

Digital Story Rubric

Category	5	4	3	2	1
Voice - Consistency	Each student has a speaking role. Voice quality is clear and consistently audible throughout the presentation.	Each student has a speaking role. Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Students do not have an equal speaking role. Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Students do not have an equal speaking role. Voice quality needs more attention.	Voice recording is missing.
Voice - Pacing	The pace (rhythm and voice punctuation) fits the story.	Occasionally speaks too fast or too slowly for the digital story.	Sometimes speaks too fast or slowly.	Frequently speaks too fast or too slowly.	Voice recording is missing.
Voice-Enthusiasm	Voice makes you want to listen. Voice inflections are frequently used. The speaker does not sound like he/she is reading from a script.	Frequently the voice shows enthusiasm and some voice inflections are used. Most of the time the listener cannot tell the speaker is reading from a script.	Sometimes the voice is enthusiastic. The listener can tell the speaker is using a script.	Rarely is the voice enthusiastic. Obviously the speaker is using a script that he/she has not practiced reading.	Voice recording is missing.
Images	Images create a distinct atmosphere or tone that matches different parts of the poem. At least ten images are used.	Images create an atmosphere or tone that matches some parts of the story. Eight images are used.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. Six images were used.	Little or no attempt to use images to create an appropriate atmosphere/tone. Four images were used.	Less than four images were used.

Soundtrack - Emotion	Music stirs a rich emotional response that matches the story well.	Music stirs a rich emotional response that somewhat matches the story.	Music is adequate, and not distracting, but it does not add much to the story	Music is distracting or inappropriate.	Music is missing.
Transitions	Transitions have been applied to every slide, and they are all consistent.	Transitions have been applied to 90-99% of the slides, and they are consistent.	Transitions have been applied to 80-89% of the slides, and they are consistent.	Transitions have been applied to 70-79% of the slides, and they are consistent.	Transitions are missing or are not consistent.
Text	Spelling and grammar are all correct. Text is written in an easily read font and easily read color.	Only one grammar or spelling error is present. Text is written in an easily read font and color.	No more than two grammar or spelling errors are present OR the text is not written in an easily read font or color.	No more than three grammar or spelling errors are present OR the text is not written in an easily read font and color.	More than four grammar or spelling errors are present. The text is not written in an easily read font and color.
Duration	Length of story was 10 slides: 1 introduction slide, 1 closing slide, and 8 topic slides.	Length of story was 9 slides.	Length of story was 8 slides	Length of story was 7 slides.	Length of story was 6 or less slides.
Cooperation	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves.	Worked cooperatively with partner most of the time, but had one problem that required adult intervention.	Worked cooperatively with partners some of the time, but had several problems that required adult intervention.	Did not work together at all.
Use of Time	Used time well during each class period with no adult reminders.	Used time well during most class periods with no adult reminders.	Used time well, but required adult reminders on one or more occasions to do so.	Used time poorly in spite of several adult reminders to do so.	Did not stay on task for most of the class periods.