**Interview & Survey Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **20-17** | **16-12** | **11-08** | **08-00** |
| **Introduction** | Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately. | Describes the topic and engages the audience as the introduction proceeds. | Somewhat engaging (covers well-known topic), and provides a vague purpose. | Irrelevant or inappropriate topic that minimally engages listener. No introduction or clear purpose. |
| Tells who is speaking, date of interview, and where the speaker is located. | Tells most of the following: who is speaking, date of interview, and speaker location. | Alludes to who is speaking, date of the interview, and speaker location. | Speaker is not identified. No interview date or speaker location. |
| **Content** | Creativity and original content enhance the purpose of the production in an innovative way. Accurate information; succinct concepts. | Accurate information is provided succinctly. | Some information is inaccurate or long-winded.  | Information is inaccurate. |
| Vocabulary enhances content. | Vocabulary is appropriate. | Vocabulary is adequate. | Vocabulary is inappropriate. |
| Wide variety of appropriate, well-researched and informative sources; well-edited quotes from “expert” sources. Quotes, sources of information are credited appropriately. | Appropriate and informative quotes from “expert” sources. Source quotes are credited appropriately. | Some variety of informative quotes from some “expert” sources, and one or more source quotes need some editing.One or more source quotes are not credited. | No source quotes or includes source quotes with multiple citation errors. |
| Keeps focus on the topic. | Stays on the topic. | Occasionally strays from topic. | Does not stay on topic. |
| Conclusion clearly summarizes key information. | Conclusion summarizes information. | Conclusion vaguely summarizes information | No conclusion is provided. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Delivery** | **20-17** | **16-12** | **11-08** | **08-00** |
| Well-rehearsed, smooth delivery in a conversational style. | Rehearsed, smooth delivery. | Appears unrehearsed with uneven delivery. | Delivery is hesitant and choppy and sounds like the presenter is reading.  |
| Highly effective enunciation and presenter's speech is clear and intelligible, not distant and muddled. Expression, and rhythm keep the audience listening. | Enunciation, expression, pacing are effective throughout the production. | Enunciation, expression, rhythm are sometimes distracting during the production. | Enunciation of spoken word is distant and muddled and not clear. Expression and rhythm are distracting throughout the production. |
| Correct grammar is used throughout the production. | Correct grammar is used during the production. | Occasionally incorrect grammar is used during the production. | Poor grammar is used throughout the production. |
| **Interview** | Open-ended questions and follow-up are used that draw interesting and relevant information from the interviewee. | Open-ended questions and follow-up questions are used appropriately.  | Open-ended questions and follow-up questions are occasionally irrelevant to the topic. | Only yes-or-no questions are used. No follow-up questions are asked.  |
| **Survey** | Questions are very clear and easily understandable; question design is excellent. | Questions are clear and understandable; design is good.  | Questions are somewhat clear and understandable, though some confusion exists; design is adequate. | Questions are unclear and difficult to understand; design is confusing. |
| **Graphic and Music Enhancements** | Graphics/artwork create a unique and effective presentation, enhance what is being said in the production and follow the rules for quality graphic design. | Graphics/artwork relate to the audio and reinforce content and demonstrate functionality. | Graphics/artwork sometimes enhance the quality and understanding of the presentation.  | Graphics are unrelated to the production. Artwork is inappropriate to production.  |
| Music enhances the mood, quality, and understanding of the presentation. | Music provides supportive background to the production. | Music provides somewhat distracting background to the production. | Music is distracting to presentation.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Technical Production** | **20-17** | **16-12** | **11-08** | **08-00** |
| Presentation is recorded in a quiet environment without background noise and distractions. | Presentation is recorded in a quiet environment with minimal background noise and distractions. | Presentation is recorded in a semi-quiet environment with some background noise and distractions. | Presentation is recorded in a noisy environment with constant background noise and distractions. |
| Transitions are smooth and spaced correctly without noisy, dead space. | Transitions are smooth with a minimal amount of ambient noise. | Transitions are uneven with inconsistent spacing; ambient noise is present. | Transitions are abrupt and background noise needs to be filtered. |
| Volume of voice, music, and effects enhance the presentation. | Volume is acceptable. | Volume is occasionally inconsistent. | Volume changes are highly distracting.  |
| Production length keeps the audience interested and engaged. | Production length keeps audience listening. | Production length somewhat long or somewhat short to keep audience engaged.  | Production is either too long or too short to keep the audience engaged.  |
| Production linked from a site that included descriptive subject tags. | Production contained subject tags. | Production contains limited subject tags. | Production has no subject tags and difficult to locate online. |
| **Group / Partner Work** | All team members contributed equally to the finished product and assisted in editing process by offering critique and sharing in skill development. | Assisted group/partner in the editing process. | Finished individual task but did not assist group/partner during the editing process. | Contributed little to the group effort during the editing process. |
| Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work. | Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work. | Performed a few duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work. | Did not perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work. |