

# Video Production Evaluation

Date evaluated: \_\_\_\_\_

Student class level: Freshman: \_\_\_\_\_

Course: \_\_\_\_\_

Sophomore \_\_\_\_\_

Assignment: \_\_\_\_\_

Junior \_\_\_\_\_

Instructor: \_\_\_\_\_

Senior \_\_\_\_\_

The following scale is used to evaluate all areas below:  
 4 Highly Competent   3 Competent   2 Minimally Competent   1 Not Competent  
 (See attached evaluation rubric)

Category	Comments	Evaluation
<b>Storyboard</b> – storyboard complete? thought and planning demonstrated? proper format? project ready to proceed?		4 3 2 1 NA
<b>Script and CG List</b> – typed? spelled correctly? Director's commands marked properly? Was the script clear? demonstrate proper use of broadcast style?		4 3 2 1 NA
<b>Program Open</b> – music and title slate in sync? Slate displayed appropriately? Fade together?		4 3 2 1 NA
<b>Use of Visuals</b> – High quality visuals? Proper framing? Appropriate camera movement?		4 3 2 1 NA
<b>Use of Audio</b> – appropriate choice and use of music? High quality narration? Good levels?		4 3 2 1 NA
<b>Use of Graphics</b> – add value? Used in appropriate places? Lay-out and design of graphics effective?		4 3 2 1 NA
<b>Use of lighting</b> – avoids shadows? Easy to see action?		4 3 2 1 NA
<b>Transitions and Pacing</b> – appropriate transitions? Proper pacing? Transitions set proper pace?		4 3 2 1 NA
<b>Program Effectiveness</b> – How effective was the video in accomplishing it's goals (persuasion/informing)		4 3 2 1 NA
<b>Paper</b> – Clearly explain target audience? Communication objective? Targets? Writing mechanics appropriate?		4 3 2 1 NA

Subtotal: \_\_\_\_\_/40=

Percentage: \_\_\_\_\_

## Department of Communication Studies

### Video Evaluation Rubric

Trait	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
Storyboard	illustrates video presentation; thumbnail sketches of each scene; notes on transitions, special effects, sound, and title tracks, colors, etc.; Notes about dialogue/narration; sketches are numbered.	Includes thumbnail sketches; includes text for each segment of the presentation; descriptions of background and audio; Sketches organized and numbered in a logical sequence	thumbnail sketches on the storyboard are not in a logical order and do not contain complete descriptions or information	no evidence of a story board
Script and CG List	appropriate vocabulary, phrasing; no spelling or grammatical errors; accurate director commands; clear script; use broadcast style	appropriate vocabulary, phrasing; minor spelling errors; no grammatical errors; clear director commands with minor errors; clear script; use broadcast style	appropriate vocabulary, phrasing; minor spelling errors; no grammatical errors; some director commands included; script confusing; weak use of broadcast style	Simple or no script; significant spelling errors; grammatical errors; inappropriate style; lack directors commands
Program Open	Music and slate in sync' slate displays appropriately; fades appropriately	Music and slate in sync' slate minor spelling errors in display; fades appropriately	Major problems with program open; not in sync; fade out of sequence.	No slate and/or music at start
Use of Visuals	Tape edited to include only quality shots	Tape is edited throughout with only quality shots remaining	Tape is edited in few spots; poor shots remain	Tape is unedited and many poor shots remain.
Use of Audio	audio is clear and effectively assists in communicating the main idea; audio is balanced; proper voice and projection; clear delivery	Audio is clear; partially assists in communicating main idea; proper voice and projection; video generally balanced	Audio is inconsistent; confuses audience; weak voice, projection; background overpowers primary audio.	Audio is cut-off and inconsistent; confuses audience; poor projection; ideas not communicated effectively
Use of Graphics	digital effects/braphics are used appropriately and enhance the video	Digital effects/graphics are used appropriately; some minor errors in timing of effects.	Digital effects/graphics are not used appropriately; choices confuse the audience and seem out of place	No digital effects or graphics

Use of Lighting	Additional Lighting is used; no shadows or glare; all scenes have sufficient lighting for view to see action	additional lighting is used; few shadows and glare; most scenes have sufficient lighting	some scenes too dark or light to determine what is happening	only ambient light used; most scenes too dark to determine what is happening
Transitions and Pacing	video transitions smoothly from shot to shot; variety of transitions used to assist in communicating the main idea from one scene to another; all video clips fit storyline; clips just long enough to make each point clear; pace captures attention;	variety and types of transitions are used; good pacing and timing; most clips are edited to remove slack time and to emphasize action	transitions are choppy; transitions do not assist in communication main ideas; transition not appropriate to scene; unnatural breaks; some video clips are edited to remove slack time and increase action	no transitions; shots run back-to-back; video clips begin and end with slack time or no action
Program Effectiveness	video accomplishes its goals; clear statement of purpose or theme; audience has clear sense of purpose; information clearly supports theme; supporting information is clear.	video accomplishes its goals; Information is connected to theme; audience is clear on purpose; supporting information is clear but not well linked.	video minimally accomplishes its goals; audience is confused and uncertain; information is not clearly connected to theme; supporting information is vague	video's goals are unclear; lack of central theme; logic and sequence of information confusing
Paper	paper describes target audience, communication objective; audience and objective appropriate to project; appropriate vocabulary and phrasing; no spelling or grammatical errors	paper describes target audience, communication objective; audience and objective appropriate to project; appropriate vocabulary and phrasing; minor spelling; no grammatical errors	paper describes target audience, communication objective; audience and objective mostly appropriate to project; minor errors in vocabulary and phrasing; minor spelling errors; no grammatical errors	paper describes target audience, communication objective; audience and objective not match final product; vocabulary and phrasing errors; spelling; grammatical errors