

Digital Storytelling : Movie Maker Products Movie

Teacher Name: **Mrs. Nicholson**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Voice - Consistency | Voice quality is clear and consistently audible throughout the presentation. | Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. | Voice quality is clear and consistently audible through some (70-84%) of the presentation. | Voice quality needs more attention. |
| Soundtrack - Originality | All of the music is original. | Most (over half) of the music is original. | Some of the music is original. | None of the music is original. |
| Images | Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. | Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. | An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. | Little or no attempt to use images to create an appropriate atmosphere/tone. |
| Grammar | Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development. | Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story. | Grammar and usage were typically correct but errors detracted from story. | Repeated errors in grammar and usage distracted greatly from the story. |
| Point of View - Awareness of Audience | Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience. | Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience. | Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience. | Limited awareness of the needs and interests of the target audience. |

Date Created: **Jan 08, 2008 07:14 am (CST)**