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| **Making A Game : HONORS BIOLOGY EOC REVIEW PROJECT****BOARD GAME RUBRIC** Teacher Name: **Ms. Slater** Group/Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Knowledge Gained**  | Group/member in group could easily and correctly state several facts about the topic used for the game without looking at the game.  | Group/member in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.  | Group/member in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.  | Group/member in the group could NOT correctly state facts about the topic used for the game without looking at the game.  |
| **Accuracy of Content**  | All information made for the game are correct.  | All but one of the information made for the game are correct.  | All but two of the information made for the game are correct.  | Several information made for the game are not accurate.  |
| **Attractiveness**  | Contrasting colors and at least 3 original graphics were used to give the cards and gameboard visual appeal.  | Contrasting colors and at least 1 original graphic were used to give the cards and gameboard visual appeal.  | Contrasting colors and \"borrowed\" graphics were used to give the cards and gameboard visual appeal.  | Little or no color or fewer than 3 graphics were included.  |
| **Cooperative work**  | The group worked well together with all members contributing significant amounts of quality work.  | The group generally worked well together with all members contributing some quality work.  | The group worked fairly well together with all members contributing some work.  | The group often did not work well together and the game appeared to be the work of only 1-2 students in the group.  |
| **Rules**  | Rules were written clearly enough that all could easily participate.  | Rules were written, but one part of the game needed slightly more explanation.  | Rules were written, but people had some difficulty figuring out the game.  | The rules were not written.  |
| **Creativity**  | The group/member put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.  | The group/member put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.  | The group tried to make the /member game interesting and fun, but some of the things made it harder to understand/enjoy the game.  | Little thought was put into making the game interesting or fun.  |

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| **Puppet Show : HONORS BIOLOGY EOC REVIEW PROJECT**Teacher Name: **Ms. Slater** Group/Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Puppet Manipulation**  | Puppeteers always manipulated puppets so audience could see them.  | Puppeteers usually manipulated puppets so audience could see them.  | Puppeteers sometimes manipulated puppets so audience could see them.  | Puppeteers rarely manipulated puppets so audience could see them.  |
| **Puppet Construction**  | Puppets were original, creative, and constructed well. No pieces fell off during the performance.  | Puppets were original and constructed well. No pieces fell off during the performance.  | Puppets were constructed fairly well. No pieces fell off during the performance.  | Puppets were not constructed well. Pieces fell off during the performance.  |
| **Playwriting**  | Play was creative and really held the audience\'s interest.  | Play was creative and usually held the audience\'s interest.  | Play had several creative elements, but often did not hold the audience\'s interest.  | Play needed more creative elements.  |
| **Scenery**  | Scenery was creative, added interest to the play, and did not get in the way of the puppets.  | Scenery was creative and did not get in the way of the puppets.  | Scenery did not get in the way of the puppets.  | Scenery got in the way of the puppets OR distracted the audience.  |
| **Voice Projection**  | Voices of puppeteers were always audible to people sitting in the back row.  | Voices of puppeteers were usually audible to people sitting in the back row.  | Voices of puppeteers were sometimes audible to people sitting in the back row.  | Voices of puppeteers were rarely audible to people sitting in the back row.  |
| **Accuracy of Story**  | All important parts of story were included and were accurate.  | Almost all important parts of story were included and were accurate.  | Quite a few important parts of story were included and were accurate.  | Much of the story was left out or was inaccurate.  |
| **Expression**  | Puppeteers\' voices showed a lot of expression and emotion.  | Puppeteers\' voices showed some expression and emotion.  | Puppeteers\' voices showed a little expression and emotion.  | Puppeteers\' voices were monotone and not expressive |

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| **Newscast - Presentation and Planning : HONORS EOC REVIEW PROJECT**Teacher Name: **Ms. Slater** Group/Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Accuracy of Facts**  | All supportive facts are reported accurately (3 of 3).  | Almost all facts are reported accurately (2 of 3).  | One fact is reported accurately.  | No facts are reported accurately OR no facts were reported.  |
| **Graphics**  | Graphics include some original material and are clearly related to the material being preesented.  | Graphics are clearly related to the material being preesented, but none are original.  | Graphics include some original material but are only somewhat related to the material being preesented.  | Graphics are not related to the material being presented.  |
| **Speaks clearly**  | Speaks clearly and distinctly all of the time and mispronounces no words.  | Speaks clearly and distinctly all of the time but mispronounces 1 or more words.  | Speaks clearly and distinctly most of the time and mispronounces no words.  | Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.  |
| **Point of View - Purpose**  | Newscast establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.  | Establishes a purpose at the beginning, but occasionally wanders from that focus.  | The purpose is somewhat clear but many apects of the newscast seem only slightly related.  | It was difficult to figure out the purpose of the newscast.  |
| **Attire**  | Very professional clothing and accessories.  | Business casual look.  | Clean and attractive student look. Attire does not detract from credibility of presentation.  | Sloppy appearance which detracts from credibility of presentation.  |
| **Duration of presentation**  | The newscast was between 1.5 and 3 minutes and did not seem hurried or too slow.  | The newscast was between 1.5 and 3 minutes but seemed SLIGHTLY hurried or too slow.  | The newscast was between 1.5 and 3 minutes but seemed VERY hurried or too slow.  | The newscast was too long or too short.  |
| **Posture and Eye Contact**  | Stands or sits up straight and looks confident and relaxed. Establishes eye contact with audience during most of newscast.  | Stands or sits up straight. Establishes eye contact with audience during most of newscast.  | Slouches or appears too casual but establishes good eye contact with audience during most of newscast.  | Slouches or appears too casual AND establishes little eye contact with audience during newscast.  |

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| **Building A Model : HONORS EOC REVIEW PROJECT**Teacher Name: **Ms. Slater** Group/Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Construction -Materials**  | Appropriate materials were selected and creatively modified in ways that made them even better.  | Appropriate materials were selected and there was an attempt at creative modification to make them even better.  | Appropriate materials were selected.  | Inappropriate materials were selected and contributed to a product that performed poorly.  |
| **Function**  | Structure functions extraordinarily well, holding up under atypical stresses.  | Structure functions well, holding up under typical stresses.  | Structure functions pretty well, but deteriorates under typical stresses.  | Fatal flaws in function with complete failure under typical stresses.  |
| **Scientific Knowledge**  | Explanations by all group members indicate a clear and accurate understanding of scientific principles underlying the construction and modifications.  | Explanations by all group members indicate a relatively accurate understanding of scientific principles underlying the construction and modifications.  | Explanations by most group members indicate relatively accurate understanding of scientific principles underlying the construction and modifications.  | Explanations by several members of the group do not illustrate much understanding of scientific principles underlying the construction and modifications.  |
| **Construction - Care Taken**  | Great care taken in construction process so that the structure is neat, attractive and follows plans accurately.  | Constuction was careful and accurate for the most part, but 1-2 details could have been refined for a more attractive product.  | Construction accurately followed the plans, but 3-4 details could have been refined for a more attractive product.  | Construction appears careless or haphazard. Many details need refinement for a strong or attractive product.  |

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| **ADVERTISEMENT : HONORS BIOLOGY EOC REVIEW PROJECT**Teacher Name: **Ms. Slater** Group/Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Background**  | Background is exceptionally attractive, consistent across pages, adds to the theme or purpose of the advertisement/commercial, and does not detract from readability.  | Background is attractive, consistent across pages, adds to the theme or purpose of the advertisement/commercial, and does not detract from readability.  | Background is consistent across pages/commercial and does not detract from readability.  | Background advertisement/commercial detracts from the readability of the site.  |
| **Graphics**  | Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.  | Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.  | Graphics are related to the theme/purpose of the site, and are of good quality.  | Graphics seem randomly chosen, are of low quality, OR distract the reader.  |
| **if commercial**  | Music, audio clips and/or sounds are thoughtfully edited and used only where they add to reader understanding of the content or to make the site more accessible to persons with visual handicaps.  | Music, audio clips and/or sounds are used only where they add to reader understanding of the content or to make the site more accessible to persons with visual handicaps.  | Music, audio clips and/or sounds are thoughtfully edited and used, but 1 or 2 detracted from the overall site.  | Music, audio clips and/or sounds were seemingly used randomly OR typically detracted from the overall site.  |
| **Content**  | The ad has a well-stated clear purpose and theme that is carried out throughout the site.  | The ad has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.  | The purpose and theme of the ad is somewhat muddy or vague.  | The ad lacks a purpose and theme.  |
| **Interest**  | The author has made an exceptional attempt to make the content of this ad interesting to the people for whom it is intended.  | The author has tried to make the content of this ad interesting to the people for whom it is intended.  | The author has put lots of information in the ad site but there is little evidence that the person tried to present the information in an interesting way.  | The author has provided only the minimum amount of information and has not transformed the information to make it more interesting to the audience.  |
| **Learning of Material**  | The student has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content and procedures used to make the ad  | The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the ad  | The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the ad.  | Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the web site.  |

**DANCE : HONORS BIOLOGY EOC REVIEW PROJECT**

Teacher Name: Ms. Slater

Group/Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Poor****1 pts**  | **Fair****2 pts**  | **Good****3 pts**  | **Excellent****4 pts**  |
| **Creativity**  | Poor Poor-No original thoughtNo creativity went into movement  | Fair Fair-Project shows some thought, but did not expand on ideas or make the movement their own.  | Good Good-Creative and originalLooks like a lot of time and energy went into the project.  | Excellent Excellent-Very creative and neat. End results shows that great time was spent into the project. Movement really stands out as an original.  |
| **Use of music and props**  | Poor Poor-Sloppy, no use of music and props. Incomplete  | Fair Fair-Used minimal music and props. Very plain  | Good Good-Music and props were coordinated nicely. No dead/uncomfortable time during performance.  | Excellent Excellent-Props and costumes are very colorful. Use of music and props display a story and very attractive to the eye.  |
| **Relevance to the assignment**  | Poor Poor-Has nothing to do with the cell cycle or organs. Cannot explain the assignment.  | Fair Fair-Either has nothing to do with the cell cycle or is sloppy in its visual display and/or description of the assignment.  | Good Good-Looks like the project that was assigned. Student can explain the use of props and costume or answer the questions after the performance  | Excellent Excellent-It is creative, organized and accurate to the assignment. Is clearly a representation of the cell cycle through dance and/or movements.  |
| **Effort**  | Poor Poor-No effort in the creation of the dance/movement.  | Fair Fair-Shows some effort but is sloppy in the performance.  | Good Good-Shows true effort and attention to detail.  | Excellent Excellent-100% effort has been display throught the dance/movement and great attention went into detail and performance.  |
| **Presentation**  | Poor Poor-Could not explain the dance or answer questions about the cell cycle.  | Fair Fair-Explained the dance but with no enthusiam or care.  | Good Good-Took pride in the performance of the dance/movement and could explain in detail the process and answered the questions accurately.  | Excellent Excellent-Presented their dance with enthusiam and explanation of the dance was energetic. Questions were answered with great thought.  |

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| **Speaking/Acting**  | Poor Group has trouble speaking in front of others and memorizing lines. Not willing to participate and is not focused or has not practiced.  | Fair Group can read and speak well, but is uncomfortable and lacking in confidence.  | Good Group is enthusiastic, well prepared, can memorize lines and performs well in front of others.  |
| **Clarity or Loudness**  | Poor Group song or rap cannot be heard.  | Fair Group song or rap can be partially heard.  | Good Group song or rap can be clearly heard.  |
| **Diction**  | Poor Group rarely articulates the words and the text is not intelligible.  | Fair Group sometimes articulates the words, but the words of the text often lack clear beginning and ending.  | Good Grouparticulates the words clearly and the text is understood.  |
| **Quality of Presentation**  | Poor Students performed to minimal standards. Student did not use voice projection and body sounds effectively. Student was not confident and very nervous.  | Fair Students' voice projection was satisfactory and body sound was somewhat rhythmic. Student was slightly confident but little or no eye contact.  | Good Students were entertaining. Students used good voice projection and body sounds were rhythmic. Students were confident and well rehearsed. Good eye contact.  |

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| **Making A Game : HONORS BIOLOGY EOC REVIEW PROJECT**Teacher Name: **Ms. Slater** Group/Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Knowledge Gained**  | Group/member in group could easily and correctly state several facts about the topic used for the game without looking at the game.  | Group/member in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.  | Group/member in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.  | Group/member in the group could NOT correctly state facts about the topic used for the game without looking at the game.  |
| **Accuracy of Content**  | All information made for the game are correct.  | All but one of the information made for the game are correct.  | All but two of the information made for the game are correct.  | Several information made for the game are not accurate.  |
| **Attractiveness**  | Contrasting colors and at least 3 original graphics were used to give the cards and gameboard visual appeal.  | Contrasting colors and at least 1 original graphic were used to give the cards and gameboard visual appeal.  | Contrasting colors and \"borrowed\" graphics were used to give the cards and gameboard visual appeal.  | Little or no color or fewer than 3 graphics were included.  |
| **Cooperative work**  | The group worked well together with all members contributing significant amounts of quality work.  | The group generally worked well together with all members contributing some quality work.  | The group worked fairly well together with all members contributing some work.  | The group often did not work well together and the game appeared to be the work of only 1-2 students in the group.  |
| **Rules**  | Rules were written clearly enough that all could easily participate.  | Rules were written, but one part of the game needed slightly more explanation.  | Rules were written, but people had some difficulty figuring out the game.  | The rules were not written.  |
| **Creativity**  | The group/member put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.  | The group/member put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.  | The group tried to make the /member game interesting and fun, but some of the things made it harder to understand/enjoy the game.  | Little thought was put into making the game interesting or fun.  |

**Shoebox Diorama : HONORS BIOLOGY EOC REVIEW PROJECT**

Teacher Name: **Ms. Slater**

Group/Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Shoebox Diorama**  |
|   | **Above/Exceeds****4 pts**  | **Average/Good****3 pts**  | **Below/Fair****2 pts**  | **Poor****1 pts**  |  |
| **Quality of Construction**  | Above/Exceeds Diorama shows more than considerable attention to con-struction. All items are: neatly trimmed, carefully &securely attached; no stray marks, smudges, glue stains, erasures.  | Average/Good Diorama shows attention to con-struction. Most items are: neatly trimmed, carefully & securely attanched; one/two barely noticeable stray marks, smudges, glue stains, erasures.  | Below/Fair Diorama shows some attention to con-struction. Three/four items are: sloppily trimmed, loose and not securely attached; several stray marks, smudges, glue stains, erasures.  | Poor Diorama shows sloppy/poor con-struction. Items appear to be "just slapped on." Pieces loose. Smudges, stains, rips, uneven edges, erasures are numerous and distracting.  |  |
| **Creativity**  | Above/Exceeds All of the objects used reflect an exceptional degree of student creativity in originality of use and display.  | Average/Good Most of the objects used reflect creativity in originality of use and display.  | Below/Fair One or two objects used reflect creativity. Ideas/items are typical rather than creative.  | Poor The student did not make or customize any of the items.  |  |
| **Grammar**  | Above/Exceeds Sentences are properly constructed, without errors in grammar, punctuation, and spelling.  | Average/Good Sentences are properly constructed, with 1-4 errors in grammar, punctuation, and spelling.  | Below/Fair Sentences are satisfactory, with 5-9 errors in grammar, punctuation, and spelling.  | Poor Sentences are not well constructed, with 10 or more errors in grammar, punctuation, and spelling.  |  |
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| **Scene Analysis** Minimum of 7 sentences written or typed on paper, taped to back of diorama.  | Above/Exceeds Student gives extensive explanation of how items in the diorama are related to the scene.  | Average/Good Student gives a reasonable explanation of how most items in the diorama are related to the scene.  | Below/Fair The student gives a fair explanation of how most items in the diorama are related to the scene.  | Poor The student's explanations are weak and illustrate poor understanding of how items are related to the scene.  |  |
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**CHEER/SONG : HONORS BIOLOGY EOC REVIEW PROJECT**

Teacher Name: **Ms. Slater**

Group/Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Exceeded Expectations****4 pts**  | **Met most Expectations****3 pts**  | **Met some Expectations****2 pts**  | **Did not meet Expectations****1 pts**  |
| **Lyrics**  | Exceeded Expectations The cheer lyrics are outstanding. The words memorable. The cheer lyrics are enthusiastically recieved by the audience.  | Met most Expectations The song lyrics are good. The words memorable. The cheer lyrics are enthusiastically recieved by the audience.  | Met some Expectations The cheer lyrics are some what coherent. The cheer lyrics are well recieved by the audience.  | Did not meet Expectations The cheer lyrics are not coherent. The words not memorable.  |
| **Creativity**  | Exceeded Expectations The student composed an original cheer with a clear theme of the cell cycle | Met most Expectations The student composed an original cheer but there are some elements that are not excellent..  | Met some Expectations The cheer composed is not very original, but there are some elements that are not excellent..  | Did not meet Expectations The cheer composed is not very original. The message is not conveyed.  |
| **Information**  | Exceeded Expectations The writer expressed factual information in a creative manner, showing acceptable effort. The performance of the cheer was excellent.  | Met most Expectations The writer expressed factual information in a creative manner, showing acceptable effort. The performance of the cheer meet expectations.  | Met some Expectations The writer expressed factual information in manner that showed little effort. The performance of the cheer did not meet expectations.  | Did not meet Expectations The writer expressed factual information in manner that showed no effort.  |
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| **Equality**  | Exceeded Expectations Each topic was explained very well and given equal treatment in the cheer.  | Met most Expectations Each topic was explained well and may or may not have been given equal treatment in the cheer.  | Met some Expectations Each topic was explained and was not given equal treatment in the cheer.  | Did not meet Expectations Topics not explained, simply listed, and/or many of the topics were missing.  |

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| Video- Preproduction : VIDEO EOC REVIEW PROJECTTeacher Name: **Ms. Slater** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  | **Score**  |
| **Concept**  | Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.  | Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.  | Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.  | Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contriubtions will help them reach the goal.  |    |
| **Script**  | Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.  | Script is mostly complete. It is clear what each actor will say and do. Script is shows planning.  | Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.  | There is no script. Actors are expected to invent what they say and do as they go along.  |    |
| **Storyboard**  | Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video.  | Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.  | Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.  | Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.  |    |
| **Sound Setup**  | Microphones are positioned optimally to ensure that important sounds and dialogue are captured. The team has made every attempt to anticipate and filter out unwanted ambient noise in the recording.  | Microphones are positioned optimally to ensure that important sounds and dialogue are captured.  | At least one microphone (in addition to that on the camera) is used to ensure that dialogue is captured.  | Little attention was paid to ensuring quality sound during the shoot.  |    |
| **Lighting Setup**  | Additional lighting has been used to eliminate shadows and glares. Cameras are set to the appropriate light level.  | Additional lighting has been used, but may not be set up optimally. Cameras are set to the appropriate light level.  | Cameras are set to appropriate light level, but no additional lighting was used when needed.  | Cameras are not set to appropriate light level. Additional lighting may, or may not, be used.  |    |
| **Concept**  | Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.  | Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.  | Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.  | Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contriubtions will help them reach the goal.  |    |