|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Criteria | Advanced (4) | Proficient (3) | Developing (2) | Basic (1) | Self  Assessment | Partner Assessment | Teacher Assessment |
| Ideation | Thoughtfully completes the ideation worksheet, creates an elaborate storyline, and also creates a detailed script. | Thoughtfully completes the ideation worksheet, creates a storyline, and also creates a detailed script. | Completes most of the ideation worksheet, storyline, and script. | Partially completes the ideation worksheet, storyline, and script. |  |  |  |
| Create | Creates an expressive line drawn character. The student also creates a whiteboard video that creatively recreates a fable or fairytale and is more than 3 minutes long. | Creates an expressive line drawn character. The student also creates a whiteboard video that recreates a fable or fairytale and is 3 minutes long. | Creates a line drawn character. The student also creates a whiteboard video that recreates a fable or fairytale and is 2-3 minutes long. | Creates a character. The student also creates a whiteboard video that recreates a fable or fairytale and is under 2 minutes. |  |  |  |
| Reflect | Thoughtfully completes a self-assessment, peer assessment, and reflection worksheet. | Completes a self- assessment, peer assessment, and reflection worksheet. | Completes most of the self-assessment, peer assessment, and reflection worksheet. | Partially completes the self-assessment, peer assessment, and reflection worksheet. |  |  |  |
| Participation | Participates more than once in group discussions and is on task/working during class time. | Participates once in group discussions and is on task/working during class time. | Does not participate in group discussions but is mostly on task/working during class time. | Does not participate in group discussions but occasionally on task/working during class time. |  |  |  |
| Total | Comments: | | | |  |  |  |

**Digital Storytelling**

**Turn-in Checklist:**

**Objectives:  
Given a worksheet, TSWBAT, create a story-line that will be followed in their video.  
Given a sharpie and paper, TSWBAT, use line to create an expressive character.  
Given the program VideoScribe, TSWBAT, create a whiteboard video that recreates a fable or fairytale.  
Given sample videos, TSWBAT, identify important aspects of storytelling in cultures.  
Given reflection worksheet, TSWBAT, assess their own and their peer’s final videos.**

* **Rubric**
* **Ideation worksheet**
* **Storyline**
* **Reflection**
* **Emailed final video**