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|  | **Poor (0 points)** | **Fair (2 points)** | **Good (3 points)** | **Excellent (4 points)** |
| **Appeal***How cool is it?* | Video does not hold the audience’s attention. Video shows minimal creativity. | Video holds the audience’s attention, but does not spark audience interest. Video shows some creativity. | Video generates some interest, but not much excitement. Creativity is apparent, but audience questions are minimal. | Video creates a “buzz.” Video is highly original and creative. Presentation stimulates discussion among audience and presenters. |
| **Coherence***Does it make sense?*  | Video is confusing. Main idea is not apparent or there are too few supporting details.  | Video is organized. There are supporting details, but the overall focus is not present.  | Video is appealing and the topic is clear. Layout and design are interesting. | Video catches the audience’s eye. The topic is very clear. The main idea is obvious and well supported. Layout and design are interesting.  |
| **Physics ideas***Does video relate to course content?**Is the physics right?* | Video makes little or no connection to course content and/or exposes serious misunderstandings. | Video demonstrates shaky or incomplete physics knowledge. Connections between video and course content exist, but are unclear or not very numerous.  | Video demonstrates adequate physics knowledge. Video clearly makes multiple connections to course content. Explanations are largely mistake-free. | Video demonstrates strong knowledge of all the relevant physics. Connections to course content are clear, insightful and numerous. Explanations are correct, clear and insightful throughout. |
| **Physics Examples** *Is there any math?**Is the math right?*  | Video contains little or no relevant math. | Video may be missing a key element (numerical example, graph, math, etc.). Analysis may be flawed and/or attention to detail may be inadequate. | Video includes numerical examples, graphs, diagrams, equations and math relevant to the video. Analysis is mostly correct. Attention to detail (units, axis labels, etc.) is OK. | Video incorporates well-chosen numerical examples, graphs, diagrams, equations and math to illustrate the concepts. Analysis is correct. Attention to detail (units, axis labels, etc.) is impeccable. |
| **Scholarly Refs***Are physics sources cited?* | Physics references are missing or irrelevant. | Video includes a list of references for ***physics*** content, but there are problems (too few relevant sources, improper citations, etc.). | Video includes a list of references for ***physics*** content. There are enough relevant sources with proper citations. | Video includes a list of references for ***physics*** content. Sources (books, journals, etc.) are numerous, highly relevant and properly cited.  |
| **Non-Print Refs** | Non-print resources are used without any citations and/or copyrighted materials are used. | Video omits citations for several non-print resources (images, music, etc.) that were used. | Video includes citations for most non-print resources (images, apps, screenshots, music, etc.) that were used. | Video includes well-placed citations for all non-print resources (images, apps, screenshots, music, etc.) that were used. |
| **Video Quality***Does it look OK? Does it sound OK?* | The video looks “thrown together.” There are numerous problems and/or omissions. | Minor problems\* distract the audience, but the problems don’t prevent the audience from understanding the video. \*mumbling, talking too fast/slow, writing that’s too small/sloppy to read, poor lighting/contrast, etc. | Audience members can generally understand the video throughout. Speech, writing and action in the video are generally audible, legible and visible. Video includes title, references and credits. Grammatical errors, if present, are not distracting. | Video is seamless throughout- action is easy to see and interpret, captions are easy to read, and narrator’s voice is easy to understand. The video includes clear transitions from title screen through references and credits. Grammatical errors, if present, go unnoticed. |