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| --- | --- | --- | --- | --- | --- |
|  |  | **Well Achieved** | **Achieved** | **Nearly there** | **Not achieved** |
| **Pitch content/plan** | **Structure and flow of content**Pathos: establishing authority to speak on the subjectEthos: including a logical argumentLogos: resonating with the audience (story telling)  | Excellent and logical structure and flow of content. Clearly established authority to speak on the subjectand logical argument. Excellent resonance with the audience (story telling) | Good logical structure and flow of content. Sufficiently established authority to speak on the subjectand somewhat logical argument. Good resonance with the audience (story telling) | Adequate attempt at logical structure and flow of content. Weak but established authority to speak on the subjectand attempts towards logical argument. Some resonance with the audience (story telling) | Illogical structure, flow of content is absent. Lack of established authority to speak on the subjectand little or no logical argument. Little or no resonance with the audience (story telling) |
| **Video pitching skills** | **Filming competencies** e.g. lighting, sound, camera set upPresenting to camera competencies e.g. Body Language (appearance, showing hands, eye contact)Editing competencies e.g. use of cutaways, animated slides, music | Excellent use of lighting, sound, camera set up. Professional, proficient and polished body language (appearance, showing hands, eye contact). Excellent demonstration of editing competencies e.g. use of cutaways, animated slides, music, no glitches | Good use of lighting, sound, camera set up. Good body language (appearance, showing hands, eye contact). Good demonstration of editing competencies e.g. use of cutaways, animated slides, music, with minor glitches | Fair use of lighting, sound, camera set up with some issues. Average body language (appearance, showing hands, eye contact). Average demonstration of editing competencies e.g. use of cutaways, animated slides, music, with some glitches which impact overall message.  | Poor use of lighting, sound, camera set up. Poor/inappropriate body language (appearance, showing hands, eye contact). Poor demonstration of editing competencies e.g. use of cutaways, animated slides, music, with many glitches impacting overall message.  |
|  |  | **Well Achieved** | **Achieved** | **Nearly there**  | **Not achieved** |
| **Design elements** | **Relevance:** The extent to which the design is consistent with and relevant to the environment within which it will be implemented.  | Excellent consistency with and relevance to the environment within which it will be implemented.  | Good consistency with and relevance to the environment within which it will be implemented. | Adequate consistency with and relevance to the environment within which it will be implemented.  | Little to no consistency with and relevance to the environment within which it will be implemented. |
| **Effectiveness:** The extent to which the intervention’s objectives were achieved, or are expected to be achieved, taking into account their relative importance | Excellent alignment with the objectives of the design brief | Good alignment with the design brief | Adequate alignment with the design brief | Little to no alignment with the design brief. |
| **Efficiency:** A measure of how economically resources/inputs (funds, expertise, time, equipment etc) are converted into results | Excellent indications of economically viable and realistic resources/inputs (funds, expertise, time, equipment etc) and how these are converted into results | Good indications of economically viable and realistic resources/inputs (funds, expertise, time, equipment etc) and how these are converted into results | Adequate indications of economically viable and realistic resources/inputs (funds, expertise, time, equipment etc) and how these are converted into results, but may be lacking in detail and/or foresight | Little to no indication of economically viable and realistic resources/inputs (funds, expertise, time, equipment etc) and how these are converted into results |
| **Impact:** Positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended or unintended  | Excellent foresight regarding potential positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended or unintended | Good foresight regarding potential positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended or unintended | Adequate foresight regarding potential positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended or unintended | Foresight is naive or unrealistic regarding potential positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended or unintended |
| **Sustainability:** The continuation of benefits from the intervention after major development assistance has ceased. Sustainability looks to the probability of continued long-term benefits.  | Excellent and in-depth consideration of the continuation of benefits from the intervention after major development assistance has ceased.  | Good overall consideration of the continuation of benefits from the intervention after major development assistance has ceased. | Adequate consideration of the continuation of benefits from the intervention after major development assistance has ceased, but more depth of analysis is needed. | Consideration of the continuation of benefits from the intervention after major development assistance has ceased is lacking.  |