JUDGE'S EVALUATION SHEET

VIDEO PRODUCTION SECTION

FULL NAME OF ENTRANT OR GROUP LEADER	
ENTRY CODE	SCHOOL CODE
TITLE	

LOWER PRIMARY ☐ MIDDLE PRIMARY ☐ UPPER PRIMARY ☐ JUNIOR ☐ INTERMEDIATE ☐ OPEN ☐

PART A: HANDBOOK GUIDELINES

GUIDELINE CRITERIA	Has met guideline	Has not met guideline	SUBTOTAL
1. The video must show evidence of investigating a scientific topic. It must document that investigation rather than simply illustrate a technique without any reference to the science involved	**2**	**0**	
2. The video is the student's own work in terms of intellectual property (dubbed sound is allowed and at times if the student is being filmed someone else is behind the camera)	**2**	**0**	
3. The video is self-contained and does not rely on other items	**2**	**0**	
4. The video is of an appropriate length, not exceeding 5 minutes. Any external footage has been cited. External footage does not exceed one minute	**2**	**0**	
5. The video has references, acknowledgments and lists equipment	**2**	**0**	
		SUBTOTAL	**/10**

PART B: CRITERIA FOR ALLOCATION OF GRADE FOR AN AWARD

PRODUCTION TECHNIQUE	5	4	3	2	1	0
1. Technique aspects: edited effectively, sequences are smoothly linked, a mix of camera shots, closeup through to wide angle, focused, panning, editing						
2. Quality of video; sound, lighting, colour and acting						
IMPACT ON VIEWER	5	4	3	2	1	0
3. Originality in choice of topic and depth of science explored						
4. Accuracy of information as presented in video						
5. Ease of following the development of the science content in the story line						
INTERVIEW (2020 – extended 3-5 minutes)	5	4	3	2	1	0
6. Accuracy of oral explanation of scientific content						
7. Evidence of learned video production technique						
8. Effective communication of the nature and purpose of video						
	SUBTOTAL			**____/40**		

TOTAL MARKS (50 MARKS) =_____/ 50

Video Productions Rubric

Criteria	5	4	3	2	1
1. Production technique - technical aspects	Editing is of the highest quality, it is steady, focussed, smoothly sequenced and with variety in camera shots	Editing is of good quality with it mostly being steady, focussed, smoothly sequenced and with variety in camera shots	Editing is of average quality with some minor problems with being steady, focussed, smoothly sequenced and with a lack of variety in camera shots	Editing is of poor quality and lacking in consideration of techniques such as being steady, focussed, smoothly sequenced and variety in camera shots	Editing is of very poor quality.
2. Production technique - Quality of Video	All aspects of sound, lighting, colour and acting quality is of an excellent standard	Sound, lighting, colour and acting quality is of a good standard	Sound, lighting, colour and acting quality is of an average standard	Sound, lighting, colour and acting quality is lacking making it difficult to follow content	Sound, lighting, colour and acting quality is very poor
3. Impact on Viewer – originality of topic and depth of science	The topic is highly original and demonstrates a comprehensive depth of understanding of the science involved in the topic.	The topic is original and demonstrates a depth of understanding of the science involved in the topic.	The topic is a common theme and covered in depth or the topic is original but lacks in depth of understanding of the science involved in the topic.	The topic covers some science that could be explained in more depth.	The topic is lacking in scientific content and understanding.
4. Impact on viewer - accuracy	All information presented is accurate	Most of the information presented is accurate	Some of the information presented is accurate	Little of the information presented is accurate	Information presented is inaccurate
5. Impact on viewer – story line	The story line in relation to the science content is exceptionally clear and easy to follow.	The story line in relation to the science content is clear and easy to follow.	The story line in relation to the science content is generally clear and easy to follow.	The story line in relation to the science content is clear in parts.	The story line in relation to the science content is not very clear or easy to follow.
6. Interview – accuracy of explanation of scientific content	Students are able to comprehensively explain the scientific concepts and ideas	Students are able to accurately explain the scientific concepts and ideas	Students are able to generally explain the scientific concepts and ideas	Students are able to explain some of the scientific concepts and ideas	Students are unable to explain much of the scientific concepts and ideas
7. Interview – evidence of learned video production techniques	Students were able to comprehensively explain the methods and techniques used to produce the video	Students were able to explain the methods and techniques used to produce the video	Students were able to generally explain the methods and techniques used to produce the video	Students were able to explain some of the methods and techniques used to produce the video	Students were unable to explain many of the techniques used.
8. Interview - communication	Students were able to effectively communicate the nature and purpose of the video to a very high level.	Students were able to effectively communicate the nature and purpose of the video to a high level.	Students were able to communicate the nature and purpose of the video	Students were able to partly communicate the nature and purpose of the video	Students were unable to effectively communicate the nature and purpose of the video