

Civil Air Patrol 2023 National AE High-Altitude Balloon Cadet Challenge

Post-Launch Documentary Video Expectations and Scoring Rubric

Squadrons will document the complete HABC process and tell the story through a video. The video should touch on all important parts of the experiment process, but should be sure to focus on the post-launch activities of testing, evaluating, and drawing conclusions from the results of the experiment. Some footage and pictures from the pre-launch process can be included, but whole sections should not be inserted from the pre-launch video. Squadrons should do their best to tell the whole story in a coherent and logical progression. Both still images and video footage can be used. Make sure that as the squadron works through the process, activities are documented DURING the process and not simply described after the fact.

- Squadrons should not use any copyrighted music. Any music used should be public-domain and links to licensing must be provided in the Google document submission section. Video must be easily accessed through a quick YouTube or Vimeo link.

Squadron Charter Number and Name: _____

Go-NO-Go Post-Launch Video:

*Check off each item, if any item is **UNCHECKED**, entry is a **NO-Go** and is allowed no further judging*

YouTube or Vimeo Link	
Not less than 4 min nor more than 5 minutes	
Only music that is released under creative common licensing or available in the public domain is used. Links to licensed music must be provided at time of submission in the Google document section for this.	
Sources of information, graphics, and photos are properly credited to the author/publisher.	
Contains full Squadron Charter (Region-Wing-Number) and Name	
Includes pre and post process info with much emphasis on post flight experiment analysis and results.	
Includes how each (or most) of the cadets contributed to the program.	
Includes info on how the squadron would use the \$5,000 prize \$, if awarded.	

98 Points Possible

	Minimal 1-2 pts	Average 3-4 pts	Exceptional 5-7 pts	Pts
Production	It is clear that the video was captured at the end of the process as a summary of the team's activities.	Video contains images or video footage that were shot only at the major milestones for the project (i.e. kick-off and conclusion).	It is clear from the final video that production took place throughout the process (different locations, different uniforms, multiple stages of experimental design are all evidence of recording the whole story). Videos are well lit, stable (tripod or other support when appropriate to the story), shot horizontally.	___
Composition	The majority of shots are the same composition (e.g. medium shots showing people from the waist up) so the viewer never gets to see an establishing shot of a location or event or a close-up shot of what the subject is working on.	Only a little variety of composition is used to help the viewer see important details of the project (wide, medium, and close-ups). Some clips are shot vertically (tiktok style).	A variety of compositions (close-up, medium shot, wide shots) are used to tell the story.	___
Audio	Audio is chaotic. Narration, if used, is drowned out by music or background sounds from the video. Audio levels fluctuate widely throughout the video.	The clarity of the interviews or narration is clear most of the time. Music and background sounds may overpower the narration or interviews at times.	Audio levels are even throughout video; music and other sounds drop so that narration is clear.	___
Post Production / Editing	The video seems unedited with many poor shots (photo montages or video) remaining in the final edit. No transitions between clips are used. Raw clips run back-to-back in the final video.	Video includes shots (photo montages or video) that occasionally detract from the storytelling (i.e. out of focus, long shots without purpose, or lack of continuity between shots). Pacing of video is mostly consistent with the story being told (e.g. rapid cuts with narration and music that is more sedate). Some of the transitions, graphics, and effects seem out of place with the storytelling.	The video is edited so that only the highest quality shots (photo montages or video) remain. Video flows smoothly from shot to shot and scene to scene using transitions that help tell the story (e.g. long dissolves indicate the passage of time). Music, if used, is consistent with the pacing of the story. Graphics and effects are used to support the story. Narration, if used, is clear in relation to other audio.	___
Storytelling	Script is haphazard or unplanned. On-air or audio voice overs are unrehearsed or inaudible.	Script is well written with most on-air and audio voice overs clearly audible.	The script is extremely well written, with on-air or audio voice over clear and well rehearsed.	___

Cadet Driven	Video is adult produced and driven, with minimal input from cadets.	Video appears to have minimal adult support with cadet perspective of topic, process, and learning apparent.	Video is clearly a production by and for cadets, explaining their topic, process, and learning from the cadet perspective.	___
Clarity	Video is unorganized and the topic and theme are unclear. Goal of the investigation is unclear.	Video approaches the topic in a generally clear and organized way. Topic and theme are present, as is the goal of the investigation.	Video approaches the topic in a clear, engaging, and interesting way. Topic and theme are very clear as is the goal of the student investigation.	___
Progression	Video does not tell a cohesive story or is in jumbled and disorganized order.	Video tells the story of the project in a logical progression with a clear beginning, middle, and end.	Video tells the story of the project in an interesting and engaging way with a logical progression.	___
Brief Recap	No recap of pre-launch process is included or the recap is too lengthy.	A brief recap of the pre-launch process is included.	A brief, succinct recap of the pre-launch process is included and sets the stage for the post-launch activities.	___
Experiment	Documentation of testing is minimal, missing, or unclear as to the purpose.	Video documents, through still or video footage, the testing process for most samples.	Video clearly documents, through still and/or video footage, the process of testing both control and flight payloads.	___
Results	Results of testing are unclear, or not discussed.	Results of the testing as it relates to the hypothesis is discussed.	Results of the testing as it relates to the hypothesis is detailed and clear.	___
Conclusions/ Implications	Conclusions and/or implications of the results are missing or unclear.	Conclusions and/or implications of the results of the experiment(s) are discussed.	Conclusions and/or implications of the results are clearly discussed with the importance of the experiment(s) clear.	___
Prize Money	Mention of the purpose of the \$5000 prize (if awarded) is missing or weak.	Cadets mention what would be done with the \$5000 prize (if awarded).	Cadets clearly detail what would be done with the \$5000 prize (if awarded).	___
Cadet Involvement	Video does not include information about all the cadets and/or skips some of the facets of the project. Video appears to be the work of a small portion of the team. <i>It is not a requirement that all cadets speak in the video, but contributions of the other cadets are missing or minimal.</i>	Video mentions the work of all cadets and the different facets of the project. <i>It is not a requirement that all cadets speak in the video, but their contributions should be mentioned and some still or video footage of all cadets should be present.</i>	Video highlights the work of all cadets on the project and the different facets of the project. <i>It is not a requirement that all cadets speak in the video, but their contributions should be highlighted and some still or video footage of all cadets should be present.</i>	___
Total Points (out of 98)				___