

Model podcast project assessment rubrics

Production values

	Accomplished	Developing	Emerging
Editing	Audiovisual recording is carefully edited to shape the narrative, as well as for effect, fluency and timing.	Audiovisual recording is edited for effect, fluency and timing.	Audiovisual recording is edited for suitable timing.
Sound design	Enhances the podcast through creative use of music and/or sound effects.	Significant addition of music and/or sound effects that suit the topic and target audience.	Minimal use of music and/or sound effects where they could enhance the podcast.
Sound recording	All speech and other sound is clearly audible. Producers minimise unwanted background noise. Volume of sounds is controlled.	Most speech and other sound is clearly audible. Producers attempt to minimise unwanted background noise. Volume of sounds varies.	Speech and other sound can be heard, although some sounds are unclear. The recording includes significant unwanted background noise. Sounds are included without adjusting their volume.
Video	Shots, transitions between clips and other visual elements, such as logos or photos, are planned for effect and are produced successfully.	Students endeavour to include shots, transitions between clips and/or other visual elements, such as logos or photos.	Video is presented as raw recording of people speaking, with minimal consideration of how the podcast will look.

Script

	Accomplished	Developing	Emerging
Topic and purpose	The topic and purpose of the podcast are clearly communicated, and the content of the podcast remains focused on these.	The topic and purpose of the podcast are mentioned or strongly implied, and the content of the podcast is largely centred on these.	The podcast has a topic and purpose to guide the content.
Problem-solving	The podcast proposes well-informed solutions in response to the particular issue under discussion. Solutions are explained clearly, with steps and/or details.	The podcast proposes solutions in response to the particular issue under discussion. There is some explanation of solutions.	The podcast discusses a particular issue. A solution to problems to do with this issue may be briefly mentioned.
Language	Language used by podcast hosts is accurate and shaped for effect, including persuasion, appropriate to the target audience.	Language used by podcast hosts is mostly accurate and compelling, showing consideration of the target audience.	Language used by the hosts is their ordinary speech, with minimal consideration of how it may be received by the audience.
Delivery	Scripting/planning helps the hosts to speak fluently and engagingly. Verbal improvisation may also be included for effect, for example during interviews.	Some scripting or planning is evident, as the hosts are able to explore their topic. Improvisation may also be present.	Hosts have minimal scripting/planning to help them, instead relying on improvisation.

<p>Coherence</p>	<p>A planned structure enables the hosts to introduce the episode in an engaging way, elaborate on the topic, and synthesise the preceding content and/or draw conclusions that flow from it. The hosts may bring creativity to the podcast, while maintaining its coherence.</p>	<p>The hosts follow a structure so that listeners can follow and clearly understand the podcast throughout.</p> <p>The hosts may also bring creativity to the podcast.</p>	<p>Material is presented in a chance sequence. If there is a script, it may include 'inside jokes', material unrelated to the topic or confusing content that is left unexplained. The hosts may bring creativity to the podcast.</p>
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Research

	Accomplished	Developing	Emerging
Evidence	Podcast hosts support all their contentions and arguments with strong evidence from a range of sources.	Podcast hosts support most of their contentions and arguments with evidence from more than one source.	Podcast hosts attempt to support some of their contentions and arguments, for example, using anecdotal evidence or repeating widely held claims.
Knowledge of the topic	Podcast hosts' research enabled them to demonstrate extensive knowledge of the topic, including facts and the perspectives of different stakeholders.	Podcast hosts' research enabled them to demonstrate knowledge of the topic, including some facts and the perspectives of more than one stakeholder.	Podcast hosts demonstrate some knowledge of the topic and awareness that people have different perspectives on it.
Sources	All sources are cited with accuracy and detail so that listeners (or visitors to a website if sources are listed there) can check the information presented in the podcast.	More than one source is cited in the podcast or listed on a linked website or document. Citations may have details missing.	The podcast is based on prior knowledge. A source may be mentioned in the podcast or listed on a linked website or document.

Collaboration

	Accomplished	Developing	Emerging
Roles	Group members fulfilled roles to contribute to making the podcast.	Group members accepted different roles intended to contribute to making the podcast.	Group members contributed to the podcast without assigning clear roles.
Equal participation	All group members shared responsibility for making decisions and following through with them.	More than one group member shared responsibility for making decisions and following through with them.	Group members relied on one person to make decisions. That person may have had help from the group to make the podcast.
Communication	All communication within the group was respectful, even when members had differences of opinion or problems arose.	Most communication within the group was respectful. The group was usually able to respond jointly to problems that arose.	Communication within the group was challenging. Members may have had difficulty listening to others, taking their contributions seriously, or jointly solving problems that arose.
Time management	The group completed planning, research and production in the time given for each phase of the project. Group members consistently used class time productively, for example by undertaking further research if they had spare time.	The group completed most phases of the project in the time given for planning, research and production. Group members usually used class time productively.	The group progressed towards completing each phase of the project at their own pace. They may have been 'stuck' on one step, had difficulty coming to agreement, or may have been unsure how to proceed when members were absent.