

## Demand Shift Video Rubric

Teacher Name: **Colleen Davenport**

Student Name: \_\_\_\_\_

CATEGORY	I have mastered the material (4)	I've got most of the concepts down, but need a little more time (3)	I missed many of the concepts and need more time (2)	I didn't understand any of the material and I need to spend more time on these concepts (0)
Scenario Setup	Scenario clearly shows a situation for an item for which there is some demand.	Scenario shows a situation for an item for which there is some demand, but it's a little unclear just what the scenario is.	Scenario doesn't seem to make sense.	There is no scenario.
Interviews (at least 5)	At least 5 people are interviewed in the video.	4 people are interviewed in the video.	3 people are interviewed in the video.	2 or fewer people are interviewed in the video.
Factor Causing a Change in Demand Explained/Defined	There is a clear explanation or definition stated for the factor that causes a change in demand that is in students' own words. The definition shows a working understanding of the concept.	Students provide a definition of the factor that causes a change in demand, but it seems to be quoted from a text or not in their own words; the definition shows students have a little bit of a shaky grasp of the concept.	Students provide a definition of the factor that causes a change in demand, but it is not correct or is not missing some key elements.	The definition or explanation is completely wrong or is not present.
Explain how the interviewees' responses prove the assigned factor causes a change in demand	Students use the video to clearly explain and prove why their assigned factor causes a change in demand. The evidence gained in the interviews fully supports their point.	Students use the video to prove why their assigned factor causes a change in demand, but their explanation is not fully supported by the evidence in the interviews. (Some of the interviews conflict with the explanation.)	Students use the video to prove why their assigned factor causes a change in demand, but their explanation is not supported by the evidence in the interviews.	Students do not attempt to explain or prove why their assigned factor causes a change in demand.
Interest and Purpose	Video has a clear and interesting purpose.	Video is interesting but purpose is somewhat unclear.	Video is not very interesting and purpose is somewhat unclear.	Video is not interesting and has no discernable purpose.