Evaluating the Remix
final project checklist

Who is the audience? _____

What is the purpose? _____

What is the context? _____

	Evaluation	**ex**cellent, **w**ell **d**one, **d**one, **n**eeds **w**ork, **m**issing (circle one; explain)
Rhetorical	Images, words, sounds, and overall design have been carefully chosen to persuade a specific audience to act	ex wd d nw m
	The "claim" of the remix is clear, and all elements of the remix support its claim	ex wd d nw m
	The remix will be easily understood in the context in which it appears	ex wd d nw m
Media Use & Design	All the media strategies (font choice, images, screen arrangement, audio forms, etc.) contribute to the argument of the remix	ex wd d nw m
	The technical quality (clarity, audibility, etc.) of your media is appropriate to your form and purpose	ex wd d nw m
Transformation & Fair Use	Evidence of transformation? Commentary Critique Parody/Satire Other _____	ex wd d nw m
	Evidence of creativity; evidence of real change in purpose, character, meaning, message, etc.	ex wd d nw m
	Does the remix adhere to Factors II, III, & IV and not harm the copyright holder?	ex wd d nw m
Collaboration	Evidence from the drafting process shows effective use of peer feedback and outside testing of design and rhetoric	ex wd d nw m

Image credit: Still from Judson Laipply, *The Evolution of Dance.* 6 Apr. 2006.
http://www.youtube.com/watch?v=dMH0bHeiRNg

The Evolving Rubric

Step One: Elements for analysis/evaluation

Timeline: developed progressively during analysis of existing examples of remix
List as many examples of rhetorical, technical, and design elements as possible.

Step Two: Categories

Timeline: developed progressively during collection of assets for students' remix projects
Group elements into related categories. While the eventual category names may vary, they always include rhetorical and technical categories and, depending on the individual assignment, may also include language use, collaboration, diversity, and others.

Step Three: Applying Categories, Defining Criteria

Timeline: developed recursively during composing of remix project
Establish criteria for each category based upon the students' status as "novice designers." What qualities, in other words, signal that a project meets basic expectations (is "done") or that it has achieved excellence, at a particular point in the assignment?
Categories and criteria continued to be refined throughout the assignment, although "rhetorical effectiveness" is returned to most often as a touchstone for other categories.

Rhetorical	Images, words, sounds, and overall design have been carefully chosen to persuade a specific audience to act	Identify audience specifics. Will the audience know the original context of the media used? What elements of the images, words, and overall design will appeal to that audience? Why?
	The "claim" of the remix is clear, and all elements of the remix support its claim	Emphasis here is on all elements – look for inconsistencies, for images/words that cannot be easily understood, for pieces that don't "fit."
	The remix will be easily understood in the context in which it appears	Which elements contribute to "easy reading" in the suggested context, and why? Which elements might not be easy to understand?
	The images and words are ordered to build to the argument over time (applies to time-based project like 30-second PSA)	Does the argument build its effect over time? Is the project paced so that each part can be properly perceived and understood?

Media Use & Design	All the media strategies (font choice, images, screen arrangement, audio forms, etc.) contribute to the argument of the remix	Are all strategies relevant? Can you suggest possible alternatives (look at the choice of font; arrangement on the screen; focus, size, kind of images)? Are all images relevant? Do they advance the argument of the remix? Do they convey the meaning and tone? (If an image merely illustrates the text, note it, and suggest alternatives.)
	The technical quality (clarity, audibility, etc.) of your media is appropriate to your form and purpose	Is the quality of the image(s) and other visual elements appropriate to the audience, purpose, & context? Does the soundtrack fit the message? Is it properly edited? Is the voiceover clear, grammatical (as appropriate), age- and gender-appropriate?

Transformation & Fair Use	Evidence of transformation? Commentary Critique Parody/Satire Other _____	What was the original message and purpose of the remixed elements? Who was their audience? What was the context in which they were used? What is the new meaning, character, purpose, audience, context, etc. for this remix? **Be specific.**
	Evidence of creativity; evidence of real change in purpose, character, meaning, message, etc.	Does the remix alter the original in multiple, substantial ways? (The more thoroughly the original is transformed, the more likely a claim of Fair Use will stand up to challenges.)
	Does the remix adhere to Factors II, III, & IV and not harm the copyright holder?	Is the new use non-commercial? Educational? Is the amount or substantiality of the original work used limited? Does the remix interfere with the ability of the original copyright holder to profit from the work?

Collaboration	Evidence from the drafting process shows effective use of peer feedback and outside testing of design and rhetoric	Has the composer responded to formative comments from instructor, other students? Has the composer conducted and responded to usability testing? Has the composer responded to rhetorical as well as technical concerns?

Step Four: Final Revision of Categories and Criteria for Summative Evaluation

Timeline: following class presentations of final drafts, but prior to final submission
Emphasis in this last step is on the shift from formative assessment designed to aid composition and revision, to summative assessment designed to evaluate and grade the final project.