# Annex 7

**RUBRIC TO QUALIFY THE VIDEO OF THE ENGINEERING PHASE**

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|  | **Excellent (1 pto.)** | **Good (0,75 pto.)** | **Regular (0,5 pto.)** | **Insufficient (0,25 pto.)** | **Total**  **Score** |
| **Preparation** | The script is finished, the information is clear for each of the actors, the times are adequate and correct. | The timing of the script should be improved. | The script must be improved in time and content. | The script is incomplete. |  |
| **Format** | It respects the required format (informative) and has at least 4 different sections/topics of the same length and quality. | It respects the required format (informative) and has at least 4 different sections/topics, but with different times and/or quality. | Does not respect the required format (informative) and has at least 4 different sections/topics. | The content is minimal and has several errors in the content. |  |
| **Content** | It covers the topics in depth with details and examples. Knowledge of the subject is excellent. | Includes basic knowledge of the subject. Knowledge is good. | It includes essential information about the topic, but it has errors in the contents. | The content is minimal, but it has several errors in the content. |  |
| **Originality** | The product shows great originality. The ideas are creative and ingenious. | The product demonstrates a certain originality. The work demonstrates the use of new ideas and insight. | Use other people's ideas (giving them credit), but there is little evidence of original ideas. | You use other people's ideas and don't give them credit. |  |
| **Use of language** | There are no misspellings or grammatical errors. The message is clear. | Few misspellings and/or punctuation errors. The message is clear. | Many spelling and/or grammatical errors. Presents a confusing message. | Excessive spelling and/or grammatical errors. The message is not understood. |  |
| **Recording, editing and video quality** | * Different shots or camera angle and images. * The quality of the video is excellent in all its parts. | * 3-4 different shots or camera angles and images. * The quality is acceptable in most of the video. Sometimes it's slow or uninteresting. | * 1-2 different shots or camera angles and images. * The quality is not good, but the result is interesting. | * Little effort to provide variety in the video. * Video quality and output are not very good. |  |
| **Sound editing** | The sound is correct, you can hear the voices of the actors, sounds for the environment or objects are also included. | Missing to include sounds in environment or objects. | In the voices, there is no ambient sound or objects. | The voices of the actors are not heard correctly. |  |
| **Contribution to learning** | Consistently presents a creative reflection on the topic.  Aware of peers' needs, often prompts further discussion on the topic. | Reflections that become essential to group discussion are often presented. | From time to time he makes a significant reflection on the subject. | Presents a reflection that has little relation to the topic. |  |
| **Team work** | Each member contributed to their group, helping their peers at all times, both in the creation of the script and the video. | Contributions to the group individually, however there was no collaboration at all times. | Good job individually, however, there was little collaboration in the group. | Only work individually. |  |
| **Timing** | The video is presented within the maximum and minimum times set by the teacher and are consistent with that planned in the script. | The video is presented within the maximum and minimum times set by the teacher, but it does not go according to what was planned in the script. | The video spends the maximum time set by the teacher. | The video spends the maximum time set by the teacher. |  |