Digital Storytelling Rubric

Criteria	3 points	2 points	1 point	0 points
Planning				
Creativity	Complete originality in composition and delivery, strong evidence of critical thinking skills	1 element is not original in composition and delivery, some evidence of critical thinking skills	2 elements are not original in composition and delivery, little evidence of critical thinking skills	3 or more elements are not original in composition and delivery, no evidence of critical thinking skills
Storyboard	Complete and detailed evidence of planning throughout entire storyboard including sketches, sequencing, pacing, and consistent storytelling	Evidence of planning through 2/3 of storyboards including sketches, sequencing, pacing, and storytelling.	Evidence of planning through up to 1/3 of storyboard including sketches, sequencing, pacing, and storytelling.	Little to no evidence of planning including minimally completed sketches, sequencing, pacing, and storytelling.
Content and Theme	Content is clearly relevant to story and theme, message is distinctly clear	Content has some relevance to story and theme, message is clear with some confusing points	Content has little relevance to story and theme, message is not clear	Content has no relevance to story and theme, there is no message
Use of Technology				
Videography	Strong use of quality videography, including camera angles, framing, and lighting used to add to the overall impact of presentation	Some elements of videography, including camera angles, framing, and lighting used to add to the overall impact of presentation	Very few elements of videography, including camera angles, framing, and lighting used to add to the overall impact of the presentation	Little to no elements of videography, including camera angles, framing, and lighting used to impact the overall presentation
Editing	Transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video	Most transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video	Some transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video	Little to no transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video

Criteria	3 points	2 points	1 point	0 points
Mechanics				
Timeliness	Project turned in at the beginning of class	Project turned in by the end of the day	Project turned in one day late	Project turned in two or more days late
Documentation	All sources are cited completely in required format and all copyrighted material, if used, is identified and used with written permission	1 source is not cited properly according to the required format and/or 1 copyrighted piece of material is not identified properly or was not given written permission	2 sources are not cited properly according to the required format and/or 2 copyrighted pieces of material are not identified properly or was not given written permission	3 sources are not cited properly according to the required format and/or 3 copyrighted pieces of material are not identified properly or was not given written permission
Group Dynamic **(This section will be assessed through self-evaluation and peer evaluation)**				
Work Delineation	Work was delineated equally among all group members	Work was predominantly completed by 2/3 of group members	Work was completed by one member of the group	Some of the project not completed due to group dissonance
Collaboration and Contribution	Collaboration and contribution of ideas from each group member	Collaboration and contribution of ideas given by 2/3 of group members	Contribution of ideas given by one person in group	Lack of communication and collaboration among group members
Respect	Each member treated all other members' ideas/person with respect all of the time	Respect given to group members most of the time	Evidence of respect given intermittently between group members	Lack of respect evident in group interaction