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**2022 - 2023 Biannual DST Scholarship Rubric**

<b>Criterion</b>	<b>Developing 0 points</b>	<b>Competent 1 point</b>	<b>Advanced 2 points</b>	<b>Exceeding 3 points</b>
<b>Content and Relevance:</b> content of video should be clear, purposeful, and reflect personal experiences cited in prompts: background, identity, interest, talent that set students apart; learning from challenges, setbacks, failures; accomplishments, events, or realizations that spark personal growth; or any personal story.	The video’s message is difficult to connect to prompts. A viewer needs further explanation to understand the creator’s interpretation of the prompts. The video lacks a clear message or focus.	The video’s message touches on a prompt at a surface level, though it does have a clear message and/or focus.	The video’s connection to a prompt is strong and obvious to the viewer. The video’s message is clear and focused, though it does not spark conversation nor deep reflection by the viewers.	The video’s connection to a prompt represents a thoughtful interpretation by the creator and sparks conversation and deep reflection in the viewer of the video’s message and why the prompt is a focus within the application for CCD students.
<b>Video Production:</b> the optimization of video tools to leverage the experiential nature of the video medium, such as: transitions, filters, color correcting, titles and text, opacity, pacing, layers, and captioning if not in English. Tools are most effective when used consistently in order to knit the video together cohesively.	Video production tools used in ways that distract viewer from main message, or not used effectively to create tone, evoke interest, or leverage the ability of the medium. Their use is inconsistent rather than intentional. If not in English, no captions were used.	Video production tools used--sparingly or inconsistently--with the goal of engaging the viewer in the video’s message. Editing tools are used but drew some attention away from the message. If not in English, captions were used to translate most spoken audio.	Video production tools used well to engage viewer in video’s message. Editing tools are used effectively and somewhat consistently to unify the video and strengthen the transmission of the message. If not in English, captions were used to translate all spoken audio.	Video production tools are used skillfully to knit the video together and engage viewer completely in video’s message. Editing tools are used seamlessly and consistently to create a visceral experience and evoke emotion, interest, or thought. If not in English, captions were used to translate all audio elements of video with proper syncing and pacing.
<b>Visuals:</b> Visual content--such as photos, videos, animation, and graphics--included to support the message of the film	Little or no attempt to use visuals to create a tone that adds to the video’s message.	Visuals used with an attempt to support the video’s message, though some	Visuals create a tone that adds to or complements the video’s message. The	Visuals create a tone that adds substantially and extends the video’s message through adding new

## 2022 – 2023 Biannual Digital Storytelling Rubric

and add layers of meaning. Visuals are most effective when used to create tone and are unified in style. Original content is highly valued over stock footage, though it can be used strategically to strong effect.	Visuals do not match with the video’s message and don’t have consistency in style.	disconnects or redundancies exist between visuals and the message/audio. Visuals are somewhat inconsistent in tone or style. Video uses mostly stock or still footage.	visuals have consistency in tone and style and reveal a strong effort by the creator to leverage the visual aspect of the medium. Video includes some original content.	information for further interpretation. The visuals unify in purpose to the message and show the creator’s unique vision as a filmmaker. Video features well-produced original content.
<b>Audio:</b> music, voice, and/or sound effects support the effectiveness of the video’s message. Audio should add layers of meaning to the video’s message, create tone, and engage the viewer.	Audio doesn't enhance the video’s message, needs big adjustments to volume and balance, or was excluded at the detriment to the video’s effectiveness.	Audio is adequately used to enhance the video’s message, though there are inconsistencies and distractions that draw attention to the production of audio.	Audio is adequately used to enhance the video’s message and is consistent in tone, quality, and volume levels. Though it’s effective, missed opportunities may exist to create a full sensory experience for viewers.	Audio adds substantially to the tone, style, and message of the video, is well-produced and balanced, and represents a thoughtful consideration by the creator to leverage sound within the video medium.
<b>Credits:</b> proper attribution of work, either in the form of credit for on- and off-camera work and/or resources utilized to establish academic integrity and validity of work	Little or no attempt to cite sources nor attribute production efforts and procured visuals/audio in a Works Cited page or end credits.	Creator credits contributions to video through appropriately formatted end credits or a Works Cited page. Viewer can clearly gauge academic rigor and/or the extent of collaboration or procurement by the creator through their attributions.		
<b>Duration:</b> video must be between one and five minutes in duration	The video is less than one minute or longer than five minutes in duration.	The video is between one and five minutes in duration.		

Total: \_\_\_\_\_ / 14