the story focus</li> </ul>	<ul style="list-style-type: none"> <li>• Soundbites, stand-ups, VOs are mostly clear</li> <li>• Natural sound is used minimally in the story</li> <li>• If used, music and/or sound effects are appropriate and enhance the story focus</li> </ul>	<ul style="list-style-type: none"> <li>• Soundbites, stand-ups, VOs are all clear</li> <li>• Natural sound is used effectively in the story</li> <li>• If used, music and/or sound effects are appropriate and enhance the story focus</li> </ul>
<b>Editing</b>  1   2   3   4 5	<ul style="list-style-type: none"> <li>• Shots and script rarely synchronize</li> <li>• The story's details are not ordered logically</li> <li>• Story lacks full screen graphics that would have helped convey important information</li> <li>• Levels are unequal, distracting throughout</li> <li>• Script is not always audible or understandable</li> </ul>	<ul style="list-style-type: none"> <li>• Most shots synchronize with script</li> <li>• Story orders details logically</li> <li>• FSGs (if used) are basic but relevant</li> <li>• Sound levels are basically equal, undistracting</li> <li>• Script is easy to hear and understand</li> </ul>	<ul style="list-style-type: none"> <li>• Shots relate thematically to script</li> <li>• Story is organized clearly and contains gold coins or surprises</li> <li>• High quality full screen graphics are used (if needed) to convey important information</li> <li>• Levels are perfectly equalized throughout</li> <li>• Script is concise; soundbites are set up well</li> </ul>
Identify one thing you wish you could do to improve this story.			
Identify one way this story showcases your developing skills.			



Name: \_\_\_\_\_

Circle issue month: OCT DEC FEB APRIL MAY

TOTAL POINTS: \_\_\_\_\_

## WEB STORY

	Weak	OK	Strong	Explanation
Emphasizes specific news values, focuses on student readers' interests	1	2	3	
Demonstrates sufficient reporting with <i>at least</i> two authoritative sources	1	2	3	
Contains correct grammar, spelling and punctuation and uses AP style	1	2	3	
Writing is clear, easy to understand and predominantly in active voice	1	2	3	

Copy is tightly written (concise) and avoids clichés and triteness	1	2	3	
Sentences are short and readable; paragraphs are a manageable length	1	2	3	
Story answers all vital questions and attributes all facts and opinions	1	2	3	
Non-opinion stories are objective, avoid inappropriate use of first person	1	2	3	
Lede emphasizes the most important element and/or hooks the reader	1	2	3	
Helpful generalizations introduce direct and indirect quotes	1	2	3	
* <b>News</b> story orders details by importance (inverted pyramid)	1	2	3	
* <b>Feature</b> story emphasizes the human interest / emotion angle	1	2	3	
* <b>Opinion</b> story identifies writer's position clearly, argues using facts/ stats	1	2	3	
* <b>Sports</b> story avoids clichés, emphasizes timely details of sports events	1	2	3	
Successfully incorporates <i>at least</i> one multimedia addition to text story	1	2	3	
Headline appropriately introduces the story, avoids misleading readers	1	2	3	
Captions identify people, state more than the obvious, enhance photo	1	2	3	
Google Docs format is correct (headline, file names, paragraph breaks...)	1	2	3	
Multimedia files named correctly and placed in proper server folder	1	2	3	



If you think your Web story should be assessed on elements that aren't included on the opposite side, define the elements that more accurately described the process of creating your story. Please be honest in your self-assessment, and provide details in your explanation.

## WEB STORY

Weak OK Strong

Explanation

	1	2	3	
	1	2	3	
	1	2	3	
	1	2	3	
	1	2	3	
	1	2	3	

## DEC CREW

EMPLOYABILITY RUBRIC

Name: \_\_\_\_\_

Circle cycle month: OCT DEC MARCH MAY

**TOTAL POINTS:** \_\_\_\_\_

## WORKPLACE / 21<sup>st</sup> CENTURY SKILLS

Weak OK Strong

Explanation

<b>Resources: Identifies, organizes, plans, and allocates resources</b> <i>Time</i> - allocates time wisely, meets deadlines, prepares and follows schedules <i>Material and facilities</i> – checks out and uses equipment (camera, recorders) properly, takes care of lab space	1	2	3	
<b>Interpersonal: Works with others</b> <i>Participates as member of a team</i> - contributes to team, asks for help if needed, provides/accepts feedback <i>Teaches others new skills</i> - offers help when able and makes an effort to improve skills alongside others <i>Exercises leadership</i> - communicates ideas to justify a position, persuades others, respectfully challenges procedures or policies, reliably handles responsibilities to crew and others	1	2	3	
<b>Information: Acquires and evaluates information</b> <i>Acquires, organizes, and evaluates information</i> – locates quality sources, keeps information well-organized <i>Interprets and communicates information</i> – filters information and relays useful information to benefit others	1	2	3	
<b>Technology: Works with a variety of technologies</b> <i>Selects technology</i> - chooses computer applications, websites, and other technology tools that best fit the task <i>Applies technology to task</i> - understands operation of equipment and software applications <i>Maintains and troubleshoots equipment</i> - prevents, identifies, or solves problems with equipment	1	2	3	
<b>Thinking Skills: Thinks creatively, makes decisions, solves problems, and reasons</b> <i>Creative thinking</i> - generates new ideas <i>Decision making</i> - specifies goals/constraints, considers risks, and generates/chooses best alternatives <i>Problem solving</i> - recognizes problems and devises and implements plan of action <i>Visualizing</i> - organizes and processes symbols <i>Knowing how to learn</i> - uses efficient learning techniques to acquire and apply new knowledge and skills <i>Reasoning</i> - sees a principle underlying the relationship between elements, applies it when solving a problem	1	2	3	
<b>Personal Qualities: Responsibility, self-esteem, sociability, self-management, and integrity</b> <i>Responsibility</i> - exerts a high level of effort and perseveres towards attaining goals <i>Self-esteem</i> - believes in own self-worth and maintains a positive view of self <i>Sociability</i> - demonstrates understanding, friendliness, adaptability, empathy, and politeness in all settings <i>Self-management</i> - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control <i>Integrity/honesty</i> - chooses ethical courses of action both inside and outside the classroom	1	2	3	

Select a workplace skill that you could strengthen and detail the steps you might take to improve in that area.

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## DEC's Boundary Tables

BROADCAST STORY (35%)

24 – 25	7
22 – 23	6
20 – 21	5
15 – 19	4
13 – 14	3
11 – 12	2
Below 10	1

WEB STORY (20%)

43 – 48	7
38 – 42	6
33 – 37	5
28 – 32	4
23 – 27	3
18 – 22	2
Below 18	1

EMPLOYABILITY (10%)

17 – 18	7
15 – 16	6
13 – 14	5
11 – 12	4
9 – 10	3
7 – 8	2
Below 7	1

**REMAINING 35%:** CONCEPT / SKILL ASSESSMENTS, INDIVIDUALIZED LEARNING PROJECTS