Instructional Video Creation Rubric

Technical Quality

Image Quality	Poor	Sufficient	Preferred
Subject Lighting	• Subject was visible but missing image details due to lack of proper lighting, significant shadows, lack of contrast, and/or excessive natural light. • Subject and background appears dark and "flat".	• Subject is visible with some amount of image detail and contrast improving the quality. • Lighting sources are clearly from normal room lighting conditions such as overhead lights, freestanding lamps, or clip on computer accessories. • Image is acceptable but quality suggests that the lighting used is what was available in the location and no professional accessories were utilized.	• Subject is fully visible with clear attention paid to proper lighting. Subject is lit using a direct and dedicated light source (key light). • Subject details and contrast are created with use of soft shadows (fill light). • Subtle lighting may be used to separate the subject from its background (back light). • If subject is wearing glasses, lighting is positioned properly to avoid glare in the glasses.
Subject Frame Composition	• Subject is misplaced on the screen, creating an unbalanced and distracting composition. This can include a person with improper space around them (head room, nose room), not properly framed to the side or middle of a scene, or appears too large or small on the screen (zoom). • Subject if out of focus. • Subject framing directly interferes with graphics shown simultaneously.	• Subject may be framed appropriately, but sized incorrectly (zoom), or vice versa. Composition may be inconsistent throughout the video, but is more right than wrong. • Subject is in focus throughout. • Subject is framed poorly in relation to graphics.	• Subject is placed appropriately in the frame with adequate head and arm space. The subject appears at an appropriate size in the frame (zoom). • Subject is framed to accommodate graphics that appear simultaneously. • Subject remains in focus even when moving or in different positions and framing.
Background and Setting	• The background and setting for the video is either inappropriate for the subject or is a cause of distraction from the subject and content. This can include a background with large or multiple patterns, something moving in the background, odd colors that do not match the design of the rest of the video, or sets that do not match with the content or time period. • No intentional background lighting or attempt to control surrounding light sources.	• The background and setting are neither a distraction to the subject or content, nor does it compliment or contribute to the look and feel of the video. • Some attempt to control background lighting may be visible, such as closing curtains, closing a door, or turning on/off overhead room lighting.	• The background and setting is appropriate for the subject and the content. • The background compliments the color and design of the production, and adds to the overall look and feel. • Background and set lighting is used to either highlight contrast or to eliminate distraction. It is also appropriate to make some backgrounds "black out" for some content, and that too can be an effective use.

Audio Quality	Poor	Sufficient	Preferred
Narrative Recording	• On-camera or off-camera narration barely listenable due to poor audio quality. This can include excessive background noise, electrical "buzz" or static "hiss", frequent audio drop out, echo, or unintelligible speech. • Audio frequencies may be completely scaled to the high or low ends, making the audio sound unnatural. • Audio most likely recorded using consumer camcorder or smart phone devices.	• On-camera or off-camera narration is reasonably audible and can be listened to without any significant distraction. • Audio may include some moderate background noise. • Frequencies are scaled more evenly in the middle range and audio sounds natural. • Audio most likely recorded using webcam or USB-type microphones.	• On-camera or off-camera narration is clearly audible and listenable. • No background noise, drop out, echo, or other unwanted noise is detectable. • Frequencies are scaled specifically to compliment male and/or female voices. • Audio most likely recorded using professional, directional microphones. • If lavaliere microphones are used, there are no sounds of clothing or jewelry rubbing against the microphones.
Audio Levels	• Audio was barely listenable because it was so low, or was so high that significant reduction in speaker level was needed.	• Some minor adjustments in speaker level was needed (high or low), and audio levels were somewhat inconsistent throughout the video.	• Audio level of the video was consistent throughout the video with no significant high or low incidents.

Technical Considerations	Poor	Sufficient	Preferred
Recording Format	• Video is recorded and or delivered in a low-res multi-media format such as 320x240, or any size lower than 640x480.	• Video may be recorded in a higher HD resolution but delivered in a lower resolution format of 1280x720, 720x480 or 640x480.	• Video is recorded, editing and delivered in the highest HD resolution, typically 1920x1080 or 1440x1080 for online video.
Captioning	• Captioned video text available but includes numerous mistakes in capitalization, punctuation, spelling, speaker identification, spacing and timing. Accuracy rate of below 75%.	• Captioned video text available but includes moderate mistakes in capitalization, punctuation, spelling, speaker identification, spacing and timing. Accuracy rate between 75%–89%.	• Captioned video text available and includes only minor errors in capitalization, punctuation, spelling, speaker identification, spacing and timing. • Accuracy rate 90% and above. A 90% accuracy rate is the official ADA requirement for video captions.

Talent Quality	Poor	Sufficient	Preferred
Content and Scripting	• Video does not include a short introduction consisting of a "hook" or "tease" statement to grab the viewers' attention. • Script does not state clear goals and learning objectives of the video. • Content is not organized and presented in a logical, easy to follow sequence. • Video does not conclude with a brief summary of key points and any appropriate call to action items.	• Video may contain some but not all important script elements such as an introductory "hook", learning objectives, clear content structure, and summary. • All elements may be included but lacking effectiveness, for example, stating an incomplete list of objectives or using a "hook" that does not appeal to the target audience.	• Video includes a short introduction consisting of a "hook" or "tease" statement to grab the viewers' attention. • Script states clear goals and learning objectives of the video. • Content is organized and presented in a logical, easy to follow sequence. • Video concludes with a brief summary of key points and any appropriate call to action items.
Narrative Speed and Clarity	• Narration is delivered too fast for effective comprehension or narration is too slow and drawn out to the point of being distracting. • Narrator's speech is not understandable or is not completely clear to a native English speaker. • Narration contains no inflection and communicates no emotion. • Delivery is "flat".	• Narration is delivered at a pace adequate for comprehension most of the time. • Narrators speech clear and understandable to a native English speaker but could challenge a non-native speaker. • Although clear, the narration is still "flat", lacking elements of inflection, cadence and pitch.	• Narration is delivered at a speed that is both natural sounding, and allows viewers time to process and comprehend the content. • Narrator's speech is clear and completely understandable for both native- and none- native English speakers. • Narrative uses inflection, cadence and pitch to emphasize key phrases, and to set the tone or mood of the video.
Performance	• Speaker is only concerned about reciting content and gives no effort as to how they convey the content. • Speaker appears unconcerned about how speech, posture, movement and mannerisms can affect viewer learning. • Speaker is unengaging and makes no effort to make a connection with the viewer through their personal delivery.	• Viewer can sense that the speaker or narrator is making an effort to use their speech and body language to connect with the audience, but simply may not have the experience or talent to be successful. • Speaker may exhibit strong knowledge of the content, but their performance and delivery may not demonstrate confidence or ownership of the content.	• Speaker projects a sense of likability through their speech, posture, movements, and mannerism. • Speaker demonstrates their authority on the content through their performance and behaviors. • Viewers feel a positive connection with the speaker or narrator based on how they express themselves to the audience. • Speaker appears to feel comfortable and confident in front of a microphone or camera.

Pedagogical Quality

Cognitive Load	Poor	Sufficient	Preferred
Signaling (or Cueing) The use of onscreen text or symbols to highlight important information	• Onscreen texts, images, or symbols are not used appropriately to highlight important learning concepts.	• Video uses onscreen texts, images, or symbols but does not highlight important learning concepts effectively.	• Video uses appropriate onscreen texts, images, or symbols (e.g., the appearance of 2 or 3 key words, a change in color) to highlight important learning concepts effectively.
Segmenting The chunking of information to allow students to engage with small pieces of new information.	• Video is delivered without chunking causing potential cognitive overload in watching video.	• Video is delivered using the chunking of information, but the information is either incomplete or overextended.	• Video is delivered using the chunking of information in a logical and effective manner so that students can engage with new pieces of new information.
Weeding The elimination of extraneous information that does not contribute to the learning goal.	• Video has not been weeded and presents meaningless information that is not associated with the learning goal.	• Video presents meaningful information that helps students achieve the learning goal, but there is some extraneous information.	• Video presents meaningful information that helps students achieve the learning goal without extraneous information.

Student Engagement	Poor	Sufficient	Preferred
Video Length The length of the video is appropriate length for engaged attention span of audience and material to be covered with a maximum of 15 minutes.	• The length of video is an inappropriate length for the material to be covered. • The length of the video is inappropriate to engaged attention span of intended audience.	• The length of the video is inappropriate to cover the material but is appropriate for the attention span of the audience or vice versa.	• The length of video is appropriate to material covered and engaged attention span of intended audience.
Using Prompts	• Students are not prompted to pay attention to key learning points. • Text graphics do not remain on the screen long enough for the "average" reader to read them. • Bulleted lists appear onscreen all at once and/or do not corresponding to the narration.	• Students are prompted to pay attention inappropriately (e.g. questions are targeted to the wrong information or to non-priority information). • Text graphics remain on the screen long enough for the "average" reader to read them. • Bulleted lists are built one bullet at a time, corresponding to the narration.	• Students are prompted to pay attention to key learning points. • Text graphics remain on the screen long enough for the "average" reader to read them. • Bulleted lists are built one bullet at a time, corresponding to the narration.