

# Civil Air Patrol 2022 National AE High-Altitude Balloon Cadet Competition

## Pre-Launch Video Expectations and Scoring Rubric

Squadrons will document the pre-launch process and tell the story through a video. The video should touch on all the research, planning, pre-experimentation stages the squadron participated in during the planning and experiment preparation process. Cadets should do their best to tell the whole story in a coherent and logical progression. Both still images and video footage can be used.

Squadrons should not use any copyrighted music. Any music used should be public-domain and links to licensing must be provided. Video must be available through a YouTube or Vimeo link.

Squadrons can use this scoring rubric to ensure their entry is eligible for overall judging.

Squadron Charter Number and Name: \_\_\_\_\_

### **Go-NO-Go**

\*Check off each item. If any item is **UNCHECKED**, the entry is a **NO-Go** and is allowed no further judging\*

YouTube or Vimeo Link	
Not less than 2 min <b>or</b> more than 2:30 min	
Only music that is released under creative commons license or available in the public domain is used. Links to licensed music is provided at time of submission.	
Sources of information, graphics, and photos are properly credited to the author/publisher (including pictures/videos taken by cadets).	
Contains Squadron Charter Number and Squadron Name	

\*Charter Number is Region-Wing-Number, for example: NER-NH-056\*

**120 pts possible**

<b>10 pts each</b>	<b>Minimal 1-3 pts</b>	<b>Average 4-7 pts</b>	<b>Exceptional 8-10 pts</b>	<b>Pts</b>
Production	It is clear that the video was captured at the end of the process as a summary of the team's activities.	Video was 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), and 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, 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, minimal input from cadets.	Video appears to be by the cadets, with minimal adult support. Topic, process, and learning are from the cadet perspective.	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.	___
Documents the process	Video fails to document one or more of the learning, brainstorming, or planning sessions the cadets did to arrive at their chosen investigation.	Video documents the research, brainstorming, experimentation, and planning cadets did to arrive at their chosen investigation.	Video clearly documents and details all of the pre-launch cadet research, brainstorming, and experimentation used to arrive at their chosen investigation.	___
Understanding	Video does not convey understanding of the space environment. Information about Col. Kittinger and contributions of high-altitude balloons are minimal or missing.	Video shows reasonable understanding space environment and includes segments of what cadets learned about Col. Kittinger and the contributions of high- altitude balloons to the space program.	Video shows a clear understanding of the space environment. It includes segments detailing what cadets learned about Col. Kittinger and the contributions of high-altitude balloons to the space program.	___
Hypothesis and Expected Results	Description of hypothesis and the expected results is missing or incomplete.	Cadet(s) describe the hypothesis of the experiment and the expected results.	Cadet description of the hypothesis and expected results is clear/concise, and shows complete understanding of the experiment and the space environment.	___
Cadet Involvement	Video does not include information about all the cadets on the project and/or skips some of the facets of the project. Video appears to be the work of a small portion of the group. <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 on the project and the different facets of the project (scientific investigation, planning, patch design, etc.). <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 is present.</i>	Video highlights the work of all cadets on the project and the different facets of the project (scientific investigation, planning, patch design, etc.). <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>	___
<b>Total Points (out of 120)</b>				