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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 & SequencingTimelineOrganization(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 thepresentation. **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. |  |
| ContentImages have a clear Goal InformationAudienceLength 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. |  |
| AudioNarrationSound EffectsMusic(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. |  |
| MechanicsLanguage usedSpelling & 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 **\_\_\_\_\_\_\_**