

## Close Before You Doze Video

Sponsored by: Countryside Fire Protection District

Category	4 POINTS	3 POINTS	2 POINTS	1 POINT
<b>Research</b>	Group researched the subject and integrated three or more “tidbits” from their research into their video.	Group researched the subject and integrated two “tidbits” from their research into their video.	Group researched the subject and integrated one “tidbit” from their research into their video.	Either no research was done or it was not clear that the group used it in the video.
<b>Accuracy of Facts</b>	All supportive facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately or no facts were reported.
<b>Duration of Presentation</b>	The video was between thirty seconds and three minutes and did not seem hurried or too slow.	The video was between thirty seconds and three minutes but seemed SLIGHTLY hurried or too slow.	The video was thirty seconds to three minutes but seemed VERY hurried or too slow.	The video was too long or too short.
<b>Point of View Purpose</b>	Video establishes a purpose at the beginning and maintains that focus throughout.	Video establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the video seem only slightly related.	It was difficult to figure out the purpose of the video.
<b>Directions</b>	Students followed directions and included message, facts and persuasive technique into their video.	Students followed mostly all directions and included message, facts and persuasive technique into their video.	Students did not follow all directions and did not include all parts of the message, facts and persuasive technique into their video.	Students did not follow directions and did not include message, facts and persuasive technique into their video.
<b>Content</b>	Students showed understanding of the content and included factual information to educate their audience.	Students showed understanding of the content and included mostly factual information to educate their audience.	Students showed little understanding of the content and included some factual information to educate their audience.	Students showed no understanding off the content and included no factual information to educate their audience.
<b>Creativity</b>	Students were very creative in developing and filming their educational video.	Students were creative in developing and filming their educational video.	Students were mildly creative in developing and filming their educational video.	Students were not creative in developing and filming their educational video.

**Educator’s Information:** This contest addresses learning standard components 4.B.4a (Grades 9-12) and 3C.4b and 3C.5b (Grades 9-12) of the Illinois English Language Arts “Curriculum Framework and Learning Standard – Contributing to the well-being of one’s school and community. School districts offering communications classes, which include the design and creation of media productions, are encouraged to promote this contest through an independent or group assignment as part of its curriculum delivery.