PODCAST GRADING RUBRIC

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|  | **does not meet expectations** | **meets basic expectations** | **exceeds basic expectations** |
| **Story circle** | Candidate does not provide suggestions to peers, or does not come prepared to participate in the circle | Candidate participates in both telling and listening to stories, and provides helpful feedback to at least one peer | Candidate meets basic expectations and provides multiple peers with thoughtful and useful feedback |
| **Story script** | Either the first draft or the final draft of the script is not submitted | Candidate submits both the first draft of the story and the final draft of the script showing changes | Candidate meets basic expectations and includes notes on the draft to show why s/he made the changes s/he did |
| **language analysis** | language analysis is not completed | language analysis is completed, includes data and analysis of data | meets basic expectations AND justifies decisions about language in a thoughtful way supported by evidence |
| **Podcast basics** | Podcast is not in an acceptable format OR is much longer than 10 minutes OR is less than 3 minutes | Podcast is recorded in Audacity, edited down to 10 minutes, and submitted to the instructor in .mp3 or .wav format | Podcast meets basic expectations AND includes music and/or sound effects that enhance the story |
| **Science in the podcast**  **X2** | Science concepts included seem very loosely connected to the story or are explained in a way that could lead to misconceptions | Podcast includes general-audience appropriate explanation of relevant science concepts interwoven into the story | Podcast meets basic expectations AND explains science concepts in a way that is engaging and/or creative |
| **Teacher's Guide: background information** | Explanation of background concepts is lacking in detail OR is written at a level that is not appropriate for a general audience | Teacher's Guide includes brief explanation of background concepts that are relevant to the science concepts in the story | Meets basic expectations PLUS includes multimedia references to support learning (e.g., pictures, diagrams, links to videos etc.) |
| **Teacher's Guide: academic language** | Section on academic language includes only a few vocabulary words with general definitions (little/no attempt to tie to the story) | Teacher's Guide includes relevant academic language (both AWL words and scientific vocabulary) from the story, along with explanation of that academic language | Meets basic expectations AND academic language SUPPORTS are included in the teacher's guide (e.g., scaffolds to help students use the language) |
| **Teacher's Guide: Activity/ Discussion** | Activity included is only loosely connected to the science concepts OR discussion questions are superficial/rote in nature | Teacher's Guide includes inquiry-based activity relevant to the story/ concepts OR open-ended discussion questions that can help students discuss science ideas | Teacher's Guide includes inquiry-based activity relevant to the story/ concepts AND open-ended discussion questions that can help students discuss science ideas |
| **Teacher's Guide: Standards and references** | One of the elements in "meets basic expectations" is missing | Relevant NGSS standards and references are cited | Meets basic expectations AND includes a variety of interdisciplinary standards and/or extensive reference list |