**Creating a Student Broadcast Rubric**

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|  | Exemplary | Proficient | Below Standard | Did Not Demonstrate | Total Points |
| Rubric | Five aspects have been described with enough detail to be useful in evaluating our student broadcast; it is clear what the staff expects of each program and no further explanation of expectations beyond the rubric is required. | Four aspects have been described with enough detail to be useful in evaluating our student broadcast; it is clear what the staff expects of each program. | Three or four aspects have been described, but detail is lacking or it is unclear what the staff expects from its broadcast program. | Three or four categories have been described, but there is little detail. The rubric is not useful in explaining expectations and is often unclear. |  |
| Aspects | Five aspects are well chosen; the group kept in mind not only the characteristics of successful programs, but also the limits and constraints of our own program, while still demonstrating a level of ambition. Aspects are realistic and achievable this school year.  | Four aspects are well chosen; the group kept in mind not only the characteristics of successful programs, but also the limits and constraints of our own program.  | Three or four aspects are well chosen, but the group did not factor in the limitations of our equipment and/or facilities. | Aspects selected are chosen without consideration of the characteristics of successful programs and/or are not realistic for our broadcast program. |  |
| Grading Practice | Rubric is used to evaluate either one of our own broadcasts or the sample provided (circle one). In evaluating the broadcast, group identified issues with clarity in their own rubric and worked to revise their work until expectations were clear and useful. Group identifies one specific strength and one area for improvement and explains/gives suggestions for improvement at the bottom of the rubric. | Rubric is used to evaluate either one of our own broadcasts or the sample provided (circle one). Group identifies one specific strength and one area for improvement and explains/gives suggestions for improvement at the bottom of the rubric. | Rubric is used to evaluate either one of our own broadcasts or the sample provided (circle one). Group identifies one specific strength and one area for improvement. | Rubric is used to evaluate either one of our broadcasts or the sample provided (circle one), but the feedback is superficial and not constructive. |  |
| Group Dynamics | The group worked well together and supported each other as a team. | The group had only minor issues in group dynamics. | The group did not work well as a team. | Complaints as to conduct were made about this group. |  |
| Total Points |  |  |  |  | \_\_\_/\_\_\_ |