

Course Title: Television Production 1 (EDITS)			
Course Number: 8772110			
NGSSS Benchmark	Content Focus	Number of Questions	Suggested Cognitive Complexity (per CPALMS)
<i>Reporting Category 1: Demonstrate knowledge of television production technology program instructional safety procedures and trade terminology.</i>			
04.02	State and apply general safety rules for operation of equipment and learning activities in the lab.	5	3 Level 2 2 Level 1
04.06	Store Equipment in appropriate location	5	5 Level 1
04.05	Transport equipment safely and securely.	5	2 Level 1 2 Level 2 1 Level 3
06.02	Set up, turn on and operate a video camera, a film a project.	5	2 Level 1 3 Level 2
<i>Reporting Category Total</i>		20	

Overall Percentage for Written Test: 30%

Overall Percentage for Performance Tasks: 70%

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Overall Percentage for Performance Tasks: 70%

Performance Task #1	Final Video Project
Weighting Percent for this Task	70%
Standard	06.02 Set up, turn on, and operate audio production equipment. 06.03 Demonstrate picture composition principles.
Exemplar (If applicable)	
Additional Information	Television Production 1 students will create a broadcast news segment displaying the rule of thirds for picture composition.
Suggested Assessment Team	Television Production Teacher from FPCHS and MHS.

Rubric:

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CATEGORY	15 points	10 points	5 points	0 points	Score
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
Storyboard	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video.	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.	
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held AND/OR some team members do not contribute a fair share of the work.	
Message Communicated	The message communicated through the video was encouraging in nature. All music and pictures support the message being communicated.	The message communicated through the video was encouraging in nature. Most music and pictures support the message being communicated.	The message communicated through the video was neither encouraging or discouraging. Some music and pictures support the message being communicated.	The message communicated through the video was discouraging in nature. Only a small amount of the music and pictures supported the message being communicated.	
Technical	The final product was aesthetically pleasing with backgrounds, titles, etc., that enhanced communication.	The final product was aesthetically pleasing with appropriate backgrounds, titles, etc.	The final product was aesthetically unattractive. The product contained appropriate backgrounds.	The final product was aesthetically unattractive.	