

Texas Aquatic Science Video Project

Student Name(s): _____

Project Description: Students work together to create a video that explains a specific concept or topic in the Texas Aquatic Science curriculum. Students plan the concept of their project, develop a script/storyboard, and create their video in a logical format which communicates their point. Video projects may include interviewing a professional in an aquatic science field. Successful presentations include appropriate content such as photographs, video, music, animation, graphs, and other visual aids. Students upload the final project to YouTube. Schools may submit one project per school to Texas Parks and Wildlife for competition by sending the YouTube link to johnnie.smith@tpwd.texas.gov. Where classes are one semester long, schools may submit one project per semester. Each submission must be accompanied by a transcript of the finished video. Schools are responsible for obtaining student photo/video releases and including with their submission. TPWD will post winning videos on the Texas Aquatic Science website as supplementary material to the curriculum. TPWD tutorial on video production: <https://www.youtube.com/watch?v=XDIg3FbaHx4>

Here are the categories:

- **Best 1-3 minute live-action video** exploring/explaining a concept/topic
- **Best 1-3 minute animated video** exploring/explaining a concept/topic
- **Best Blooper Outtake** video resulting from a 1-3 minute video submission (must submit the 1-3 minute video as well)
- **Best 6 second clip**

Here are some great examples to use as inspiration:

Prey (Shake 'em off)	https://www.youtube.com/watch?v=SqEre3VPPbs
Drowned Town	https://www.youtube.com/watch?v=N7X6xRAYJus
How Tsunamis Work	https://www.youtube.com/watch?v=Wx9vPv-T51I
So Many Systems	https://www.youtube.com/watch?v=9rrZYsXqa94
Fossils Rock Anthem	https://www.youtube.com/watch?v=CiJ5lwl_wM0
Energy Conservation	https://www.youtube.com/watch?v=zm3wlGdAChw
Enzymes	https://www.youtube.com/watch?v=CZD5xsOKres

Teacher's Scoring Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Concept	<p>15-20 points</p> <p>The concept describes a clear picture of what students are trying to achieve including an adequate description of what they are trying to do and generally how each team member's work will contribute to the final project.</p>	<p>10-14 points</p> <p>The concept describes a relatively clear picture of what they are trying to achieve including what the team is trying to do overall but without specifics on how each team member's work will contribute to the final project.</p>	<p>5-9 points</p> <p>The team has brainstormed their concept, but has no clear focus. Goals/final product are not clearly defined.</p>	<p>0-4 points</p> <p>Little effort has been spent on brainstorming and refining a concept. The team appears unclear on their goals and how the project objectives will be met.</p>	
Script/ Storyboard	<p>12-15 points</p> <p>The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notations of proposed transitions, special effects, sound and title tracks are included: text, color, placement, graphics, are detailed. Notes about proposed dialogue/ narration text are included.</p>	<p>8-11 points</p> <p>The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.</p>	<p>4-7 points</p> <p>The thumbnail sketches on the storyboard are not in logical sequence and/or do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.</p>	<p>0-3 points</p> <p>There is no evidence of a storyboard or script.</p>	
Content/ Organization	<p>15-20 points</p> <p>The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project's main idea. Events and messages are presented in a logical order. Includes properly cited sources.</p>	<p>10-14 points</p> <p>Information presented is a connected theme with accurate and current supporting information contributing to understanding of the project's main idea. Details are logical and persuasive information is used effectively. The content includes a clear point of view with a progression of ideas and supporting information. Includes properly cited sources.</p>	<p>5-9 points</p> <p>The project does not present a clearly stated theme, is vague, and/or some of the supporting information does not seem to fit the main idea. Citations and facts are minimal.</p>	<p>0-4 points</p> <p>Content lacks a central theme, clear point of view and/or logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is. Information is incorrect, out of date, or incomplete. No citations included.</p>	

Quality	<p>12-15 points</p> <p>The video project was completed and included most of the suggested elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio was clear and understandable and other enhancements were well used.</p>	<p>8-11 points</p> <p>Video was completed and contained many of the suggested elements. Editing was incomplete or poorly done. Some poor shots remain. Video is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.</p>	<p>4-7 points</p> <p>Video was produced, but had very little editing. Many poor quality shots remain. Video was fragmented and choppy with little to no audio reinforcement.</p>	<p>0-3 points</p> <p>There was no video, or video was unedited without transitions or audio support.</p>	
Teamwork	<p>12-15 points</p> <p>Students met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect to one another.</p>	<p>8-11 points</p> <p>Students met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect toward each other.</p>	<p>4-7 points</p> <p>Minimal team meetings were held. Most of the students on the team contributed, but a majority of the work was done by one or two.</p>	<p>0-3 points</p> <p>Meetings were not held and/or not all of the team members contributed to the project. Teamwork was not evident.</p>	
Timeliness	<p>12-15 points</p> <p>All project deadlines were met.</p>	<p>8-11 points</p> <p>Most project deadlines were met. Those that were late did not have significant impact on the finished project.</p>	<p>4-7 points</p> <p>Many project deadlines were not met, negatively impacting the finished project.</p>	<p>0-3 points</p> <p>Deadlines were disregarded, having a significant impact on the final project.</p>	
Final Score					

TPWD Competition Rubric

Element	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Concept/Topic	40-50 points Video clearly conveys a very specific concept or topic from Texas Aquatic Science Curriculum and shows depth of understanding supported by visual and audio content.	26-39 points Video conveys a concept or topic from Texas Aquatic Science Curriculum and shows clear understanding supported by visual or audio content.	11-25 points Video conveys a general idea from Texas Aquatic Science Curriculum and shows only superficial knowledge.	0-10 points Video conveys a general idea from Texas Aquatic Science Curriculum and reveals misconceptions or lack of knowledge of the students.	
Video quality	40-50 points	26-39 points	11-25 points	0-10 points	

Guidelines for Caption Scripts, Keys and Credits

Caption Scripts

The Name of the Story

((music))

[narrator]

It was a dark and stormy night. A shot rang out.

((gunshot))

((scream))

[narrator]

Are you figuring this out? It's so simple

[Bob Dobbs]

I don't know what I was thinking. My hat just didn't fit the diverse habitat.

[Andy Glusenkamp]

You can make a hatband out of a snake skin.

[Bob]

I'd love to have a snakeskin hatband.

[Andy]

Here's how you make one.

-end-

(Once you use a person's name with them speaking, just use the first name afterward, unless there are two people with the same first name. Do not need any job description information in the caption script)

(Don't put 'sound of gunshot', just 'gunshot' will do. Don't put 'sound of tire on road' just put 'tire on road'. Keep it simple and to the point. If the sound pop is important to the story, put it in. If it doesn't really matter, leave it out. Captions go by quickly. Make it short.)

Keys

Andy Glusenkamp

Herpetologist

Texas Parks and Wildlife Department (this is always spelled out in full)

Missy Elliott

Wildlife Biologist

U.S. Fish and Wildlife Service

Alpaca Minion State Park
Blumefield, Texas (if it's in Texas, put Texas. The video will be seen outside of Texas.)

Credits

The Hat Story

Jeffrey Burras

Producer / Photographer

Additional Photography

Ken Burns

Production Assistance Provided By

The Texas Center for History Stuff

The University of Southeast Texas

Still Photos Courtesy of

The Burns Family

Irving Penn