

: iMovie Project Rubric (Aesthetics)

Objectives	4	3	2	1	POINTS
Planning & Production	Students planned previously what they were going to film, filmed what they had planned and put a lot of thought into their filming.	Filming was done with some planning and thought put into it, but film could have planned better. Part of process was skipped.	Filming was done with little planning or thought put into what filmed. Project directions were not followed.	Students did not perform filming. Used work done by others. Very little film done by group.	
Music	Music was planned that fit the clips and the mood of the clips. Appropriate credit given.	Music was used, could be a little off but was music that fit the clips. Appropriate credit given.	Music was used that was inappropriate or did not fit the clips it was used for. No credit was given	No music was used.	
Sound and Dialogue	Excellent use of dialogue and sound. Editing is crisp. No unnecessary sound. No sound distracts from the purpose of the film.	Most sound and dialogue was necessary and effective. Could be better edited or utilized.	Some additional sound was needed to make point. Quality and use could be improved. Sound appeared and ended abruptly.	Sound quality was poor, inappropriate, and/or confusing. Movie contained background noise.	
Transitions, Titles, Effects	Many transitions, etc. were used and they worked well and were effective.	Many transitions titles, and effects were used. Most were correct and effective.	Two or three were used. Or several present but poorly used.	Not evident or minimal use.	
Movie Quality	Movie was completed. Had all required elements, engaged audience, and was original, creative, and unique. Camera work was excellent.	Movie was completed, and contained all required items. Editing was not done as well as it should have been. Idea was not engaging or unique. Some poor camera work.	Movie was made but contained little evidence of a theme, had little editing, and did not engage the audience. Too much zooming, panning, shakiness.	Movie was not completed.	
Flow	Movie moves nicely, theme is easily identified, audience displayed appreciation for the production.	With a bit more editing and better clips selection, use of transition, etc. movie would be excellent.	Movie was nothing more than a series of clips joined together. Could have been created by turning the camera off and on.	There was no movie.	

: iMovie Project Rubric (Components)

Components	4	3	2	1	POINTS
WHO	Student demonstrates an obvious understanding of the “ WHO ” of the shot. The clip clearly identifies the main individual or group.	Student shows the “ WHO ” in a video clip. The example used is good, though there is some slight confusion on the specific subject(s) of the clip.	Student shows the basics of the “ WHO ” in a video clip. In the example shown, it is unclear who the subject(s) of the clip are.	Student does not demonstrate a clear understanding of the “ WHO ” of the shot. There is little evidence to evaluate.	
WHAT	Student demonstrates an obvious understanding of the “ WHAT ” of the shot. The clip clearly shows the action or activity going on.	Student shows the “ WHAT ” in a video clip. The example used is good, though the clip includes a few too many examples that do not make the action obvious.	Student shows the basics of the “ WHAT ” in a video clip. In the example shown, it is unclear what the subject of the clip are doing or what the clip is about.	Student does not demonstrate a clear understanding of the “ WHAT ” of the shot. There is little evidence to evaluate.	
WHEN	Student demonstrates an obvious understanding of the “ WHEN ” of the shot. The clip clearly shows the time of year or day through specific examples.	Student shows the “ WHEN ” in a video clip. The example used is good, though more specific examples would have reinforced the timing of the shot.	Student shows the basics of the “ WHEN ” in a video clip. . In the example shown, it is unclear when the shot took place.	Student does not demonstrate a clear understanding of the “ WHEN ” of the shot. There is little evidence to evaluate.	
WHERE	Student demonstrates an obvious understanding of the “ WHERE ” of the shot. The clip clearly shows identifiable objects, structures, or signs.	Student shows the “ WHERE ” in a video clip. The example used is good, though more specific shots of identifiable objects would show the location better.	Student shows the basics of the “ WHERE ” in a video clip. . In the example shown, it is unclear where the subject(s) of the clip are.	Student does not demonstrate a clear understanding of the “ WHERE ” of the shot. There is little evidence to evaluate.	
PANNING	Student demonstrates an obvious understanding of PANNING a shot. The clip is stable and clearly shows a panoramic view of the scene.	Student shows PANNING in a video clip. The example used is good, though the shot could have been slower (to show more).	Student shows the basics of PANNING in a video clip. . In the example shown, the timing of the shot is off and takes away from the clip.	Student does not demonstrate a clear understanding of PANNING a shot. There is little evidence to evaluate.	
STABILITY	Student demonstrates an obvious understanding of STABILITY in a shot. Clips are not wobbly or shaky. Uses of flat surfaces, tripods, etc. are evident.	Student shows STABILITY in a video clip. The example used is good, though a few shots were not as stable as they could have been.	Student shows the basics of STABILITY in a video clip. In the example shown, the images are shaky and it appears little effort was made to stabilize.	Student does not demonstrate a clear understanding of STABILITY in a shot. There is little evidence to evaluate.	
WIDE SHOT (ZOOM OUT)	Student demonstrates an obvious understanding of a WIDE SHOT . The four Ws are clearly present in the shot.	Student shows a WIDE SHOT in a video clip. The example used is good, though the speed to the wide shot could have been better.	Student shows the basics of a WIDE SHOT in a video clip. The example used is too wobbly or shaky to view properly. The speed to get to close was off.	Student does not demonstrate a clear understanding of a WIDE SHOT . There is little evidence to evaluate.	
CLOSE SHOT (ZOOM IN)	Student demonstrates a clear understanding of a CLOSE SHOT . Detail in the clip is clear, crisp and the image is not shaky.	Student shows a CLOSE SHOT in a video clip. The example used is good, though the speed to the wide shot could have been better.	Student shows the basics of a CLOSE SHOT in a video clip. The example used is too wobbly or shaky to view properly. The speed to get to close was off.	Student does not demonstrate a clear understanding of a CLOSE SHOT . There is little evidence to evaluate.	