**Audio Recording Assignment**

SCORING RUBRIC

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **9-10 Points** |  |  |  | **7-8** |  |  |  | **4-6** |  |  | **0-3 Points** |  |  | **Points** |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Points** |  |  |  | **Points** |  |  |  |  | **Awarded** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **BROADCAST SCRIPT** | |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Introduction (opening) |  |  |  | Very Strong |  |  | Strong |  |  | Moderate |  | Weak |  |
|  |  |  | Information regarding the |  |  |  |  |  |  | Moderately |  |  | To some |  |  |  |
|  |  |  |  |  | Clearly stated |  |  |  |  | extent |  | Implied |  |
|  |  |  | organization |  |  |  |  |  | stated |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | stated |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Message (purpose, what it |  |  |  |  |  |  | Moderately |  |  | To some |  |  |  |
|  |  |  | does, where proceeds go, |  |  |  | Clearly stated |  |  |  |  | extent |  | Implied |  |
|  |  |  |  |  |  |  |  | stated |  |  |  |  |
|  |  |  | etc.) |  |  |  |  |  |  |  |  | stated |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Appropriate organization, |  |  |  | Organized and |  |  | A few |  |  | Unorganized |  | Unorganized |  |
|  |  |  |  |  |  |  |  |  | but purpose |  |  |
|  |  |  |  |  | clearly |  |  | transition |  |  |  | and difficult to |  |
|  |  |  | font, & sentence structure |  |  |  |  |  |  |  | can be |  |  |
|  |  |  |  |  |  | understood |  |  | problems |  |  |  | understand |  |
|  |  |  |  |  |  |  |  |  |  |  | understood |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Conclusion (closing) |  |  |  | Very Strong |  |  | Strong |  |  | Moderate |  | Weak |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **BROADCAST RECORDING** | |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Recording plays back |  |  |  |  |  |  | A few |  |  | More than |  | Does not play |  |
|  |  |  |  |  | No problems |  |  |  |  | expected |  |  |
|  |  |  | easily |  |  |  |  |  | problems |  |  |  | back |  |
|  |  |  |  |  |  |  |  |  |  |  | problems |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Volume |  |  |  | Easy to hear in |  |  | Can be |  |  | Hard to hear |  | Cannot be |  |
|  |  |  |  |  |  |  | heard in |  |  | in quiet |  |  |
|  |  |  |  |  | classroom |  |  |  |  |  | understood |  |
|  |  |  |  |  |  |  |  |  | quiet setting |  |  | setting |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Clarity of recording |  |  |  | Clear and |  |  | Some white |  |  | Distracting |  | Distorted and |  |
|  |  |  |  |  |  |  |  |  |  | hard to |  |
|  |  |  |  |  | distinct |  |  | noise |  |  | white noise |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | understand |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Message |  |  |  | Clear and easily |  |  | Some |  |  | ½ to ¾ of |  | Over ½ of |  |
|  |  |  |  |  |  |  | vague |  |  | message |  | message not |  |
|  |  |  |  |  | understood |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | portions |  |  | not clear |  | clear |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Timing |  |  |  | 29 to 30 | >28, < 29 | | | >27, < 28 | | |  | < 27 or >30 |  |
|  |  |  |  |  | seconds |  |  | seconds |  |  | seconds |  | seconds |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Grade (total points)** | | ---------- | | | | ---------- | | | ---------- | | | ---------- | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |