

DIGITAL STORYTELLING TEACHER RUBRIC

PLANNING THE STORY					
Categories	Excellent 9-10	Good 6-8	Satisfactory 3-5	Unacceptable 1-2	Score
Storyboard	Storyboard includes completed sketches, sequencing, pacing, script and illustrations.	Evidence of planning through most of the storyboard, including sketches, sequencing, pacing, script, and illustrations.	Evidence of planning through some of the storyboard, including sketches, sequencing, pacing, script, and illustrations.	Little to no evidence of planning, including minimally completed sketches, sequencing, pacing, script and images.	
Portfolio	<i>Portfolio includes complete and detailed planning materials:</i> 1. Brainstorming sheet 2. Monster designed and description 3. Story drafts 4. Storyboard 5. Final script	Portfolio includes most required planning materials.	Portfolio includes some required planning materials.	Portfolio does not include any of the required planning materials	
Personal Narrative	Story is clearly told in the first person; events are in order and includes many relevant details and detailed vocabulary.	Story is told in the first person, conveys some events of the story and includes some relevant vocabulary.	Story is mostly told in the first person, with some important events but those are not well expressed, includes few relevant vocabulary words.	Story is not told in the first person; the story events are not organized or stated in a clear way. Most of the vocabulary words are not included in the narrative.	

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UNDERSTANDING THE CONTENT OF THE BOOK					
Categories	Excellent 9-10	Good 6-8	Satisfactory 3-5	Unacceptable 1-2	Score
Outline of incidents in the story	Student clearly understands and describes key features of the story events in Spanish. Student organizes the events chronologically. Student infers content from images in the book. Student uses Spanish vocabulary to describe the story.	Student understands most of the key features of the story events in Spanish. Student can organize most of the events chronologically. Some images align to what is occurring in the book.	Student shows limited understanding of the events and sequence of the story. Story is not chronological at all points and not all images align to what is occurring in the book.	There is little or no evidence of understanding of the story and the different events in it. Cannot organize the events in a coherent way.	
Identify the main emotions described in the book and relates him/herself with them	Student clearly identifies and correctly pronounces the main emotions of the story and can pair activities and actions with them. Student retells with detail in Spanish the emotions described in the book.	Student identifies most of the emotions in the story, but needs help to relate emotions with situations in real life. Student retells emotions in the story with little help.	Student shows limited understanding of the emotions in the story. Student can understand and retell the story only in English with few vocabulary words in Spanish.	There is little or no evidence of understanding of the story. Student reads the English version of the book to support comprehension of the events and emotions.	
Reflective write-up	Student writes clear and detailed sentences in Spanish	Student writes clear, but simple sentences in Spanish to	Student writes simple sentences using Spanish and	Student needs support to use some Spanish vocabulary	

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	to describe a monster. Student uses proper grammar and understand the change form of adjectives in Spanish.	describe a monster. Student understands the change form of adjectives in Spanish.	English words to describe a monster. In some cases, Student uses proper grammar and understands the change form of adjectives in Spanish.	to describe a monster. Student shows limited or no understanding of the grammar rules in Spanish.	
USE OF TECHNOLOGY					
Categories	Excellent 9-10	Good 6-8	Satisfactory 3-5	Unacceptable 1-2	Score
Voiceover supports purpose and tone of story	Voiceover is clearly audible; words are pronounced correctly. Voice inflections are made during the narration. Pacing draws audience in and creates intimacy with the emotions described in the story.	Voiceover is clearly audible. Words are mostly well pronounced. Voice inflections are mostly made throughout the story. Pacing in most of the script makes it easy to listen to and engage with the story.	Voiceover is mostly audible. Some voice inflections create interest. Some to little vocabulary words are presented in the story. Pronunciation makes difficult to convey meaning from the story.	Voiceover is difficult to hear, understand or is missing. Interest is lost due to lack of inflection and pacing.	
Student utilizes My Story app and iPad tools effectively	Student shows exceptional use of My Story app and its art tool kit, background, page managers, shapes keyboard and editing tools. The	Student shows effective use of editing and art tools of My Story app. Titles and images were used effectively and enhance the experience of	Titles, images, editing, and drawing tools of My story app were under or over used, and can distract from story. Pictures were not entirely focused on	Illustrations, titles, editing tools and pictures under or over used, or not used at all. No evidence of knowing how to apply the app editing effects.	

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	app was used effectively and greatly enhance the experience of watching the digital story. Great use of the iPad camera.	watching the digital story.	the subject of the story.	Pictures taken with the camera are not related to the content of the story.	
Illustrations and pictures complement and help to understand the ideas in the script	Illustrations and pictures used to convey information that is not contained in the script, but adds to storyline. Pictures give context clues to non-Spanish speaking audience. Tone of the images is aligned with tone of the story.	Some use of implicit illustrations to convey information not contained in the script. Some images enhance the audience's experience and understanding of the story, even if they do not speak Spanish. Tone of most images is aligned with the tone of the story.	Limited use of implicit illustrations to convey meaning of the story. Most images reflect the voiceover exactly and do not provide additional information. Tone of some images is aligned with the tone of the story.	Many illustrations undermine intent of story. Almost all images reflect the voiceover exactly and do not add any new information to the script. Tone of visuals is not aligned with the tone of the story.	
USING THE STEAM CART					
Categories	Excellent 9-10	Good 6-8	Satisfactory 3-5	Unacceptable 1-2	Score
Demonstrate the proper management of materials in the STEAM cart.	Student uses and identifies materials efficiently in Spanish and English. Prevents waste of materials. Exhibits awareness of	Student recognizes the importance of following safety rules and procedures when using the STEAM cart materials.	Student needs to be reminded of the safety procedures and hazards when using the STEAM cart. Identifies some of the tools and	Student does not follow safety and procedures when using the STEAM cart. Is not aware of the safety hazards when using the cart.	

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	hazards tools in the cart and understands and follows safety procedures.	Pronounces and identifies most of the materials in the cart.	contents of the cart in both languages.	Does not recognize the different elements of the cart.	
Identify materials suitable to build a 3D puppet from the prototype.	Student selects proper materials that fit best for the construction of the puppet prototype. Explores with unknown materials in the cart, that will add mass and volume to the puppet.	Student understands the type of materials needed it to design a 3D version of the puppet prototype, but needs some support understanding how to move from 1D to a 3D design.	Student needs support to identify what types of materials are suitable for a 3D puppet. Needs assistance to pick materials that will add volume and mass to the puppet.	Student does not understand how to build a 3D puppet from the sketch using the STEAM cart materials.	
STEAM cart organization	Student maintains the work station and STEAM cart clean and organized. Always returns the STEAM cart materials after use.	Student follows rules to maintains the STEAM cart and work area clean. Places back contents of the cart in the right place.	Student understands the rules to maintain the STEAM cart organized. Usually places the materials back in the cart in the right place after using them.	Student's work station is not clean, does not put the materials back in the cart.	

PUPPETRY ARTS ASSESSMENT

Categories	Excellent 9-10	Good 6-8	Satisfactory 3-5	Unacceptable 1-2	Score
Design Criteria	Student's puppet was planned carefully based on sketches. Final product is a complete 3D	Student shows evidence of 3D design elements in the puppet. Student uses material	Student's puppet exhibits few 3D elements and look more like a 2D puppet figure.	Student's puppet shows little or no evidence of 3D or 2D elements in the puppet design. Final product is in 1D.	

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	puppet. Student exhibits skillful use of the materials.	properly to build the puppet.			
Originality & Creativity	Student explores with unusual materials in the STEAM cart to create the puppet. Student presents unusual solution to problem to design challenges of the puppets.	Student uses a creative approach when facing design issues. Student is creative in the use of materials in the STEAM cart.	With support, Student identifies possible materials to incorporate in the design of the puppet.	Student shows little or no evidence of creative thinking to build the puppet.	
TOTAL					