Table 2.Rubric for co-assessment of screencast .

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| Five criteria are assessed in the next rubric with four levels (1-4) for each one whose descriptors (paragraphs in cells) reflect, from lowest to higher, the quality of work. Please, select for each criteria the level you think appropriated for the assessed video marking with “x” in the corresponding box on the right of each descriptor. Once the evaluation is done, upload this file to “shared space” in the PoliformaT platform. | | | | | | | | |
| **CRITERIA** | **LEVEL** | | | | | | | |
| (20 % each criteria) | | **1** | **2** | | **3** | | **4** | |
| Adaptation to activity objectives | | Some of the proposed objectives are not dealt. | Some of the proposed objectives are dealt in an inadequate or superficial way. | | All the objectives have been suitability dealt with some little deficiencies. | | All the objectives have been dealt in a complet and balanced way. | |
| Technical quality and formal aspects. Use of the software | | The audio and video recording is clearly deficient. There is excessive text and the quality of pictures is poor. | The slides have the necessary text and the pictures are suitable, but audio and video recording is poor | | The slides (text and pictures) are right although they are not visually attractive. Audio and video recording are right. | | The screencast content is right and visually attractive. The audio record contributes to attract the attention. | |
| Oral and written expression | | The written text presents important deficiencies in syntax and spelling. The oral text consists of reading the text of the slides. | The written text is correct, although it has some misspellings and syntax mistakes. The slides have too much text that is read as is. | | The written text has shortcomings but it is schematic, so that the oral text explains and develops it without being its mere reading. | | The text does not present syntax or spelling errors. The oral text, although based on the slides, is elaborated with autonomy. | |
| References and information sources | | Only 1 or 2 references of general and informative type are cited, without applying any type of convention. The references of pictures are not cited. | Some references of general and informative type are cited, but they are not complet and no conventions are applied. | | All the content is base on references fulfilling the conventions. They include some handbook or webs coming from universitary or scientific institutions | | All the content is base on references fulfilling the conventions. Handbooks or webs coming from universitary or scientific institutions are the predominant sources. | |
| Conceptual correction and scientific vocabulary | | There are important misconceptions and a poor and scarce use of scientific language. | | There are some misconceptions. The vocabulary is sometimes inadequate according the subject matter content. | | There are not significant misconceptions. Everyday or imprecise expressions are used instead the scientific language. | | There are not misconceptions. The vocabulary is used according the proper scienfic language of the subject matter. | |