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| --- | --- | --- | --- | --- | --- |
| Category | Excellent  (5 /3.8/ 2.5 Points) | Good  (5 /3.8/ 2.5 Points) | Below Average  (5 /3.8/ 2.5 Points) | Poor  (5 /3.8/ 2.5 Points) | Points |
| Storyboarding  & Sequencing  Timeline  Organization  (20 Points) | Student creates a storyboard (timeline) of images/photos, which create a “flow” for the presentation.  **Excellent** skill in the use of transitions. | Creates a storyboard (timeline) of images/photos, which create a “flow” for the presentation.  **Good** skill in the use of transitions. | Creates a storyboard (timeline) of images/photos, which creates a “flow” for the  presentation.  **Some** skill in the use of transitions. | Creates a storyboard (timeline) of images/photos, which create a “flow” for the presentation.  **Lack** skill in the use of transitions. |  |
| Content  Images have a  clear Goal  Information  Audience  Length of movie  (20 Points) | Created/found images are related to a meaningful topic or plot.  Information has been compiled from relevant sources.  The movie is useful to an **audience beyond** the students who created it.  Time: 2-3 minutes long. | The project presents information in an accurate manner that can be understood by the **intended audience**.  There is a focus that is maintained throughout the piece.  Time: 1-2 minutes long. | The project has a focus but may stray from it at times.  There is an organizational structure, though it may not be carried out consistently.  Time: less than 1 minute long. | Project seems haphazard, hurried or unfinished.  Time: lasts 30 seconds or less. |  |
| Audio  Narration  Sound Effects  Music  (15 Points) | **Excellent** skills in narrating, creating/finding sound effects or music that relate directly into the meaning of the images. | **Good** skills in narrating, creating/finding sound effects or music that relate directly into the meaning of the images. | **Some** skills in narrating, creating/finding sound effects or music that relate directly into the meaning of the images. | Requires assistance narrating, creating/finding sound effects or music that relate directly into the meaning of the images. |  |
| Mechanics  Language used  Spelling & Grammar  (15 Points) | Presentation has **2** misspellings or grammatical errors. | Presentation has **3** misspellings or grammatical errors. | Presentation has **4** misspellings or grammatical errors. | Presentation has **5** or more misspellings or grammatical errors. |  |
| Conventions  (10 Points) | Titles, credits, fonts, colors, graphics, special effects or other word placements **add** meaning to the images and enhance presentation. | Titles, credits, fonts, colors, graphics, special effects or other word placements **add some** meaning to the images and enhance presentation. | Titles, credits, fonts, colors, graphics, special effects or other word placements **add little** meaning to the images and enhance presentation. | The student uses these features minimally or not at all.  Resulting effects add **no** meaning to the images. |  |
| References  (10 Points) | **All** resources are used correctly and properly cited in the references section. | **Most** resources are used correctly and properly cited in the reference section. | Most resources are **not cited** correctly or are improperly used. | No resources are cited correctly and project contains no reference section. |  |
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Grade **\_\_\_\_\_\_\_**