

	Exemplary (6)	Acceptable (4-5)	Developing (2-3)	Unacceptable (0-1)	Score
Research content	Video clearly presents the research topic, including the study animal, the questions/hypotheses and the methods. What is being tested and why is clearly presented.	Video presents the research topic, and mostly includes the study animal, the questions/hypotheses and the methods. What is being tested and why is presented.	Video presents the research topic, but several components are missing (e.g., study animal, the questions/hypotheses or the methods). What is being tested and why is not clearly presented.	Video does not clearly present the research topic, with several components missing (e.g., study animal, the questions/hypotheses or the methods). What is being tested and why is not presented.	
Video clarity	The video is in focus, has good lighting, and demonstrates the research videos that are being used to address the questions. The flow and editing of the video are appropriate to keep attention.	The video is mostly in focus, has decent lighting, and demonstrates some of the research videos that are being used to address the questions. The flow and editing of the video could be improved.	The video is mostly not in focus, has poor lighting, and does not demonstrate the research videos that are being used to address the questions. The flow and editing of the video are not appropriate to keep attention.	The video is not focus, has very poor lighting, and does not demonstrate any of the research videos that are being used to address the questions. The flow and editing of the video are not appropriate to keep attention.	
Questions/hypothesis	The questions and hypotheses are clearly stated in the video. The audience knows exactly what is being addressed and why it is being researched.	The questions and hypotheses are stated in the video. The audience knows what is being addressed and why it is being researched.	The questions and hypotheses are not clearly stated in the video. The audience may not know exactly what is being addressed and why it is being researched.	The questions and hypotheses are not stated in the video. The audience would not be able to determine what is being addressed and why it is being researched.	
Methods	The methods are clearly presented in the video to a point where the audience can understand how the researchers will address their research questions. It is very clear how the videos they're obtaining will ask the questions they're asking.	The methods are presented in the video to a point where the audience can mostly understand how the researchers will address their research questions. It is clear how the videos they're obtaining will ask the questions they're asking.	Some of the methods are presented in the video to a point where the audience may not understand how the researchers will address their research questions. It is not clear how the videos they're obtaining will ask the questions they're asking.	The methods are not clearly presented in the video to a point where the audience will not be able to understand how the researchers will address their research questions. It is not clear how the videos they're obtaining will ask the questions they're asking.	
Creativity	The video is engaging, it grabs the audience's attention, but also emphasizes the research. The video does an excellent job of connecting the research to the audience in a unique manner, with a balance between creative content and scientific content	The video is engaging, it may grab the audience's attention, but the emphasis on research is not as strong. The video does a decent job of connecting the research to the audience in a unique manner, with a decent balance between creative content and scientific content	The video is lacking in engaging the audience, it may not grab their attention. The emphasis on research is lacking. The video does a poor job of connecting the research to the audience in a unique manner. There is a lack of balance between creative content and scientific content	The video is not engaging, and may not grab the audience's attention. The emphasis on research is lacking. There is no connection of the research to the audience in a unique manner. There is a lack of balance between creative content and scientific content	

Peer Evaluation Form for Group Work

Your name _____

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions and demonstrates a cooperative and supportive attitude.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Contributes significantly to the success of the project.				
TOTALS				

Feedback on team dynamics:

1. How effectively did your group work?

2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.

3. What did you learn about working in a group from this project that you will carry into your next group experience?