Math Screencast Evaluation Rubric

# Required Elements

Please place a check next to the elements that are present. All required elements must be present.

1. [ ]  The objective covered in the video is clearly stated at the start, either in text on the video title slide or orally.
2. [ ]  The video should not include the following information (for reusability)
	1. The course title
	2. The lesson title or number
	3. The course of study standard or number
	4. Numbered examples (Use “In this example” instead)
3. [ ]  The original problem is clearly and legibly displayed throughout the video.
4. [ ]  The narrator reads the problem at the beginning of the video.
5. [ ]  Text is legibly written.
6. [ ]  The narrator speaks clearly and at an appropriate volume.
7. [ ]  The capture area does not include any unnecessary or distracting visuals (i.e., screencaster’s desktop, distracting images, notifications).
8. [ ]  The screencast has little or no background noise.
9. [ ]  The solution presented is correct.
10. [ ]  The screencast is concise and to-the-point, no longer than 2-3 minutes for most problems.

Provide any specific comments for improvement here: Click or tap here to enter text.

# Quality Evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Characteristic** | **Superior - 3** | **Good - 2** | **Needs Improvement - 1** | **Score Earned** |
| Alignment | The objective is clearly identified; the objective is measureable; the objective is written for students; all elements of the objective are met in the video | The objective is clearly identified and written for students but is not measureable; objective is not fully met by the video | The video is lacking an objective or it is not clearly identified; the objective is filled with content area-terms that the student may not understand; the objective is not clearly addressed by the video | Click or tap here to enter text./3 |
| Comments on alignment: Click or tap here to enter text. |
| Clarity and Accuracy | The video provides clear, well-organized and clearly sequenced steps to solve the problem. Major steps are not skipped or treated cursorily. The video does not need to be supplemented with additional explanation. Major concepts are clearly linked to the problem-solving steps. The main idea of the video is clearly identified. All information is accurate. | The video provides somewhat organized and somewhat sequenced steps to solve the problem. One or two minor steps may be brief, but no major steps are unexplained. The video does not need to be supplemented with additional explanation. Major concepts may be mentioned but are not clearly linked to the problem-solving steps. The main idea of the video is identified. All information is accurate.  | The video is unorganized or problem-solving steps may be out of sequence. One or more major steps are not explained. The video must be supplemented with additional explanation. Major concepts are not mentioned or clearly linked to the problem-solving steps. The main idea of the video is not identified. At least one statement / concept is inaccurate or misleading.  | Click or tap here to enter text./3 |
| Comments on clarity and accuracy: Click or tap here to enter text. |
| Visual Quality | An appropriate background is used. The text is neatly written and sized appropriately (typed and written) to make it clear and easy-to-read. Visuals are synched with the audio. Appropriate contrast is present. Relevant supporting visuals (images, drawings, graphs, etc.) are included as needed and are neat and clearly labeled.  | An appropriate background is used. Almost all text is neatly written and sized appropriately (typed and written) to make it clear and easy-to-read. Visuals are mostly synched with the audio. Appropriate contrast is present. Relevant supporting visuals (images, drawings, graphs, etc.) are included as needed, but may be somewhat sloppy or not fully labeled. | The video does not have an appropriate background. Text may be too small or large. Text may illegible in some sections. Visuals and audio are out of synch and distract the learner. Appropriate contrast is not present. Relevant supporting materials are absent, poorly drawn, or unclearly labelled.  | Click or tap here to enter text./3 |
| Comments on visual quality: Click or tap here to enter text. |
| Audio Quality | The narrator has a smooth delivery in a conversational style. The narrator’s voice is clear, expressive, and enthusiastic. The voice volume enhances presentation. The audio is free of background noise, fumble sounds or dead air. The narration has 0-2 minor grammatical errors that are not distracting.  | The narrator’s deliver is almost always smooth. The narrator’s voice is clear and expressive, but enthusiasm may not be clearly evident. The voice volume fits presentation. The audio includes some extra noise, fumble sounds, or dead space that does not interfere with meaning. The narration has 2-4 minor grammatical errors that are not distracting. | The narrator’s delivery largely sounds mechanical. Some parts of the narration lack clarity or expression or are unintelligible. The voice volume is too loud or soft. The audio includes background noise, frequent and distracting fumble sounds, or dead air. The audio includes one or more distracting grammatical errors.  | Click or tap here to enter text./3 |
| Comments on audio quality: Click or tap here to enter text. |
| Accessibility | The narrator uses color with appropriate contrast in all graphics and writing. Text (both written and printed) is appropriately weighted for contrast. When color coding is used to identify objects or text, the narrator also identifies the object or text in another manner (such as pointing to it, highlighting it, naming it, or describing it). Graphics are described with all critical information. The narrator states the operation being completed or names terms / expressions / lines (one minor error allowed). | The narrator uses color with appropriate contrast in all graphics and writing. Text (both written and printed) is appropriately weighted for contrast. When color coding is used to identify objects or text, the narrator also identifies the object or text in another manner (such as pointing to it, highlighting it, naming it, or describing it). Graphics are described with some (but not all) critical information. The narrator generally states the operation being completed or names terms / expressions / lines, but sometimes does not name it specifically or uses general terms (“This,” “Here”) that can not be distinguished without sight (2-4 errors).  | The narrator does not use appropriate color contrast in graphics and writing. Text (written or printed) is not appropriately weighted for contrast. Important graphics or text are identified by color code only. Graphics are not described orally. The narrator consistently omits important information about operations being completed in the narration. | Click or tap here to enter text./3 |
| Comments on accessibility: Click or tap here to enter text. |
| Total Score: | Click or tap here to enter text./15 |
| Overall comments:Click or tap here to enter text. |