iDidaMovie Scoring Guide

Movies Due: February 10, 2006

Movie Title:			
Select a Cate	gory and Division:		
Category:	Make Me Laugh	Division:	Primary (K-5)
	Teach Me Something		Middle (6-8)
	Environmental/Cultural		High (9-12)
			Adult

Judging Criteria	Possible Points
Education Value and Connection to Standards	30
Creativity	20
Videography	20
Student Involvement (Omit for Adult Division)	10
Storytelling	20
Total Possible Score	100

Educational Values and Connection to Standards: Students understand how their movies have achieved the standard or Grade Level Expectations.

Creativity: Well developed, aesthetically pleasing and adds a different angle to its content.

Videography: Quality of images and sound, editing, etc.

Student Involvement: Involvement and cooperation of the students in the creation of the movie.

Storytelling: Shows the ability to shape information or ideas to present them to any audience in the world.

Scoring Guide Checklist:

Educational Value	Completed	Videography	Completed
Standard or GLE Alignment		Transitions & Edits	
Evidence that Objectives were met		Sound	
Depth and Breadth of Content		Camera Technique	
Subject Knowledge		Lighting	
Language Usage		Student Involvement	
Citing Resources		Teamwork	
Creativity		Student Reflection	
Ideas		Storytelling	
Literary Voice		Beginning	
Elements of Art		Problem	
Topic		Solution	
		Ending	

Educational Values with Standards Scoring Guide (developed in collaboration with Hawaii Department of Education.)

Traits	In Progress	Meets Expectations	Exceeds Expectations	Score
	1 Point	3 Points	5 points	
Standards or GLE Alignment	Some evidence of connection to GLE or Standard. Users may learn from this project.	Adequate evidence of connection to target benchmarks. Users are likely to learn from this project.	Clear evidence of connection to target benchmarks. Frequent and clear references are made to facts, concepts, and cited resources. User	
	ream from this project.	lean from this project.	will learn from this project.	
Evidence that objectives were met	Little evidence that project content supports stated objectives.	Some evidence that project content supports stated objectives.	Clear evidence that project content supports stated objectives.	
Depth & Breadth of Content	Little evidence that higher-level thinking skills were used in the creation of this project.	Some evidence that higher- level thinking skills were used in the creation of this project.	Clear evidence that higher-level thinking skills were used in the creation of this project.	
Subject Knowledge	Some subject knowledge is evident. Some	Subject knowledge is evident in much of the project. Most	Subject knowledge is evident throughout the project. All	

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	information is confusing,	information is clear,	information is clear, appropriate	
	incorrect or flawed.	appropriate and correct.	and correct.	
Language	Project minimally honors	Project adequately honors most	Project honors all rules of language	
Usage	rules of Language Usage	rules of Language Usage	usage including: spelling and/or	
	including: spelling and/or	including: spelling and/or	grammar.	
	grammar. (Three or less	grammar. (Two or less errors.)		
	errors.)			
Citing	Few sources are properly	Most sources are properly cited	All sources are properly cited	
Resources	cited within the project	within the project according to	within the project according to	
	according to MLA style.	MLA style.	MLA style.	
			Section Score	

Creativity

Traits	In Progress	Meets Expectations	Exceeds Expectations	Score
	1 Point	3 Points	5 points	
Ideas	Shows little	Developed	Well-developed	
Literary	Weak voice or	Has a voice and shows	Strong voice or understanding	
Voice	understanding	understanding		
Element of	Inappropriate use of	Appropriate use of principles	Exceptional use of principles and	
Art	principles and elements	and elements	elements	
Topic	Ordinary approach on a	Fresh approach on a universal	Added newness to a universal	
	universal idea	idea	idea	
			Section Score	

Videography

Traits	In Progress	Meets Expectations	Exceeds Expectations	Score
	1 Point	3 Points	5 points	
Transitions &	Confusing; overused;	Most are appropriate to the	Smooth; appropriate to the	
Edits	detracts from the "flow"	subject matter but some are	subject matter and add to the flow	
	of the video	distracting	of the video	
Sound	Uneven and distracting;	Mostly well suited to the	Well coordinated with video;	
	not coordinated with	meaning and tone of the video	adds meaning or tone; easy to	
	video; does not add to	but it may be uneven (too loud	understand	
	meaning or tone; difficult	or too soft)		
	to understand			
Camera	Unsteady or at an	Mostly smooth but may be	Smooth and at the appropriate	
Technique	inappropriate speed;	inappropriate or distracting;	speed for the content; in focus;	
	distracting; out of focus;	some shots are out of focus or	steady; camera angles are varied	
	no variation in camera	unsteady with variety in	and interesting	
	angles	camera angles		
Lighting	Too dark or too light or	Enhances the video	Used for effect appropriately	
	inappropriate			
			Section Score	

Student Involvement (Omit for adult division)

Traits	In Progress	Meets Expectations	Exceeds Expectations	Score
	1 Point	3 Points	5 points	
Teamwork	No evidence of student	Evidence of student or team is	Video shows evidence of student	
	involvement.	apparent	work or team working	
			cooperatively	
Student	Little evidence in	Some evidence in reflection	Outstanding evidence in	
Reflection	reflection that students	that student knew their role in	reflection that student knew their	
	knew their role in the	the creation of the video	role in the creation of the video	
	creation of the video			
			Section Score	

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Storytelling

Traits	In Progress	Meets Expectations	Exceeds Expectations	Score
	1 Point	3 Points	5 points	
Beginning	Viewer is not motivated to continue watching	Viewer feels engaged	Viewer really wants to know what is going to happen next	
Problem	Viewer can't relate to or doesn't care about the problem	Viewer feels the storyline is believable, personally relevant and presents clear obstacle to overcome and address	Viewer feels the storyline is personal and universal	
Solution	The solution is not related to the problem or isn't plausible	The solution is interesting, directly related to the problem and not forced	The solution is transformational, causes revelation and is powerful	
End	The ending is unclear, not related to the beginning or the rest of the story	The ending is related and the impact is clear	The ending is strong and may have a twist or irony that completes the story	
			Section Score	