Action Item:
- Evaluate and Incorporate Feedback

Name	Color

Discussion / Resources:

Mixed Media Output Rubric

Dimensions of Performance	Below Standard Score: 1	Satisfactory Score: 2	Accomplished Score: 3	Excellent Score: 4
Planning Research, Storyboarding, and Rehearsal	Students need help to research and write a script. The storyboard does not match the final production. Some group members have roles and some perform very few tasks. Some video vocabulary and floor language is used during rehearsals. Students need to be	Students need help to research and write a script. There is a storyboard that is adhered to during production. Most group members have roles and use some video vocabulary and floor language during	Students research and write a compelling and creative script. The storyboard is drawn carefully with shot compositions included. All group members have their and use video vocabulary and floor language during rehearsals.	Students research independently and write a compelling and creative script. The storyboard is drawn carefully with set design and shot compositions included. All group members define their roles and use video vocabulary and floor language during rehearsals.

	reminded to stay on task	rehearsals. Students need to be reminded to stay on task.		
Content	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student's project.	There is focus that is maintained throughout the project. The project presents information in a accurate and organized manner that can be understood by the intended audience. Adequate evidenced of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.
Layout/ Design	Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. Does not have a storyboard.	Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. If storyboard is present, it shows the project in a broad outline.	Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. Storyboard shows general outline.	Organization of presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. Storyboard shows progression.
Technical Elements	The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between	The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract	The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions provide a smooth	The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes.

	scenes. Titles are illegible. Technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content.	the viewer. There are some technical problems, but the viewer is able to follow the presentation.	movement between scenes. Titles are mostly legible. There are few technical problems.	Titles are legible. There are few technical problems, and none of a serious nature.
Collaboration	Obvious that the presentation was created by one person Students make poor choices for group members. The group is unable to complete the video in a timely fashion	Presentation a result of a group effort, but only some members contributed Students select group members according to social desires. Some students in the group participate actively. Few students excel in the activities	Students worked together and were assigned different roles Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities	Effective teamwork. The final product represents something that would have been impossible to accomplish working alone. Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Each student excels in every activity

Source:
http://www.nuuanu.k12.hi.us/chun/course/vidrubric.html

Is this rubric relevant? If it's not just delete it.

Game Playing

	3 pts	2 pts	1 pt	0 pt
Comprehension	Participants thoroughly comprehend the activities and assisted others in doing so	Participant comprehend the activity	Participant required facilitator or peer assistance to comprehend the activity	Participant was unwilling or unable to comprehend the activity

Participation	Participants consistently participated and obviously enjoyed the activities i	Participant participated and enjoyed the activity	Participant required some encouragement to participate and somewhat enjoyed the activity	Participant refused or was reluctant to participate.
Group dynamic	Participant consistently supported other group members and played fairly	Participant supported others and played fairly most of the time	Participant required some assistance to play fairly and support others	Participant did not demonstrate fair play.
Materials Management	Participant was instrumental in gathering materials for distribution and collection	Participant needed to be reminded of proper materials management	Participant needed to be reminded several times of proper materials management	Participant did not participate in materials management and/or hindered others in participating

Source:

If there will be after ARG survey, do you think the following questions are relevant?

1. Please state the types of online games that you play (you may choose more than one)
   a. Non violent online games
   b. MUDs (Multi-user Dungeon)
   c. MMORGPG (Massively Multiplayer Online Role Playing Game)
   d. FPS (First Person Shooter)
   e. Real Time Strategy

2. Why do you like to play online games?
   a. I am able to interact with my friends when gaming
   b. I feel a sense of control when gaming
   c. Online gaming is more immersive and challenging than games played by myself
   d. Online games help me to destress
   e. Others

   _____

3. What attracted you to this ARG in the first place?
   a. Friends
   b. Curiosity
   c. Others

Sources for Qs 1,2 & 3
http://www.questionpro.com/a/showSurveyLibrary.do?surveyID=368837

4. Do you agree that ARG will be useful in your classroom?
   a. Yes to a great extent
   b. No, not at all
   c. Yes to some extent

5. Were the instructions easy to follow?
   a. Yes
   b. Somewhat
   c. No

6. Were you comfortable with the language used in this ARG?
   a. Yes
   b. No

7. Is there any suggestion you would like to give to improve this ARG?
   _____